Leveraging Intersectionality

Intersectionality in Action

Rhetoric and feminism have yet to coalesce into a singular recognizable field. In this book, author Cheryl Glenn advances the feminist rhetorical project by introducing a new theory of rhetorical feminism. Clarifying how feminist rhetorical practices have given rise to this innovative approach, Rhetorical Feminism and This Thing Called Hope equips the field with tools for a more expansive and productive dialogue. Glenn's rhetorical feminism offers an alternative to hegemonic rhetorical histories, theories, and practices articulated in Western culture. This alternative theory engages, addresses, and supports feminist rhetorical practices that include openness, authentic dialogue and deliberation, interrogation of the status quo, collaboration, respect, and progress. Rhetorical feminists establish greater representation and inclusivity of everyday rhetors, disidentification with traditional rhetorical practices, and greater appreciation for alternative means of delivery, including silence and listening. These tenets are supported by a cogent reconceptualization of the traditional rhetorical appeals, situating logos alongside dialogue and understanding, ethos alongside experience, and pathos alongside valued emotion. Threaded throughout the book are discussions of the key features of rhetorical feminism that can be used to negotiate cross-boundary mis/understandings, inform rhetorical theories, advance feminist rhetorical research methods and methodologies, and energize feminist practices within the university. Glenn discusses the power of rhetorical feminism when applied in classrooms, the specific ways it inspires and sustains mentoring, and the ways it supports administrators, especially directors of writing programs. Thus, the innovative theory of rhetorical feminism—a theory rich with tactics and potentially broad applications—opens up a new field of research, theory, and practice at the intersection of rhetoric and feminism.

Theoretical Approaches in Bioarchaeology

Identity, Rights, and Awareness opens a much needed critical analysis of subaltern Dalit voice in India. Filling a lacuna in comparative analysis of the connections between anticaste social movement, communal identities, and marginalized voice, Jeremy Rinker's book argues for the important role of narrative strategy in contending against oppressive systems.

Identity, Rights, and Awareness

This book documents the lived experiences of women of color academics who have leveraged their professional positions to challenge the status quo in their scholarship, teaching, service, activism, and leadership. By presenting reflexive work from various vantage points within and outside of the academy, contributors document the cultivation of mentoring relationships, the use of administrative roles to challenge institutional leadership, and more. Through an emphasis on the various ways in which women of color have succeeded in the academy—albeit with setbacks along the way—this volume aims to change the discourse surrounding women of color academics: from a focus on trauma and mere survival to a focus on courage and thriving.

Introduction to Intersectional Qualitative Research

This book crosses disciplinary boundaries to investigate how the benefits of green spaces can be further incorporated in public health. In this regard, the book highlights how ecosystem services provided by green spaces affect multiple aspects of human health and well-being, offering a strategic way to conceptualize the topic. For centuries, scholars have observed the range of health benefits associated with exposure to nature. As people continue to move to urban areas, it is essential to include green spaces in cities to ensure sustained human health and well-being. Such insights can not only advance the science but also spark interdisciplinary research and help researchers creatively translate their findings into benefits for the public. The book explores this topic in the context of 'big picture' frameworks that enhance communication between the environmental, public health, and social sciences.

Intersectional Automations

Intersectional Automations explores a range of situations where robotics, biotechnological enhancement, artificial intelligence (AI), and algorithmic culture collide with intersectional social justice issues such as race, class, gender, sexuality, ability, and citizenship. As robots, machine learning applications, and human augmentics are artifacts of human culture, they sometimes carry stereotypes, biases, exclusions, and other forms of privilege into their computational logics, platforms, and/or embodiments. The essays in this multidisciplinary collection consider how questions of equity and social justice impact our understanding of these developments, analyzing not only the artifacts themselves, but also the discourses and practices surrounding them, including societal understandings, design choices, law and policy approaches, and their uses and abuses.

Diversity in Practice

"Discover an innovative framework for addressing intersectionality within educational spaces designed to combat the cumulative effects of systemic marginalization due to race, gender, disability, class, sexual orientation, and other identity-based labels. Highlighting diverse ways of knowing, this
Managing Talent

This book explores how climate institutions in industrialized countries work to further the recognition of social differences and integrate this understanding in climate policy making. With contributions from a range of expert scholars in the field, this volume investigates policy-making in climate institutions from the perspective of power and its relation to social factors. It also considers other intersecting social factors at different levels of governance, from the global to the local level and extending into climate-relevant sectors. The authors argue that a focus on climate institutions is important since they not only develop strategies and policies, they also (re)produce power relations, promote specific norms and values, and distribute resources. The chapters throughout draw on examples from various institutions including national ministries, transport and waste management authorities, and local authorities, as well as the European Union and the UNFCCC regime. Overall, this book demonstrates how feminist institutionalist theory and intersectionality approaches can contribute to an increased understanding of power relations and social differences in climate policy-making and in climate-relevant sectors in industrialized states. In doing so, it highlights the challenges of path dependencies, but also reveals opportunities for advancing gender equality, equity, and social justice. Gender, Intersectionality and Climate Institutions in Industrialized States will be of great interest to students and scholars of climate politics, international relations, gender studies and policy studies.

Intersectionality in Family Therapy Leadership

The transition to adulthood presents young men with a number of challenging tasks as they negotiate changing relationships and roles, develop increased independence, and navigate normative shifts in substance use and other risk taking. For Black and Latino sexual minority young men, normative tasks during the transition to adulthood are disturbed by experiences of racist and homonegativism. Both racism and homonegativism are pervasive and pernicious: Myriad studies support links between these types of stigma and health disparities. These stigmatizing experiences are contingent on an unequal balance of power that serves to keep Black and Latino sexual minority young men away from opportunities and within the bounds of heteronormativity. Elevated rates of substance use seen among Black and Latino sexual minority young men are partially attributable to the chronic stress associated with acute events and an on-going undervirulent of stigma (Hatzenbuehler, Phelan, & Link, 2013). Applying an intersectional framework to quantitative research on the health and development of Black and Latino sexual minority men demands modeling that represents not only the unique intersection of race and sexual orientation, but also reflects the systems of power and oppression that subvert healthy development toward optimal outcomes. Rather than assuming homogeneity across all Black and Latino sexual minority young men, this study examined within-group heterogeneity. Three aims were addressed: (1) Identify subgroups indicated by multidimensional experiences of racism and homonegativism; (2) Investigate associations between subgroups and substance use; (3) Examine the potentially protective effects of friend support and family social support during the transition to adulthood. Data were from a cohort of 435 Black and Latino sexual minority young men aged 16 to 25 years at baseline in Los Angeles (Healthy Young Men’s Cohort Study; Kipke et al., 2019). Participants provided self-reported data at five data occasions semiannually for 24 months. The marginal approach to longitudinal latent class analysis was used to identify latent classes indicated by multidimensional experiences of racism (e.g., police harassment, workplace discrimination, sexual objectification) and homonegativism (e.g., violent victimization, family rejection, identity concealment). Following identification of classes, associations between latent classes and substance use were estimated using fixed effects logistic and linear regression adjusted for demographic and contextual covariates (e.g., age, sex exchange, financial and food insecurity). Substance use included any past 6-month use (nicotine, marijuana, alcohol, binge drinking, and poppers) and both past 6-month and 30-day measures of substance use frequency (marijuana), level (nicotine, marijuana use disorder, alcohol-use risk), substance use disorders (marijuana abuse, dependence, and disorder; hazardous and harmful drinking, alcohol dependence), and substance use during sex (marijuana, binge drinking, poppers). To test the protective effect of social support, interactions between class membership and both friend support and family support were added to the regression models. Longitudinal latent class analysis identified five subgroups of person records indicated by multidimensional experiences of racism and homonegativism: Minimal Stigma (26% of person records), Homonegativism (17%), Sexual Racism (22%), Multiform Racism (24%), and Compound Stigma (11%). The Homonegativism, Multiform Racism, and Compound Stigma classes were also characterized by disproportionately high prevalence of economic strain indicated by engagement in sex exchange and experiences of unmet financial needs and food insecurity. Using the Minimal Stigma class as reference and controlling for demographic and contextual covariates, incidents of membership in the Homonegativism and Multiform Racism classes were associated with elevated odds or higher levels of substance use. However, the magnitudes of significant associations with elevated substance use (marijuana disorder, binge drinking during sex) were greatest for Compound Stigma. Contrary to expectations, results did not support the idea that friend or family support moderated or buffered the association between stigma class membership and levels of substance use. Suplemental analysis focused on age trajectories showed that substance use followed a quadratic trajectory with a peak around age 22 to 23, similar to other studies. This developmental curve was uniform across latent classes of stigma. The person-centered approach used in this study more holistically models the multidimensional experiences of Black and Latino sexual minority men and their experience with intersecting identities and multiple marginalization. This approach provides an example for how to apply an intersectional framework to quantitative analysis of developmental and health data. Associations between latent classes and substance use uncovered heterogeneity within the sample and demonstrated the utility of identifying classes to unpack who within a sample experiencing stigma and marginalization may be more likely to engage in substance use and disordered use. Overall level of use was much higher among classes experiencing more types and greater frequency of stigma, though not uniformly across all substance use outcomes. This study joins the chorus of intersectional research calling for the disruption of pervasive racism and homonegativism in order to break the fundamental connection between stigma and substance use among Black and Latino sexual minority young men.

Handbook of Research on Workforce Diversity in a Global Society: Technologies and Concepts

Theoretical Approaches in Bioarchaeology emphasizes how several different theoretical perspectives can be used to reconstruct the biocultural experiences of humans in the past. Over the past few decades, bioarchaeology has been transformed through methodological revisions, technological advances, and the inclusion of external theoretical frameworks from the social and natural sciences. These interdisciplinary perspectives became the backbone of bioarchaeology and strengthened the discipline's ability to address questions about past biological and social dynamics. Consequently, how, why, and when to apply external theory to studies of past populations are central and timely questions tied to future developments of the discipline. This book facilitates ongoing dialogues about theoretical applications within the field and interdisciplinary connections between bioarchaeology, biological anthropology, and other disciplines. Each chapter highlights how a theoretical framework originating from a social or natural science connects to past and future bioarchaeological research. For scholars and archaeologists interested in the theoretical applications of bioarchaeology, this book will be an excellent resource.

Rhetorical Feminism and This Thing Called Hope
Intersectionality in Intentional Communities examines the practices of change in Protestant congregations and the work to replace dominating structures with liberating ones. Zeral argues that volltional communities such as these may provide a best-case scenario for how members find ways to create inclusive environments for LGBTIQ communities.

Handbook on Gender, Diversity and Federalism

This brief examines the ways in which sociocultural characteristics and contexts intersect to create varying dimensions of social advantage and inequality that, in turn, affect and organize professional relationships in educational and therapeutic settings. It explores how inherently hierarchical relationships develop within educational and university contexts, including between professors and students, supervisors and supervisees, clinicians and clients, and administrators and faculty members. The volume addresses how participants’ social locations inform their roles and actions and how they can hold positions of power while also embodying a marginalized identities. In addition, the book draws on perspectives of persons marginalized or privileged based on their race/ethnicity, sexual orientation, and/or gender to examine how social location impacts their work as family therapy clinicians, supervisors, instructors, and administrators. Grounded in individual reflection and detailed experiences, each chapter describes rich personal narrative on how the individual therapist’s intersecting social locations influence his/her professional relationships. This book highlights the need for family therapists to identify their social location characteristics, evaluate the impact of their social location on their professional relationships, and process the role social location has on their academic, supervisory and clinical position. This volume is an essential resource for clinicians and practitioners, researchers and professors, and graduate students in family studies, clinical psychology, and public health as well as all interrelated disciplines.

Leveraging Multigenerational Workforce Strategies in Higher Education

Drawing on intersectional theorising, Homelessness and Social Work highlights the diversities and complexities of homelessness and social work research, policy and practice. It invites social work students, practitioners, policy makers and academics to re-examine the subject by exploring how homelessness and social work are constituted through intersecting and unequal power relations. The causes of homelessness are frequently associated with individualist explanations, without examining the broader political and intersecting social inequalities that shape how social problems such as homelessness are constructed and responded to by social workers. In reflecting on factors such as Indigeneity, race, ethnicity, gender, class, age, sexuality, ability and other markers of identity the author seeks to: • construct a new intersectional framework for understanding social work and homelessness; • provide a critical analysis of social work responses to homelessness; • challenge how homelessness is represented in social work research, social policy and social work practice; and • incorporate the stories of people experiencing homelessness. The book will be of interest to undergraduate and higher research degree students in the fields of intersectionality, homelessness, sociology, public policy and social work.

The Experiences of Queer Students of Color at Historically White Institutions

Explores accountability as a framework for building movements to transform systemic oppression and violence What does it take to build communities to stand up to injustice and create social change? How do we work together to transform, without reproducing, systems of violence and oppression? In an age when feminism has become increasingly mainstream, noted feminist scholar and activist Ann Russo asks feminists to consider the ways that our own behavior might contribute to the interlocking systems of oppression that we aim to dismantle. Feminist Accountability offers an intersectional analysis of three main areas of feminism in practice: anti-racist work, community accountability and transformative justice, and US-based work in and about violence in the global south. Russo explores accountability as a set of frameworks and practices for community- and movement-building against oppression and violence. Rather than evading the ways that we are implicated, complicit, or actively engaged in harm, Russo shows us how we might cultivate accountability so that we can contribute to the feminist work of transforming oppression and violence. Among many others, Russo brings up the example of the most prominent and funded feminist and LGBT antiviolence organizations, which have become mainstream in social service, advocacy, and policy reform projects. This means they often approach violence through a social service and criminal legal lens that understands violence as an individual and interpersonal issue, rather than a social and political one. As a result, they ally with, rather than significantly challenge, the state institutions, policies, and systems that underlie and contribute to endemic violence. Grounded in theories, analyses, and politics developed by feminists of color and transnational feminists of the global south, with her own thirty plus years of participation in community building, organizing, and activism, Russo provides insider expertise and critical reflection on leveraging frameworks of accountability to upend inequitable divides and the culture that supports them.

Rethinking Sexism, Gender, and Sexuality

An inspiring look inside immigrant youth's political activism in perilous times Undocumented immigrants in the United States who engage in social activism do so at great risk: the threat of deportation. In Organizing While Undocumented, Kevin Escudero shows why and how—despite this risk—many of them bravely continue to fight on the front lines for their rights. Drawing on more than five years of research, including interviews with undocumented youth organizers, Escudero focuses on the movement's epicenters—San Francisco, Chicago, and New York City—to explain the impressive political success of the undocumented immigrant community. He shows how their identities as undocumented immigrants, but also as queer individuals, people of color, and women, connect their efforts to broader social justice struggles today. A timely, worthwhile read, Organizing While Undocumented gives us a look at inspiring triumphs, as well as the inevitable perils, of political activism in precarious times.

Queer, Trans, and Intersectional Theory in Educational Practice

"The Index benchmarks national gender gaps on economic, political, education- and health-based criteria, and provides country rankings that allow for effective comparisons across regions and income groups, over time"—P. 3.

The Palgrave Handbook of Intersectionality in Public Policy

While online learning continues to be a rapidly expanding field of research, analyzing data allows educational institutions to fine tune their curriculum and teaching methods. Properly utilizing the data, however, becomes difficult when taking into account how socio-technical systems are used, the administration of those systems, default settings, how data is described and captured, and other factors. Methods for Analyzing and Leveraging Online Learning Data is a pivotal reference source that provides vital research on the application of data in online education for improving a system's capabilities and optimizing it for teaching and learning. This publication explores data handling, cleaning, analysis, management, and representation, as well as the methods of effectively and ethically applying data research. Tying together education and
information science with special attention paid to informal learning, online assessment, and social media, this book is ideally designed for educational administrators, system developers, curriculum designers, data analysts, researchers, instructors, and graduate-level students seeking current research on capturing, analyzing, storing, and sharing data-analytic insights regarding online learning environments.

Feminist Accountability

This book portrays the experiences of self-described “outsider” or “other” teachers—teachers whose identities set them apart from their students based upon combinations of race, class, gender identity, sexual orientation, nationality, ability status, religion, or other identity characteristics. The teachers profiled bring experiences of social isolation and difference into the classroom and demonstrate perspectives and habits of mind that inform a nuanced approach to interaction with students.

Intersectionality in Education

"[This] is a book that challenges you to step back and broaden your thinking about religion in general and religion in nursing. Nurses at all levels will appreciate the applications to nursing practice, theory, and research."—Journal of Christian Nursing "The Reverend Dr. Marsha Fowler and her colleagues have written a landmark book that will change and enlighten the discourse on religion and spirituality in nursing. The authors address the awkward silence on religion in nursing theory and education and with insightful scholarship move beyond the current level of knowledge and limited discourse on religion in nursing theory, education and practice. This book is path-breaking in that [it] gives many new ways to think about the relationships between ethics, health, caregiving, moral imagination, religion and spirituality." From the Foreword by Patricia Benner, PhD, RN, FAAN Professor Emerita of Nursing Department of Social and Behavioral Sciences and Nursing University of California, San Francisco The past 25 years have witnessed an escalating discussion on the role of spirituality within health care. This scholarly volume is rooted in the belief that not only is religion integral to nursing care, but the religious beliefs of both nurse and patient can significantly influence care and its outcome. It offers an in-depth analysis of the ways in which religion influences the discipline of nursing, its practitioners, and treatment outcomes. Through the contributions of an international cadre of nurse scholars representing the world’s major religions traditions, the book explores how theories, history and theologies shape the discipline, bioethical decision making, and the perspective of the nurse or patient who embraces a particular religion. It examines the commonalities between the values and thinking of nursing and religion and identifies basic domains in which additional research is necessary. The authors believe that ultimately, scholarly dialogue on the relationship between religion and nursing will foster and enhance nursing practice that is ethical and respectful of personal values. Key Features: Offers in-depth analysis of how religion influences the discipline of nursing, its practitioners, and treatment outcomes Uses critical theories to explore the intersections of religion, ethics, culture, health, gender, power, and health policy Includes an overview of all major world religions Focuses on the implications of religion for nursing practice rather than nursing interventions Designed for graduate and upper-level undergraduate students, nurse academicians and clinicians

The Handbook for Nursing Associates and Assistant Practitioners

Leading scholars look beyond the rhetoric of diversity to reveal the ongoing obstacles to professional success for traditionally disadvantaged groups.

Intersectionality of Race, Ethnicity, Class, and Gender in Teaching and Teacher Education

"As timely as it is well-written, this clear-eyed collection is just what I need right now." —Jacqueline Woodson, author of Brown Girl Dreaming “The intersectional feminist anthology we all need to read” (Bustle), edited by a feminist activist and writer who “calls to mind a young Audre Lorde” (Kirkus) Why do some women struggle to identify as feminists, despite their commitment to gender equality? How do other aspects of our identities – such as race, religion, sexuality, gender identity, and more – impact how we relate to feminism? Why is intersectionality so important? In challenging, incisive, and fearless essays – all of which appear here for the first time – seventeen writers from diverse backgrounds wrestle with these questions, and more. A groundbreaking book that elevates underrepresented voices, Can We All Be Feminists? offers the tools and perspective we need to create a 21st century feminism that is truly for all. Including essays by: Souflya Andry, Gabrielle Bellot, Caitlin Cruz, Nicole Dennis-Benn, Britt Bennett, Evette Dionne, Aisha Gani, Alina Hirsch, Juliet Jacques, Wei Ming Kam, Mariya Karimjee, Eishar Kaur, Emer O’Toole, Frances Ryan, Zoë Samudzi, Charlotte Shane, and Selina Thompson

Negotiating Gender Expertise in Environment and Development

There is a growing recognition that existing theories on, and approaches to, health inequities are limited in their ability to capture how they are produced through changing, co-constituted, and intersecting effects of multiple forms of oppression. Intersectionality considers the interactions and combined impacts of social locations and structural processes on the creation and perpetuation of inequities. This volume brings together activists, scholars, and community-based researchers to apply interpretations of intersectionality to health and organizational governance cases. By addressing specific health issues, it demonstrates that inequities cannot be understood without the interrogation of power and diverse social locations and structures that shape lives and experiences of health.

Counternarratives from Women of Color Academics

This book casts a light on the daily struggles and achievements of ‘gender experts’ working in environment and development organisations, where they are charged with advancing gender equality and social equity and aligning this with visions of sustainable development. Developed through a series of conversations convened by the book’s editors with leading practitioners from research, advocacy and donor organisations, this text explores the ways gender professionals - specialists and experts, researchers, organizational focal points - deal with personal, power-laden realities associated with navigating gender in everyday practice. In turn, wider questions of epistemology and hierarchies of situated knowledges are examined, where gender analysis is brought into fields defined as largely techno-scientific, positivist and managerialist. Drawing on insights from feminist political ecology and feminist science, technology and society studies, the authors and their collaborators reveal and reflect upon strategies that serve to mute epistemological boundaries and enable small changes to be carved out that on occasions open up promising and alternative pathways for an equitable future. This book will be of great relevance to scholars and practitioners with an interest in environment and development, science and technology, and gender and women's studies more broadly. The Open Access version of this book, available at https://www.taylorfrancis.com/books/e/9781351175180, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

Religion, Religious Ethics and Nursing
Offering an examination of educational approaches to promote justice, this volume demonstrates the necessity for keeping race, ethnicity, class, language, and other diversities at the core of pedagogical strategies and theories that address queer, trans, gender nonbinary and related issues. Queer theory, trans theory, and intersectional theory have all sought to describe, create, and foster a sense of complex subjectivity and community, insisting on relationality and complexity as concepts and communities shift and change. Each theory has addressed exclusions from dominant practices and encouraged a sense of connection across struggles. This collection brings these crucial theories together to inform pedagogies across a wide array of contexts of formal education and community-based educational settings. Seeking to push at the edges of how we teach and learn across subjectivities and communities, authors in this volume show that theories inform practice and practice informs theory—but this takes careful attention, reflexivity, and commitment. This scholarly text will be of great interest to graduate and postgraduate students, academics, teachers, libraries and policy makers in the field of Gender and Sexuality in Education, LGBTQ studies, Multicultural Education and Sociology of Education.

Property Rights, Intersectionality, and Women's Empowerment in Nepal

In the social and cultural histories of women and feminism, Black women have long been overlooked or ignored. The Routledge Companion to Black Women's Cultural Histories is an impressive and comprehensive reference work for contemporary scholarship on the cultural histories of Black women across the diaspora spanning different eras from ancient times into the twenty-first century. Comprising over 30 chapters by a team of international contributors, the Companion is divided into five parts: A fragmented past, an inclusive future Contested histories, subversive memories Gendered lives, racial frameworks Cultural shifts, social change Black identities, feminist formations Within these sections, a diverse range of women, places, and issues are explored, including ancient African queens, Black women in early modern European art and culture, enslaved Muslim women in the antebellum United States, Sally Hemings, Phillis Wheatley, Black women writers in early twentieth-century Paris, Black women, civil rights, South African apartheid, and sexual violence and resistance in the United States in recent history. The Routledge Companion to Black Women's Cultural Histories is essential reading for students and researchers in Gender Studies, History, Africana Studies, and Cultural Studies.

Homelessness and Social Work

This insightful Handbook offers a comprehensive exploration of the third generation of gender and federalism studies. In this timely and authoritative handbook, feminist scholars in both the West and the global south debate the impact of state architectures on women's movements, partisan organizations and policy advocacy using innovative discursive, institutional and intersectional approaches.

Leveraging Latent Class Modeling at the Intersection of Racism and Homonegativism

DR. FAY COBB PAYTON is currently an Associate Professor of Information Systems at North Carolina State University. However, her academic, corporate and community accomplishments, experiences and advocacy have touched individuals and organizations globally over the past twenty years. In support of her passionate advocacy for the digital and social inclusion of all Americans in both academia and corporate settings, Dr. Cob Payton has armed herself with a strong academic background, tours within some of the country’s top corporations and years of collaborative writing and lectures. IN HER NEW BOOK, Leveraging Intersectionality: Seeing and Not Seeing, Dr. Fay, as she is affectionately called, offers a unique and careful examination of who is engaged in digital and social inclusion, who is not and why everyone should be. THE FOREWORD is written by Johnnella E. Butler, Ed.D., Provost and Vice President for Academic Affairs at Spelman College. THE MESSAGES AND CHALLENGES contained in her engaging and creatively structured book represent over twenty-five years of personal and professional collaboration and observations in both corporate and academic settings. All of the papers and articles were first circulated in a number of respected peer-reviewed, scholarly publications. The inclusion of this work as the underpinning of Leveraging Intersectionality: Seeing and Not Seeing is not just intended to simply comprise a good anthology of previously published works. They are intended to illuminate, for those who are not students of the topic, how the dialogue, evaluations and recommendations surrounding the idea of leveraging intersectionality have evolved over this period.

Urban Green Spaces

There has never been a more important time for students to understand sexism, gender, and sexuality—or to make schools nurturing places for all of us. The thought-provoking articles and curriculum in this life-changing book will be invaluable to everyone who wants to address these issues in their classroom, school, home, and community.

Gender, Intersectionality and Climate Institutions in Industrialised States

This significant text employs an intersectional analysis and considers the role of queer frameworks to understand the experiences of Queer People of Color at historically white institutions of higher education in the U.S. By presenting data from student interviews and reflection journals, the book explores what it means to hold multiple minoritized identities, and asks how such intersections are navigated, contested, and experienced on college campuses. Exploring both micro- and macro-level mappings of marginalization and power, the text reveals issues including institutional erasure, pervasive whiteness in college and LGBTQ+ communities, and institutionalized racism and heterosexism, and offers in-depth insights into the material, psychological, emotional, and social impacts on queer students of color. Ultimately, the analysis highlights the necessity of employing intersectional frameworks for addressing interlocking systems of oppression and offers recommendations for the integration and support of queer students of color at historically white institutions (HWIs). This monograph will offer invaluable insights for scholars, researchers, and graduate students working in the fields of gender and sexuality, higher education, and issues of educational equity, who wish to realize the potential of intersectionality as an analytic framework for the study of identity and development of affirming educational environments.

The Global Gender Gap Report 2008
Nowhere to Run

Grounded in black feminist scholarship and activism and formally coined in 1989 by black legal scholar Kimberlé Williams Crenshaw, intersectionality has garnered significant attention in the field of public policy and other disciplines/fields of study. The potential of intersectionality, however, has not been fully realized in policy, largely due to the challenges of operationalization. Recently some scholars and activists began to advance conceptual clarity and guidance for intersectionality policy applications; yet a pressing need remains for knowledge development and exchange in relation to empirical work that demonstrates how intersectionality improves public policy. This handbook fills this void by highlighting the key challenges, possibilities and critiques of intersectionality-informed approaches in public policy. It brings together international scholars across a variety of policy sectors and disciplines to consider the state of intersectionality in policy research and analysis. Importantly, it offers a global perspective on the added value and “how-to” of intersectionality-informed policy approaches that aim to advance equity and social justice.

Leveraging Intersectionality

Colleges and universities silo diversity and inclusion by creating specific courses to address them, or programs to welcome and support people with a range of identities, whereas in reality students, faculty and staff do not encounter diversity in the fractured ways that match the organizational structures of our institutions. We all simultaneously embody a variety of identities with different saliency in different circumstances and times. This book offers models for institutions to move intentionally toward intersectionality--of study abroad and multiculturalism, of race and gender and religion, and of other essential aspects of our educational programs and our students’ identities--to open doors to new possibilities that better prepare our students for life in a diverse world, and that allow our institutions to become more efficient and effective as we strive to not simply do things better in our own separate spheres, but to do better things by working together across difference. Each chapter offers action-oriented analysis focusing on particular campus intersections, rather than attending to specific demographic groups. Chapter authors also build on their own local expertise of doing this work on campuses that often do not have deep pockets or rich histories of such efforts. The book is organized into three sections: * People focuses on diversity broadly defined, considering questions about how we recruit and engage the students, faculty, and staff in the campus community, and how we work with governing boards and others to promote inclusive excellence. * Environment focuses on inclusion, including residence life, the local community, the working and learning environment, and external factors and events such as national and international news or town gown relationships. * Learning focuses on perspective taking and learning about difference in the core curriculum, the disciplines, and the co-curriculum, as well as professional development for faculty and staff. This ground reaking book helps readers, no matter what position they occupy on campus, to develop the knowledge and capacities necessary to create inclusive classrooms and is premised on the understanding that identity, oppression, power and marginalization cannot be addressed by looking solely at single identities.

The Routledge Companion to Black Women's Cultural Histories

Why has the underrepresentation of women and racial minorities in elected office proved so persistent? Many researchers have asserted that the main shortfall happens at the candidacy stage--women and people of color are competitive candidates, but too few throw their hat into the ring. However, these studies are animated by two assumptions that tend to speak past each other. On the one hand, gender and politics scholars often suggest that women lack sufficient ambition to run for office relative to men. On the other hand, race and politics scholars have suggested that districts with majority white populations do not provide adequate resources or opportunities for minority candidates to succeed. These approaches tend to treat women and racial minorities as parallel social groups, and fail to account for the ways in which race and gender simultaneously shape candidacy. Nowhere to Run introduces the intersectional model of electoral opportunity, which argues that descriptive representation in elections is shaped by intersecting processes related to race and gender. Across states, realistic opportunities for potential candidates of color to get on state legislative ballots are sharply circumscribed by the distribution of white majority populations in most districts; and within the districts that are most widely viewed as winnable seats--majority minority districts--the perceived scarcity of viable electoral opportunities exacerbates factors that tend to push women of color farther from the candidate pipeline. These overlapping constraints result in an electoral landscape where women of color face constraints on electoral ambition that are intersecting and multilayered. Drawing on an original dataset encompassing nearly every state legislative general election from 1996-2015, as well as interviews and surveys with candidates, donors, and other political elites from 42 states, Nowhere to Run tests this theory with a first of its kind study of Asian American and Latina/o candidates, and the first simultaneous look at the relationship between changing populations and descriptive representation for African American, Asian American, Latina/o, and white women and men. The book sheds new light on how multiple dimensions of identity simultaneously shape pathways to candidacy and representation for all groups seeking a seat at the table in American politics.

Health Inequities in Canada

Introduction to Intersectional Qualitative Research, by Jennifer Esposito and Venus Evans-Winters, introduces students and new researchers to the basic aspects of qualitative research including research design, data collection, and analysis, in a way that allows intersectional concerns to be infused throughout the research process. Esposito and Evans-Winters infuse their combined forty years of experience conducting and teaching intersectional qualitative research in this landmark book, the first of its kind to address intersectionality and qualitative research jointly for audiences new to both. The book’s premise is that race and gender matter, and that racism and sexism are institutionalized in all aspects of life, including research. Each chapter opens with a vignette about a struggling researcher emphasizing that reflecting on your mistakes is an important part of learning. Discussion questions at the end of each chapter help instructors generate dialogue in class or in groups. Introduction to Intersectional Qualitative Research makes those identities and structures central to the task of qualitative study.

Can We All Be Feminists?

Intersectionality of Race, Ethnicity, Class, and Gender in Teaching and Teacher Education brings together scholarship that employs an intersectionality methodology to actual conditions that affect school-age children, teachers and teacher educators in relation to institutional systems of power and privilege.

Intersectional Perspectives on LGBTQ+ Issues in Modern Language Teaching and Learning

The essential handbook for nursing associate students and anyone undertaking a foundation degree or higher-level apprenticeship in healthcare practice. Now mapped to the latest NMC standards, the book continues to provide students with the core knowledge and skills needed for these roles, including study skills, professional development, leadership and teamwork, infection control and health promotion, bioscience, health sciences, mental health, learning disabilities, children and families. Key features for the new edition: All content is in-line with the NMC’s ‘Standards of proficiency for Nursing Associates’ – with each chapter featuring an outline of the platforms covered, ensuring that nursing
associates upon registration, will be able to effectively demonstrate these proficiencies and meet all outcome statements. New chapters on Public Health and Advanced Health Science: Genomics and Pathophysiology. Case studies and activities have been updated to aid discussion-based learning in the classroom and show students how the theory relates to real-life practice. Written by a collection of experienced authors in nursing and health, the book is essential reading for anyone studying to be a nursing associate, assistant practitioner or healthcare support worker.

Intersectionality Narratives in the Classroom

"This book highlights innovative research, theoretical frameworks, and perspectives that are currently being used to guide the practice of leveraging diversity in multiple organizational settings"—Provided by publisher.

Intersectionality in Intentional Communities

In this paper, we explore how different norms around property rights affect the empowerment of women of different social positions over the life cycle. We first review the conceptual foundations of property, empowerment, and intersectionality, and then present the methodology and empirical findings from ethnographic field work in Nepal. Going beyond formal ownership of property, we look at changes in property rights over personal and joint property at different stages of women's lives. Finally, the paper makes recommendations for how research and development projects, especially in South Asia, can avoid misinterpreting asset and empowerment data by incorporating nuance around the concepts of property rights over the household life cycle.

Methods for Analyzing and Leveraging Online Learning Data

Tierney, S. Craig Watkins

Diversifying Digital Learning

Managing Talent: A Critical Appreciation is aimed at management researchers seeking alternative and sometimes suppressed insights into talent theory and practice. The book gives alternative critical understandings of management innovations and highlight fresh insights into popular management ideas, practices and the literatures that surrounds them.

Organizing While Undocumented

The higher education literature on workplace diversity has overlooked the development of multigenerational workforce strategies as a key component of an inclusive talent proposition. While race, gender, sexual orientation, disability and other demographic attributes have gained considerable attention in diversity strategic planning, scant research pertains to building inclusive, multigenerational approaches within the culture and practices of higher education. Now more than ever, there is an urgent and unmet need to identify actionable strategies and approaches that optimize the contributions of multigenerational talent across the faculty, administrator, and staff ranks. With the goal of enhancing workforce capacity and creating more inclusive workplaces, Leveraging Multigenerational Workforce Strategies in Higher Education offers an in-depth look at multigenerational strategies that enhance institutional capacity and respond to educational needs. This book is the first to address the creation of multigenerational strategies in the higher education workplace based upon substantial empirical studies and qualitative research. Drawing on in-depth interviews with faculty and administrators, the book examines the broad “framing” of generations that consists of stereotypes, narratives, images, and emotions. Through the lens of these narratives, it describes how ageist framing is magnified by other minoritized statuses including race/ethnicity, gender, and sexual orientation, and can result in structural inequality, process-based discrimination, and asymmetrical behavioral interactions in the higher education workplace. A major feature of the book is its focus on best-in-class HR and diversity policies and strategies that institutional leaders can deploy to overcome generational and ageist barriers and build an inclusive culture that values the contributions of all members. Due to its practical and concrete emphasis in sharing leading-edge policies and practices that comprise a holistic multigenerational workforce strategy, the book will serve as a concrete resource to boards of trustees, presidents, provosts, deans, diversity officers, department chairs, faculty, academic and non-academic administrators, diversity and human resource leaders, and diversity taskforces in their efforts to create strategic, evidence-based multigenerational workforce approaches. In addition, the book will be utilized in upper division and graduate courses in higher education administration, diversity, human resource management, educational leadership, intergenerational issues, gerontology, social work, and organizational psychology.

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