

COURSE OUTLINE

(1) GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	SOCIOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ADIK320	SEMESTER	5/7
COURSE TITLE	INTERSECTIONAL APPROACHES TO GENDER AND INEQUALITY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	6
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	SKILLS DEVELOPMENT		
PREREQUISITE COURSES	FYRK293, FYLK226, METHK389, METHK131-ERG		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	GREEK		
MODE OF TEACHING <i>in-person (%)</i> <i>synchronous distance learning (%)</i> <i>asynchronous distance learning (%)</i> <i>(In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	In-person		
AVAILABILITY TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Brief Guide for drafting Learning Outcomes
The aim of the course is to familiarise the students with the concept and approach of intersectionality and to focus on the theoretical and methodological challenges it poses for sociological analysis.

Upon completion of the course the students will be able to: • Situate the intersectional approach in its historical and genealogical context, starting from the positions expressed in black feminist thought. • Understand the concept of intersecting social identities and systems of discrimination/oppression in the production of social inequality and the importance of this perspective for sociological analysis. • Understand the meaning and the epistemological-methodological implications of the term "standpoint of the oppressed". • Understand intersectionality as a theory and method for analysing social stratification. • Understand the critiques involved in the intersectionality debate and to formulate research questions.
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General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?</i>	
<i>Search, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adaptability to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Other...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology Decision-making Working independently Team work Respect for difference and multiculturalism Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking
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(3) COURSE SYLLABUS

Intersectional approaches to sociological analysis examine the intersections of different social classifications, such as gender, race, class, nation, etc. in the processes of production of social inequality and oppression. Although the study of social inequalities as a complex field of exclusion and privilege is a basic subject of Sociology, the perspective of intersectionality has only relatively recently been adopted as a result of the widespread influence of feminist theory and practice on sociological research in the last decades of the 20th century. The course develops in three sections. In the first, we will look at the beginnings of the intersectional approach within black feminist thought of second wave of feminism, through the study of the starting positions of the Combahee River Collective and theorists such as Kimberle Crenshaw and Patricia Hill Collins. We will focus on the triptych gender-race-class through the theory of the "matrix of domination" and on the adoption of a "standpoint epistemology" in the study of social inequalities. In the second section, we will examine new social phenomena and identities produced in the complex and unstable processes of globalization and late capitalism, a period characterized by mobility, heterogeneity and social insecurity. In particular, we will explore new social classifications and identities related to citizenship, sexuality, cultural differences, disability. We will refer to the methodological challenges and criticism that has been addressed to intersectional approaches of these
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contemporary social phenomena, and we will focus on the way in which the intersectional view is used as a theory of social stratification.

Finally, the third section is devoted to research and studies from the Greek bibliography. In particular, we will focus on research addressing issues of integration, exclusion and citizenship linked to the recent immigration experience, racism and discrimination, as well as the construction and management of national identity as a fundamental condition of belonging.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF TEACHING <i>Face-to-face, distance learning, etc.</i>	Face-to-face
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Communication with students is regular and takes place on a weekly basis through announcements and responses on the e-class platform, as well as via email and in person during scheduled office days and hours. Online meetings are also available upon request.
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.</i>	Communication and collaboration between students is ensured through group work and collaborative learning activities. It is supported by the use of the e-learn platform, as well as through classroom discussions and online meetings, which enhance the exchange of views and active participation/communication.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	YES
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Basic technological equipment and familiarity with digital tools (e-class, email, word processing) are required, as well as the ability to participate in online activities (e.g. teleconferencing)
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	The course policy on plagiarism is governed by the Code of Ethics and Conduct of the University of Crete, as well as by the current Study Regulations of the Study Program. Plagiarism constitutes a serious academic misconduct and is not acceptable. The checking of assignments for possible plagiarism is carried out using the Turnitin system through the e-learn platform.
ARTIFICIAL INTELLIGENCE POLICY <i>(1) The use of Artificial Intelligence is prohibited in all circumstances</i> <i>(2) The use of Artificial Intelligence is allowed only with the permission of the instructor</i> <i>(3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> <i>(4) Students are free to use Artificial Intelligence</i>	The use of AI is permitted upon permission from the instructor and only for specific activities (e.g. comprehension support, bibliography identification, language editing), with mandatory declaration and documentation of the use, without substituting the student's personal work.

ORGANISATION OF TEACHING	Activity	Semester workload
<i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS.</i>	Lectures: 20 Seminars: 40 Study and analysis of bibliography: 30 Tutorials: 35 Essay writing: 50 Course total: 175	
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Individual oral presentation 30% Final written essay (individual) 70%	

(5) RECOMMENDED BIBLIOGRAPHY

<u>Course Textbooks (in Greek):</u> Yuval Davis, Nira, <i>Κοινωνικό φύλο και έθνος</i>, μετ. Σ. Τρομάρα, εκδ. University Studio Press, Θεσ/νικη 2013. Levine, Philippa, <i>Φύλο και αυτοκρατορία</i>, εκδ. Πεδίο, Αθήνα 2016. Χαλκιά, Αλεξάνδρα, <i>Έθνος και φύλο σε κρίση</i>, εκδ. Futura, Αθήνα 2021. Butler, Judith, Spivak, Gayatri, <i>Τραγουδώντας τον εθνικό ύμνο</i>, εκδ. Τόπος, Αθήνα 2015. <u>Suggested Bibliography (in English):</u> Acker, Joan, "Inequality Regimes : Gender, Class, and Race in Organizations", <i>Gender & Society</i>, 20, 2006: 441-464. Anthias, Floya και Nira Yuval-Davis (1992), <i>Racialised Boundaries: Race, Nation, Gender, Colour and Class in the Anti-Racist Struggle</i>, εκδ. Routledge, Λονδίνο 1992. Bastia, Tanja, "Intersectionality, migration and development", <i>Progress in Development Studies</i>, 14(3), 2014: 237-248. Brah, Avtar, <i>Cartographies of Diaspora: Contesting Identities</i>, εκδ. Sage, Λονδίνο 1996. Brah, Avtar, "Scent of Memory: Strangers, our own, and others", <i>Feminist Review</i>, 61, 1999: 4-26. Brah, Avtar και Ann Phoenix, "Ain't I A Woman? Revisiting Intersectionality", <i>Journal of International Women's Studies</i>, 5(3), 2004: 75-86. Carastathis, Anna, "The Concept of Intersectionality in Feminist Theory", <i>Philosophy Compass</i> 9(5), 2014: 304–314.

- Choo, Have Yeon και Myra Marx Ferree, "Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions and Institutions in the Study of Inequalities", *Sociological Theory*, 28(2), 2010: 129-149.
- Christensen, Ann-Dorte, Jensen, Sune Qvotrup. Doing Intersectional Analysis: Methodological Implications for Qualitative Research. *NORA - Nordic Journal of Feminist and Gender Research*, 20(2), 2012: 109-125.
- Collins, Patricia Hill, "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought", *Social Problems*, 33(6), 1986: 14-32.
- Collins, Patricia Hill, *Black Feminist Thought*, 2η εκδ., εκδ. Routledge, Νέα Υόρκη 2000 [1990].
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- Combahee River Collective, "A Black Feminist Statement", στο Gloria T. Hull, Patricia Bell Scott και Barbara Smith (επιμ.), *All the Women Are White, All the Blacks are Men, But Some of Us Are Brave. Black Women's Studies*, εκδ. The Feminist Press at CUNY, Νέα Υόρκη 1982 [1977], σελ. 13-22.
- Crenshaw, Kimberle, "Demarginalising the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics", *University of Chicago Critical Legal Forum*, 1989: 139-167.
- Crenshaw, Kimberle (2001), "Mapping the Margins: Intersectionality, Identity Politics, and Violence", στο Kimberle Crenshaw, Neil Gotanda, Gary Peller και Kendal Thomas (επιμ.) *Critical Race Theory: The Key Writings That Formed the Movement*, εκδ. The New Press, Νέα Υόρκη 2001, σελ. 357-384.
- Davis, Kathy, "Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful", *Feminist Theory*, 9(1), 2008: 67-85.
- European Journal of Women's Studies*, 13(3), 1996 (Ειδικό Τεύχος "Intersectionality", επιμ. Ann Phoenix και Pamela Pattynama).
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- Gunaratman, Yasmin, *Researching Race and Ethnicity. Methods, Knowledge and Power*, εκδ. Sage, Λονδίνο 2003.
- Hancock, Ange-Marie, "When multiplication doesn't equal quick addition: Explaining Intersectionality as a Research Paradigm", *Perspectives on Politics*, 5(1), 2007: 63-79.
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- Lutz, Helma, Herrera Vivar, Maria Teresa, Supik, Linda (επιμ.), *Framing intersectionality. Debates on a multi-Faceted concept in gender studies*. Farnham, Surrey: εκδ. Ashgate, Φάρνχαμ, Σάρρεϋ 2011.
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- Phoenix, Anne και Pamela Pattynama, "Intersectionality", *European Journal of Women's Studies*, 13 (3), 2006: 187-192.
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Yuval-Davis, Nira, "Intersectionality and Feminist Politics", *European Journal of Women's Studies*, 13(3), 2006: 193-209.

Yuval-Davis, Nira, "Situated Intersectionality and Social Inequality", *Raisons politiques*, 58, 2015: 91-100.

Zarkov, Dubranka, Davis, Kathy, "EJWS retrospective on intersectionality", *European Journal of Women's Studies*, 24(4), 2017: 1-8.

Related academic journals:

Greek: *Επιθεώρηση Κοινωνικών Ερευνών (Social Sciences Review)*, *Σύγχρονα Θέματα (Contemporary Issues)*, *φεμινιστικά/feministika*

International: *European Journal of Women's Studies*, *Feminist Review*, *Gender and Society*, *Hypatia Signs*, *NORA*, *Sociology*, *Journal of Intersectionality*