Intersectionality and Power (200-level)

IP-25218 — revision saved on 2nd Apr 2024 at 16:25

Deadline: 31st May 2024

Basic module details

- **Month of introduction/change**: September
- **Year of introduction/change**: 2024
- **Requested module code**: IP280
- **Module title**: Intersectionality and Power (200-level)
- **Module duration**: 10 weeks
- **Department for SITS**: Liberal Arts

Rationale for introduction, revision or discontinuation

The new undergraduate module “Intersectionality and Power” represents a significant contribution to the curriculum of the Department of Liberal Arts, both complementing and building on from existing modules. With its intersectional, anti-racist approach, this module spotlights the voices and stories of underrepresented and hyperpoliced communities, exploring the influence of discourses of race, gender, sexuality and disability in the historical and contemporary manifestations of power.

**Module leader**
Dannelle Gutarra Cordero (2273970)

- **Level**: 5
- **Level for SITS**: 2
- **Credit value**: 15

**Module delivery**
Face to face

**Study locations**

<table>
<thead>
<tr>
<th>Location</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Warwick Main Campus, Coventry</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Module description**

**Introductory description**
During the summer of 2020, Black Lives Matter protests were held around the globe. Following an intersectional praxis, the Black Lives Matter Movement denounced the long-lived perpetuation of structural racism and the postracial rhetoric claiming with disdain that present-day racism is more “subtle.” Inspired by Kimberlé Crenshaw’s definition of intersectionality, Black activists publicly stressed how Black trans people with disabilities are systematically disregarded and targeted within social justice movements. Some politicians, media and corporations publicly proclaimed that “silence was not an option anymore” and made public statements about their commitment to “do better”. Yet, it soon became obvious that institutions simply continued upholding their status quo, refusing to speak of
reparations or to follow an intersectional framework.

What makes structural violence so pervasive and enduring? What are the key ideas of race, gender, sexuality and disability affecting the division of power and wealth today? How have these ideas infiltrated media representation, medical disparities, educational systems, beauty standards, environmental policy, public memory and carceral landscapes? How can liberal arts affirm the full personhood of intersectional identities?

This module examines the recent history of ideas of intersectional oppression, paying close attention to how long-standing hateful discourses influence power and institutions today. Our conversations will consistently study impactful concepts and scholarship about the distribution of power and the intersections of race, gender, sexuality and disability, engaging with major interdisciplinary debates across the humanities, natural sciences and social sciences. We will trace the historical reverberations of institutional violence in media representation, educational systems, wealth gaps, exploitative tourism, policy making, legal frameworks and global health disparities. We will lastly reflect about the links between intersectionality and interdisciplinarity, exploring the significance of reparations and radical imagination in liberal arts.

Principal module aims
This module will be a reparative academic space spotlighting underrepresented voices and stories, contributing to the existing curriculum of the Department of Liberal Arts. Following problem-based learning and student-led teaching, the main objective will be to explore how discourses of race, gender, sexuality and disability influence power and institutions today. The intersectional, anti-racist approach of this module will encourage students to grow as critical thinkers and interdisciplinary scholars as they question the foundations and legacies of structural and institutional oppression. This will be an optional module of the Department of Liberal Arts and will also be open to any interested students across the university.

Learning outcomes

- Recognise main historical and current discourses about the intersections of race, gender, sexuality and disability.
- Understand repercussions of contemporary legacies of the global history of intersectional oppression.
- Apply intersectional theory to the critical analysis of primary sources and case studies related to intersections of race, gender, sexuality and disability.
- Consider ethical responsibilities of intersectional research approaches.
- Engage in meaningful reflection on module themes, such as intersectionality, reparative justice, institutional oppression and interdisciplinarity.
- Conduct interdisciplinary research through an intersectional lens.

Outline syllabus for publication
Following a decolonising framework, the module will change based on current events and student input. A tentative syllabus might include the following topics:

* Tourism, Appropriation and Exploitation  
* Scientific Racism and Global Health Then and Now  
* Carcerality, Social Welfare and Black Trans Activism  
* Race, Sex, Performance and Orientalism in Media  
* Environmental Racism, Climate Change and Indigenous Advocacy  
* Eugenics, Intelligence and Education Policy  
* The Politics of Skin Tone, Childhood and Beauty  
* Public Memory, Representation and the Literary Canon  
* The Black Lives Matter Movement and the COVID-19 Pandemic

Should this module have a reading list? Yes

Talis Aspire link
https://rl.talis.com/3/warwick/lists/F31D7CAE-0B63-5ADB-8AFF-A3860ABD6DA0.html?lang=en&login=1

Indicative reading list
Following a decolonising framework, the reading list will change based on current events and student input. A tentative reading list might include the following:


**Module delivery**

<table>
<thead>
<tr>
<th>Minimum student number</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum student number</td>
<td>20</td>
</tr>
<tr>
<td>Estimated student number</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching split</th>
<th>Department</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Liberal Arts</td>
<td>100%</td>
</tr>
</tbody>
</table>
Skills, competencies, and attributes

Subject specific skills
Students will gain knowledge about key theoretical approaches to intersectionality and learn from the voices and stories of historically underrepresented and silenced communities, establishing connections with core modules offered in the Department of Liberal Arts.

Transferable skills
All skills prioritised in the Department of Liberal Arts would be considered transferable skills due to its collaborative problem-based/student-led learning methodologies and its commitment to student employability and engaged citizenship and leadership. The following are some of the skills students would further develop in this module:

Critical and independent thinking – developed through: class discussions on intersectional oppression; Written communication – developed through: project preparation and final reflection; Oral communication – developed through: class discussions on intersectional oppression; Research and evaluation – developed through: submission of research project.

Includes research element
Yes

Research element description
Students will be expected to submit a final research project, contributing an innovative argument and examining primary, secondary and theoretical literature.

Interdisciplinary
Yes

Interdisciplinary description
Like all modules from the Department of Liberal Arts, this module is interdisciplinary, engaging with the humanities, the sciences and the social sciences. This module in specific applies intersectional interdisciplinary lenses, such as Black Studies and Gender and Sexuality Studies.

International
Yes

International description
This module has a global scope, spotlighting underrepresented communities and studying international and transnational intersections of race, gender, sexuality and disability.

Learning hours breakdown

<table>
<thead>
<tr>
<th>Activity</th>
<th>Required</th>
<th>Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>0 × 0 hours</td>
<td>0 × 0 hours</td>
</tr>
<tr>
<td>Seminar</td>
<td>10 × 2 hours</td>
<td>0 × 0 hours</td>
</tr>
<tr>
<td>Tutorial</td>
<td>0 × 0 hours</td>
<td>0 × 0 hours</td>
</tr>
<tr>
<td>Project Supervision</td>
<td>0 × 0 hours</td>
<td>0 × 0 hours</td>
</tr>
<tr>
<td>Demonstration</td>
<td>0 × 0 hours</td>
<td>0 × 0 hours</td>
</tr>
<tr>
<td>Practical class</td>
<td>0 × 0 hours</td>
<td>0 × 0 hours</td>
</tr>
<tr>
<td>Supervised practical class</td>
<td>0 × 0 hours</td>
<td>0 × 0 hours</td>
</tr>
<tr>
<td>Fieldwork</td>
<td>0 × 0 hours</td>
<td>0 × 0 hours</td>
</tr>
<tr>
<td>External visit</td>
<td>0 × 0 hours</td>
<td>0 × 0 hours</td>
</tr>
<tr>
<td>Work based learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Required: 0 × 0 hours  Optional: 0 × 0 hours

Online learning (scheduled sessions)
Required: 0 × 0 hours  Optional: 0 × 0 hours

Online learning (independent)
Required: 0 × 0 hours  Optional: 0 × 0 hours

Other activity
Required: 0 × 0 hours  Optional: 0 × 0 hours

Placement
0 hours

Private study
35 hours

Details of private study and independent learning
This module will require 3.5 weekly hours of private study for close reading of assigned readings and further research.

Assessment
95 hours

Total study hours for module
150 hours

Assessment

Reassessment model
Individual

Assessment components

<table>
<thead>
<tr>
<th>Title</th>
<th>Type</th>
<th>Length</th>
<th>Weight</th>
<th>Final chronological</th>
<th>Eligible for self-certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close Reading Exercise</td>
<td>Project - Individual</td>
<td>800 words</td>
<td>35%</td>
<td>No</td>
<td>Yes (extension)</td>
</tr>
<tr>
<td>Student preparation and completion time</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>completion time (hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Students will be expected to submit a close reading exercise based on their critical analysis of primary sources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reassessment component is the same

<table>
<thead>
<tr>
<th>Title</th>
<th>Type</th>
<th>Length</th>
<th>Weight</th>
<th>Final chronological</th>
<th>Eligible for self-certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Research Project</td>
<td>Project - Individual</td>
<td>2500 words</td>
<td>50%</td>
<td>No</td>
<td>Yes (extension)</td>
</tr>
<tr>
<td>Student preparation and completion time</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>completion time (hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Students will be expected to submit a final research project, contributing an original argument. This final research project should critically engage with primary, secondary and theoretical sources.</td>
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</tbody>
</table>

Reassessment component is the same

<table>
<thead>
<tr>
<th>Title</th>
<th>Type</th>
<th>Length</th>
<th>Weight</th>
<th>Final chronological</th>
<th>Eligible for self-certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reparative Reflection</td>
<td>Reflective piece</td>
<td>400 words</td>
<td>15%</td>
<td>Yes</td>
<td>Yes (extension)</td>
</tr>
<tr>
<td>Student preparation and completion time</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>completion time (hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Description</td>
<td>Students will be expected to submit a reflective piece on how the module has empowered them to consider intersectional oppression and reparative justice through critical lenses, along with the</td>
<td></td>
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</tbody>
</table>
practical applications of what they have learned for their academic and professional trajectories. This reflection should be 400 words or 4 minutes of audiovisual content.

Reassessment component is the same

Must the student pass all parts of the assessment to pass the module?
No

Methods for providing feedback on assessment
Feedback to written assignments will be provided via Tabula.

Assessment learning outcomes

<table>
<thead>
<tr>
<th>Assessment learning outcomes</th>
<th>Close Reading Exercise (35%)</th>
<th>Final Research Project (50%)</th>
<th>Reparative Reflection (15%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise main historical and current discourses about the intersections of race, gender, sexuality and disability.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Understand repercussions of contemporary legacies of the global history of intersectional oppression.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Apply intersectional theory to the critical analysis of primary sources and case studies related to intersections of race, gender, sexuality and disability.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Consider ethical responsibilities of intersectional research approaches.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Engage in meaningful reflection on module themes, such as intersectionality, reparative justice, institutional oppression and interdisciplinarity.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Conduct interdisciplinary research through an intersectional lens.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Availability

Availability of module

<table>
<thead>
<tr>
<th>Course</th>
<th>Route</th>
<th>Year of study</th>
<th>Type of availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Liberal Arts (UVCA-LA99)</td>
<td>2</td>
<td>Optional</td>
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</tbody>
</table>

Has pre-requisite modules?
No

Has post-requisite modules?
No

Has anti-requisite modules?
No

Any additional resource requirements
Classroom with heating and projector.