

**YORK UNIVERSITY**  
Faculty of Health  
School of Health Policy and Management

**CDIS 5095/HLTH 5490**  
**Intersectionality, Disability and Health**  
**FALL 2022**

**Seminar times/Location**

**Schedule:** Friday, 11:30 am-2:30 pm

**Location:** Vari Hall 1156

**Term:** Fall 2022 Term (2022, September 9 to December 2)

**Professor:** Dr. Agnès Berthelot-Raffard

**Office:** Stong College # 343

**Office Hours:** Wednesday: 2:45 to 4 pm and Friday 10 to 11 am only by appointment

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**COURSE DESCRIPTION**

As a Black feminist theory, intersectionality is becoming increasingly essential in social sciences and humanities. Meanwhile, Black and Indigenous studies have opened new methodological and theoretical approaches for a better understanding of structural violence, systemic racism, structural injustices grounded in colonialism, imperialism and slavery. These theories help us develop a broad understanding of gender and gender identity, sexuality, (dis)ability, and trauma. Indeed, intersectionality traces embodied histories of anti-Black racism and colonialism. In this way, intersectionality has become a key to understanding health inequities. In particular, intersectionality highlights those dismissed in the health care system and by social-service providers.

This course traces the profound shifts and challenges intersectionality theorists and practitioners have brought to health studies and critical disability studies as well as in equity-focused clinical, social, and community practices. The first part of the seminar engages the students to understand intersectionality, and its critiques through a close reading of the original texts on this theory. By analyzing Black feminist theories and praxis, students will understand the historical and epistemological foundations of intersectionality. The second part of this seminar explores how intersectional feminist scholars are transforming disability studies. The third part focuses on the ways in which intersectionality has been adopted in health equity literature, health policy interventions and research.

**METHODS OF TEACHING**

The course is a seminar. Except for the introductory seminar, the instructor only lectures minimally. All other classes will consist of approximately 20-minute students' presentations. Students are responsible for introducing both synthesis and analysis by extracting central themes and identifying key questions raised by the texts. Following these presentations, our time will be devoted to a structured discussion of themes raised by the readings. This teaching method means that the success of this course will depend upon students' preparedness and willingness to participate.

This year this course is built on a **participatory and metacognitive learning method** (in-depth analysis of texts and in-class discussion; individual projects; debates around the issues raised by the analysis of themes and texts; self-reflection on knowledge acquired and questions raised in class and in the course materials.) Students are thus invited to take an active part in the pursuit of their learning. Introduced to the method of study featured in the seminar, students will learn to identify the elements of a specific issue

through analysis and discussion of the themes and texts to be studied. In order to sustain this method, students must attend class having completed the readings to be studied in class.

In order to leave room for self-reflection, the professor privileges a pedagogical method that leaves room for metacognition. Students will therefore be invited to keep a learning journal, which will be evaluated at the end of the semester.

### Where to look for support and help:

As a professor, I am committed to and focused on providing students with a learning environment that is engaging, supportive, flexible and has academic integrity. If you encounter a specific challenge, I encourage you to connect with the appropriate person early as possible to discuss the matter and work towards finding possible solutions.

If you require some advice about **course related matters**, speak to your Course Director, Dr. Agnes Berthelot-Raffard, [aberthel@yorku.ca](mailto:aberthel@yorku.ca)

If you require **administrative help and program-related forms**, speak with Collette Murray ([gradcds@yorku.ca](mailto:gradcds@yorku.ca))

For **academic advice** about the program, or your progress speak with your supervisors / advisors or the Graduate Program Director, nancy viva davis halifax, [gpdcds@yorku.ca](mailto:gpdcds@yorku.ca) )

A list of [important dates](#) at York:

Information about access to [Wellness Consultation and Counselling Services](#), wellness resources, webinars and workshops for graduate students

### **Library Resources**

[Academic Accommodations](#) through Student Accessibility Services

Centre for Human Rights, Equity and Inclusion

[Religious Observance](#)

## EVALUATION METHODS

The evaluation will be based on the following works:

### 1) **ORAL PRESENTATION ON A TEXT (OR A SELECTION OF TEXTS) (30%)**

An **oral presentation** to be chosen from the themes indicated below. Students must indicate their choice of selected texts in the first seminar. To facilitate an informed choice, students will be provided with elements of each theme at the first meeting. This evaluation method is based on the student's active participation and ongoing work. It must be noted that each student may be expected to give more than one presentation during the course. Students are expected to choose a theme from the list provided in the calendar below and give an oral presentation. This presentation limited to **20 minutes** will highlight issues emerging from the course readings. The oral presentation is intended to be both synthesis and analysis comprising an exposition of the ideas and theses defended by the authors. The student will ensure that questions arising from the readings are raised in order to facilitate class discussion.

The oral presentation counts for **30% of the final grade**. The professor will comment on both the presentation and the commentary. She will orient the discussion toward the most pertinent points.

For each reading over the term identify, do not simply summarize the reading. We all will have read them!

Each presentation should underline (1) a point or idea that the student thinks is especially important for understanding and improving health equity or disability justice. (2) an issue that the student would like further elaboration upon during the class.

**5 days after the class**, each student will submit to the professor his/her/their oral presentation by writing.

**PLEASE NOTE:**

- 1) Based on the number of students registered for the course, they may be expected to give more than one presentation. In this case, an average of the marks will be used to calculate the final grade.
- 2) Registering for a presentation commits you to give it on the scheduled day. Except in the case of force majeure duly justified by an official document, your absence on the day of a presentation to which you are committed will result in a mark of 0% for this presentation. No negotiation or delay will be possible.

**2) SELF-REFLEXIVITY EXERCISE (20%) due on October 7, 2022**

- **Self-reflexivity exercise # 1:** Students are invited to work on a self-reflexivity exercise related to their first learning. The exercise will be revealed by an email via E-Class on 6 October at 6pm. Students will have all day on 7 October (including class time) to complete the exercise which will be due on 7 October at 20:00 EST. Students who, due to an accommodation, will need additional time will have until Saturday, October 8, 14:00 to submit. Only students who have a formal letter from Disability Services will be eligible for this accommodation.
- Students must read all the appropriate documentation regarding the exercise including these papers:
  - Donna Haraway (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14, 3: 575-599.
  - Linda Alcoff (1991). The problem of speaking for others. *Cultural critique*, 5-32.
  - Jen Rinaldi (2013), Reflexivity in Research: Disability between the lines, *Disability studies Quarterly*, 33(2)

**3) A LEARNING JOURNAL (40%) due on December 12, 2022.**

Each student will write a learning Journal of maximum 10 pages, which should reflect knowledge acquired during the course.

At the beginning of the term, students should write about:

- Their motivation to be enrolled in this course.
- Specify what their conception/definition/beliefs/knowledge about intersectionality was before enrolling in this course.
- highlight two issues/key questions that interest them and that motivate the desire to explore this theme. And why?

Students should also use the material from the **self-reflexivity exercise** that was done on 4 October to situate themselves and their learning.

This explanation should be highlighted at the beginning of the learning Journal. A presentation of the 2 research questions chosen by the student will serve as the common thread of the journal. This question will address the student's personal objectives and expectations, that is, the profound reasons that motivated them to take the seminar *Intersectionality, Disability and Health*. Students should use the concepts and theories studied and explain how their understanding of what intersectionality is, what

intersectionality is for evolves during the term. In the first part of this journal, the student should describe what they understood (therefore, present and explain concepts and theories) and show, using examples, how this understanding contributes to their comprehension of the links between racism, anti-colonialism, and feminism. The second part will be comprised of a short analysis of the student's research question. **It is suggested that the student begin writing their journal during the first week of the course**, to allow the evolution of their understanding and reflections to emerge more clearly.

The learning journal should make reference to the texts studied. The student should provide a bibliography including texts referenced. It is recommended that you write down when you do the readings to record your understanding of each reading and concept under consideration, to follow the progression of ideas from each author and to see how each author under consideration understands the concept and what each brings to the understanding of health and disability issues.

It is also advisable to **take the time to write down ideas that arise after the course**, texts, reflections made by your peers and the teacher to change your vision of an issue, a concept, a social situation. What illuminated you? What changed your thoughts about something or someone, or a group? It is a learning journal.

The student is not permitted to use texts that fall outside the required readings for the course, unless cited by an author of an assigned text. The deadline for submission of the learning journal is set at the latest, at **2022 December 5**.

### **3) CLASS PARTICIPATION (10 %):**

This is a seminar course, which means classes are discussion-based. Active participation from everyone is an essential part of CDIS 5095/HLTH 5490. Participation will be assessed based on students' attendance (**5%**) and participation in classroom discussion (**5%**). For this assessment, the Professor will pay attention to the quality of their participation and the general level of preparedness (**5%**) as revealed by participation. If needed, the instructor will reserve the right to call upon students during the seminar.

**PLEASE NOTE:** Students will be provided with more precise criteria for each of these evaluations in due course. These criteria will be announced in the classroom and on the virtual campus.

### **LANGUAGE OF EXPRESSION**

Student presentations, and class participation are in English. Nevertheless, due to the *Canadian Charter of Rights and Freedoms*, students are free to complete all written assignments for this course in either English or French.

### **REQUIRED READINGS**

All readings are available in PDF or e-book format at <http://www.library.yorku.ca> or are free at the URLs listed in the weekly schedule.

## **WEEKLY SCHEDULE AND READINGS.**

### **INTRODUCTION TO THE SEMINAR**

#### **S1- SEPTEMBER 9**

### **INTRODUCTION TO THE SEMINAR**

- Introduction to the syllabus.
- Introduction the course by the instructor.

## **PART I: UNDERSTANDING THE HISTORICAL AND CONCEPTUAL FOUNDATIONS OF INTERSECTIONALITY.**

### **S2- SEPTEMBER 16**

#### **INTERSECTIONALITY: HISTORICAL AND INTELLECTUAL FOUNDATIONS**

- Combahee River Collective, (1977, April) *Combahee River Collective Statement*. [URL: <https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/>]
- Kimberle Crenshaw (1991), Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Colour, *Stanford Law Review*, 43(6), Jul., 1991:1241-1299.
- Vivian May (2012), Intellectual Genealogies, Intersectionality, and Anna Julia Cooper, in K.M Vaz & G.L. Lemons, *Feminist Solidarity at the Crossroads. Intersectional Women's Studies for Transracial Alliance*, New-York, Routledge, p.59-71.

### **S3- SEPTEMBER 23**

#### **CONCEPTUAL AND THEORETICAL FOUNDATIONS**

- Iris Marion Young (1990), *Justice and the Politics of Difference*. [Chapter 2: Five faces of Oppression], Princeton, p.39-65.  
[URL:<https://www.racialequitytools.org/resourcefiles/young.pdf>]
- Patricia Hill Collins (1993), Towards a New Vision: Race, Class and Gender as Categories of Analysis and Connection, *Race, Sex and Class*, Fall 1993, 1(1): 25-45.
- Patricia Hill Collins (2015), Intersectionality's definitional Dilemmas, *Annual Review of Sociology*, 41:1-20.

### **S4- SEPTEMBER 30**

#### **INTERSECTIONALITY AND ITS CRITICS**

- Kathy Davis (2008), Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful, *Feminist Theory*, 9 (1): 65-85.
- Sirma Bilge (2013), Intersectionality Undone: Saving Intersectionality from Feminist Intersectionality Studies, *Du Bois Review*, 10(2): 405-424.
- Sara Salem (2018), Intersectionality and its discontents: Intersectionality as travelling theory, *European Journal of Women's studies*, 2018, 25(4):403-418.

### **S5- OCTOBER 7**

#### **SELF REFLEXIVITY EXERCICE # 1**

##### **No class but mandatory readings**

- Donna Haraway (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14, 3: 575-599.
- Linda Alcoff (1991). The problem of speaking for others. *Cultural critique*, 5-32.
- Jen Rinaldi (2013), Reflexivity in Research: Disability between the lines, *Disability studies Quaterly*, 33(2)

**OCTOBER 14: READING WEEK. NO CLASSES NOR OFFICE HOURS.**

**PART II- INTERSECTIONALITY AND DIS/ABILITY STUDIES**

**S6- OCTOBER 21**

**FEMINISTS DISABILITY STUDIES**

- Nasa Begum (1992), Disabled Women and the Feminist Agenda, *Feminist Review*, spring 1992, 40:70-84.
- Rosemarie Garland-Thompson (2005), Feminist Disability Studies, *Signs*, 30(2), Winter 2005:1557-1587.
- Sami Schalk & Jina B. Kim (2020), Integrating Race: Transforming Feminist Disability Studies, *Signs: Journal of Women in Culture and Society*, 46(1):31-55.

**S7- OCTOBER 28**

**GUEST SPEAKER**

**(Subject to reserve)**

**S8- NOVEMBER 4**

**INTEGRATING RACE/ETHNICITY IN CDS**

- Christopher Bell (2006), Introducing White Disability Studies: A Modest Proposal, in Davis Leonard J. *Disabilities Studies Reader*, Routledge, p.275-282.
- Deborah Stienstra (2012), Race/Ethnicity and Disability Studies, in Nick Watson et al. *Routledge Handbook of Disability Studies*, Taylor et Francis, p.376-389.
- Angela FREDERICK, Dara SHIFRER (2019), Race and Disability: From Analogy to Intersectionality, *Sociology of Race and Ethnicity*, 5 (2): 200-214.

**S9- NOVEMBER 11**

**INTERSECTIONALITY: A FRAMEWORK FOR DIS/CRIT THEORIES**

- Anna Stubblefield (2009), The Entanglement of Race and Cognitive Dis/ability, *Metaphilosophy*, 40 (3/4): 531-551.
- Nirmala EREVELLES & Andrea MINNEAR (2010) Unspeakable offence: Untangling Race and Disability in Discourses of Intersectionality, *Journal of Literary & Cultural Disability Studies*, 4(2), 2010:27-45.
- Mona Bailey & I. A Mobley (2019), Work in the Intersections: A Black Feminist Disability Framework, *Gender & Society*, 33(1): 19-40.

**S10- NOVEMBER 18**

**RACE, GENDER AND MENTAL HEALTH STIGMA**

- Anna MOLLOW (2006), « When Black Women Start Going on Prozac... » The Politics of Race, Gender, and Emotional Distress in Meri-Nana-Ama Danquah's. *Willow Weep for me*. In Davis Leonard J. *Disabilities Studies Reader*, Routledge, p.283-299.
- Tamara BEAUBEUF-LAFONTANT (2007), "You Have to Show Strength": An Exploration of Gender, Race and Depression, *Gender and Society*, Feb 2007, 21(1):28-51.
- Shawn C.T. JONES, Enrique W. NEBLETT (2020), The Impact of Racism on the Mental Health of People of Color, in M. T. Williams, D.C. Rosen, J.W Kanter (eds.), *Eliminating Race-Based*

## PART III: USING INTERSECTIONALITY IN HEALTH EQUITY RESEARCH

### S11- NOVEMBER 25

#### UNDERSTANDING HEALTH DISPARITIES: TRANSFORMING POLICY AND PRACTICES

- Lynn WEBER (2006), Reconstructing the Landscape of Health Disparities Research. Promoting Dialogue and Collaboration Between Feminist Intersectional and Biomedical Paradigms, in A.J Schulz & L. Mullings (eds.), *Gender, Race, Class and Health. The intersectional Approaches*, San Francisco, Jossey-Bass, p.21-59.
- Olena HANVISKY, Colleen REID, Renée CORMIER and al. (2010), Exploring the promises of intersectionality for advancing women’s health research, *International Journal for Equity in Health*, 2010, 9 (5):1-15.
- Kaur DHAMOON & Olena HANKIVSKY (2011), Why the Theory and Practice of Intersectionality Matter to Health Research and Policy, in O. Hankivsky (ed.) *Health Inequalities in Canada: Intersectional Frameworks and Practices*, Vancouver, Canada, UBC Press, p. 16-52.

### S12- DECEMBER 2

#### PRACTICES IN HEALTH EQUITY RESEARCH

- Olena HANKIVSKY, Daniel GRACE, and all (2014), An intersectionality-based policy analysis framework: critical reflections on a methodology for advancing equity, *International Journal for Equity in Health*, 13 (1),119:1-16.
- Anuj KAPILASHRAMI, Sarah HILL and Nasar MEER (2015), What can Health Inequalities Researchers learn from an Intersectionality Perspective? Understanding Social Dynamics with an Inter-Categorical approach? *Social Theory& Health*, 13 (¾): 288-307.
- Nancy LOPEZ and Vivian L. GODSTEIN (2017), Health inequities, Social Determinants, and Intersectionality in K. Bogard, V.Mc Bride Murry, C. Alexander (eds), *Perspective on Health Equity and Social Determinants of Health*, National Academy of Medicine, pp. 9-30. [URL: <https://nam.edu/wp-content/uploads/2017/12/Perspectives-on-Health-Equity-and-Social-Determinants-of-Health.pdf>]

#### COURSE POLICIES

1. Assignments should be double-spaced in 12-point Times New Roman font and adhere to the style guide of your choice (e.g., APA, MLA, Chicago).
2. Cite all relevant references from the course syllabus with page numbers.
3. **Submit assignments via e-mail** by midnight on the due date.

#### LATE PENALTY

**The assignments received later than the due date will be penalized 5% for every day late** (including weekends). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the course instructor but will require supporting documentation (e.g., a doctor’s or allied health professional’s letter).

If you have a medical or other compelling reason for not submitting or presenting an assignment on time, I must be notified PRIOR to the date the assignment is due. If this is not done, then the 5 percentage points

a day penalty applies without exceptions for a written assignment. For an oral presentation, your mark will be 0% for this specific presentation.

The professor will not accept assignments weeks late without prior notification. If you are having significant personal issues, attend the Counselling and Development Centre of York University.

For guidelines around grading practices, missed assignments and late work, see the Student Survival Guide & Handbook (Turn to policies on our Grading System, Assignment Deferred Standing Agreement, Academic Honesty, and Academic Accommodation for Students with Disabilities).

### ACADEMIC HONESTY

The **Faculty of Graduate Studies Academic Integrity Module** is designed to provide the graduate community with information and resources on the expectations of academic integrity at York University. Community members have an obligation to maintain the highest standards of academic honesty throughout their studies in accordance with the Senate Policy on Academic Honesty. Upon completion of this module, students will have a better understanding of what constitutes a scholastic offence, as well as their responsibilities in relation to a variety of academic principles.

### NOTE ON LEARNING ENVIRONMENT

#### **1- Anti-oppressive environment**

Expression of racism, sexism, ableism, homophobia, transphobia or islamophobia would not be tolerated in the classroom. Your instructor will foster a supportive, inclusive learning environment that will encourage both individual and collective growth. However, inclusivity is a collective and social responsibility. That means that students are also responsible to do their best to create an anti-oppressive and collegial environment. Implicit forms of oppression such as whitewashing, or mansplaining will be not tolerated.

Also take note that as human beings we do not all have the same values and sensitivities, depending on our experience, our social situation, our culture, etc. It is possible that some of the topics you discuss (e.g., violence against women, conversion therapy, etc.) may trigger your peers. Every has their own limits and sensibility.

#### **2- Healthy environment:**

This course is part of a program of critical disability studies. Consequently, some students can be affected by in/visible disability or illness, and they do not have to disclose their personal situation to see their needs respected.

The course is on the lunch hour. It is therefore important **not to eat in class**. Indeed, many people have food allergies or may be trigger by an odor. You will have this opportunity during the break.

Please **do not come to class wearing synthetic perfume** - but wash up anyway ☺- as that can trigger people who are allergic to perfumes and synthetic odors.

Please also **turn off your cell phone** and electronic devices (**in Airport mode**) to reduce the Wi-Fi energy that triggers heavy headache for certain people.

**If you work on a computer**, please be seated at the back of the room. Some people with visual impairments, learning disabilities or other situations find themselves disturbed and distracted by the blue light emanating from the screens.