



## COURSE SYLLABUS

# **Intersectionality inside and outside schools. Theoretical and methodological perspectives on multilingualism, culture and identity, 7.5 credits**

*Intersektionalitet i och utanför skolan. Teoretiska och metodologiska perspektiv kring flerspråkighet, kultur och identitet, 7,5 högskolepoäng*

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<b>Course Code:</b> FLIU38	<b>Education Cycle:</b> Third-cycle level
<b>Confirmed by:</b> Research Board May 3, 2022	<b>Research subject:</b> Education
<b>Valid From:</b> Autumn 2022	
<b>Version:</b> 2	

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### **Intended Learning Outcomes (ILO)**

Students shall achieve the following objectives with respect to knowledge and understanding, competence and skills, judgment and approach.

#### Knowledge and understanding

After having completed the course the participant is expected to be able to

- explain different research perspectives on communication and identity in relation to intersectionality
- explain in-depth different research perspectives on multilingualism, culture, and identity.

#### Skills and abilities

After having completed the course the participant is expected to have the ability to

- distinguish and analyze the concept intersectionality with respect to how it has emerged historically and with respect to different disciplinary foundations, in particular the Educational Sciences
- analyze and compare how selected research perspectives account for teaching and learning, communication, and inclusion/integration in the Educational Sciences
- demonstrate in-depth skills advancing a research-based argumentation in oral/signed and written format.

#### Judgement and approach

After having completed the course the participant is expected to have the ability to

- problematize characteristics of the main areas and themes of the course
- distinguish and evaluate the possibilities and limitations of the selected perspectives for the participants own research work, with a particular focus on the concepts of multilingualism, culture och identity, using intersectionality and diversity.

### **Contents**

- Intersectionality

- Multilingualism
- Identity
- Diversity
- Teaching and Learning
- Culture
- Communication
- Written argumentation
- Oral/signed argumentation

### **Type of instruction**

Instruction is organized by way of online lectures, seminars, workshops and individually written assignments. An online course management system is used for the course.

The medium of instruction is English.

The teaching is conducted in English.

### **Prerequisites**

Admission to the course requires general entry requirements for doctoral study.

### **Examination and grades**

The course is graded Fail (U) or Pass (G).

More information about assessment of the specific goals and grading criteria will be provided to participants at the start of the course. The course is examined using individual assignment submissions in English.

### **Course evaluation**

Feedback about instruction will take place continuously during the course. Course evaluation will take place at the conclusion of the course. Course evaluations will be compiled and commented upon by the course convener and shared with other educational coordinators for doctoral education at HLK. Course assessment will be the foundation for future course planning. The course evaluation will be conducted via the online course management system.

### **Other information**

The course focuses on topics related to language, communication, identity, and culture in the life-worlds of children, youth and adults inside and outside schools. Topics related to language and communication are interwoven with topics related to identity and culture on an in-depth level. The concepts of intersectionality and languaging are treated. The historical development and theoretical foundations for both concepts and their analytical importance are considered. During the course, the two concepts are investigated and examined in relation to intersectional vantage points that emerge from the main themes of the course, that is to say language and communication, and identity and culture. The theoretical relevance of intersectionality is examined through an investigation of the following empirical fields: Cultural and Post/decolonial Studies, Deaf Studies, Literacy and Language Studies. The theoretical relevance of languaging is examined through an investigation of the following empirical fields: Educational

Sciences, Deaf Studies, and Literacy and Language Studies. A detailed description of the schedule and how to apply for it are presented in a separate Appendix.

## **Course literature**

### **Literature (compulsory):**

Andreotti, Vanessa & de Souza, Lynn Mario (2008). Learning to read the world. Through Other Eyes. Derby: Global Education. 40 pp.

Appiah, Kwame Anthony (2005). Rooted Cosmopolitanism. The Ethics of Identity. New Jersey: Princeton University Press. 213-275. 62 pp.

Bagga-Gupta, Sangeeta, & Messina Dahlberg, Giulia (2018). Meaning-making or heterogeneity in the areas of language and identity? The case of translanguaging and nyanlända (newly-arrived) across time and space. *International Journal of Multilingualism*, 1-28.  
[doi.org/10.1080/14790718.2018.1468446](https://doi.org/10.1080/14790718.2018.1468446) 28 pp.

Bagga-Gupta, Sangeeta (2017). Going beyond oral-written-signed-virtual divides. Theorizing languaging from social practice perspectives. *Writing & Pedagogy*, 9(1), 49-75.  
[doi.org/10.1558/wap.27046](https://doi.org/10.1558/wap.27046) 26 pp.

Bagga-Gupta, Sangeeta (2017). Center-staging language and identity research from earthrise perspectives. Contextualizing performances in open spaces. In Sangeeta Bagga-Gupta, Aase L. Hansen & Julie Feilberg (Eds.) *Identity revisited and reimagined: Empirical and theoretical contributions on embodied communication across time and space.* (pp. 65-100). Rotterdam: Springer. 35 pp.

Bagga-Gupta, Sangeeta & St-John, Oliver (2017). Making complexities (in)visible: Empirically-derived contributions to the scholarly (re)presentations of social interactions. In Sangeeta Bagga-Gupta (Ed.) *Marginalization Processes across Different Settings. Going beyond the Mainstream.* (pp. 352-388). Newcastle-upon-Tyne: Cambridge Scholars Publishing. 35 pp.

Baran, Dominika M. (2018). Narratives of migration on Facebook: Belonging and identity among former fellow refugees. *Language in Society*, 47(2), 245-268. 18 pp.

Block, David (2017). Positioning theory and life-story interviews: Discursive fields, gaze and resistance. In Sangeeta Bagga-Gupta, Aase L. Hansen & Julie Feilberg (Eds.) *Identity revisited and reimagined: Empirical and theoretical contributions on embodied communication across time and space.* (pp. 25-40). Rotterdam: Springer. 15 pp.

Carbin, Maria, & Edenheim, Sara (2013). The intersectional turn in feminist theory: A dream of a common language? *European Journal of Women's Studies*, 20(3), 233-248.  
[doi.org/10.1177/1350506813484723](https://doi.org/10.1177/1350506813484723) 15 pp.

Davis, Kathy & Zarkov, Dubravka (2017). Editorial. *EJWS retrospective on intersectionality.*

European Journal of Women's Studies. 24(4), 313-320. DOI: 10.1177/13505068177119393 7 pp.

Deumert, Ana & Brown, Justin (2017). 'My tribe is the Hessequa. I'm Khoisan. I'm African': Language, Desire and Performance among Cape Town's Khoisan Language Activists. *Multilingua*, 36: 771-594. 23 pp.

Deumert, Ana (2017). A luta continua – Black Queer Visibilities and Philosophies of Hospitality in a South African Rural Town. With Nkululeko Mabandla. *Journal of Sociolinguistics*. 21: 397-419. 22 pp.

Grant, Carl A., & Zwier, Elisabeth (2011). Intersectionality and student outcomes: Sharpening the struggle against racism, sexism, classism, ableism, heterosexism, nationalism, and linguistic, religious, and geographical discrimination in teaching and learning. *Multicultural Perspectives*, 13(4), 181-188. 7 pp.

Gynne, Annaliina, Bagga-Gupta, Sangeeta & Lainio, Jarmo (2016). Practiced linguistic-cultural ideologies and educational policies. A case study of a "bilingual Sweden Finnish School". *Journal of Language, Identity and Education*, 15(6), 329-343. dx.doi.org/10.1080/15348458.2016.1217160 14 pp.

Hancock, Ange-Marie. (2016). *Intersectionality: An intellectual history*. Cambridge: Cambridge University Press. 234 pp.

Hill Collins, Patricia & Bilge, Sirma (2016). *Intersectionality*. Malden, MA: Polity. 227 pp.

Holmström, Ingela, Bagga-Gupta, Sangeeta & Jonsson, Rickard (2015). Communicating and hand(ling) technologies. Everyday life in educational settings where pupils with cochlear implants are mainstreamed. *Journal of Linguistic Anthropology*, 25, 256–284. doi:10.1111/jola.12097. 28 pp.

Hult, Francis M. (2017). Nexus analysis as scalar ethnography for educational linguistics. In Marilyn Martin-Jones & Deirdre Martin (Eds.), *Researching multilingualism: Critical and ethnographic perspectives* (pp. 89-104). London: Routledge. 15 pp.

Kirkham, Sam (2015). Intersectionality and the social meanings of variation: Class, ethnicity, and social practice. *Language in Society*, 44(5), 629-652. 23 pp.

Lundström, Catrin (2014). *White Migrations. Gender, Whiteness and Privilege in Transnational Migration*. New York: Palgrave MacMillan. 196 pp.

Lundström, Catrin (2010). White Ethnography: (Un)comfortable Conveniences and Shared Privileges in Field-Work with Swedish Migrant Women. *NORA - Nordic Journal of Feminist and Gender Research*, 18:2, 70-87. DOI: 10.1080/08038741003755467. 17 pp.

Makoni, Sinfree & Pennycook, Alastair (2007). *Disinventing and Reconstituting Languages*. In

Sinfree Makoni & Alastair Pennycook (Eds.) *Disinventing and Reconstituting Languages* (pp 1-41). Clevedon: Multilingual Matters. 40 pp.

Martinsson, Lena & Reimers, Eva (2010). Introduction. In Lena Martinsson & Eva Reimers (Eds.) *Norm Struggles: Sexualities in Contention* (1-12). UK: Cambridge Scholars Publishing. 12 pp.

May, Stephan (2014). Disciplinary divides, knowledge construction, and the multilingual turn. In Stephan May (Ed.), *The multilingual turn: Implications for SLA, TESOL and bilingual education*. (pp. 7-31). New York: Routledge. 24 pp.

McCall, Leslie (2005). The complexity of intersectionality. *Signs: Journal of Women in Culture and Society*, 3(3), 1771-1800. 29 pp.

Messina Dahlberg, G. & Bagga-Gupta, S. (2014). Understanding glocal learning spaces: an empirical study of languaging and transmigrant positions in the virtual classroom. *Learning, Media & Technology*. 39 (4), 468-487. doi.org/10.1080/17439884.2014.931868

Norton, Bonny, & De Costa, Peter I. (2018). Research tasks on identity in language learning and teaching. *Language Teaching*, 51(1), 90-112. 22 pp.

Pradhan, Uma (2018). Simultaneous identities: Ethnicity and nationalism in mother tongue education in Nepal. *Nations and Nationalism*, 1-21. DOI: 1111/nana.12463 21 pp.

Reimers, Eva (2020). Education as Products and Productions of Norms. In Deana Leahy, Katie Fitzpatrick, Jan Wright (Eds.). *Social Theory and Health Education. Forging New Insights in Research*. (pp. 172-181). New York: Routledge. 11 pp.

Romero, Yasmine (2017). Developing an intersectional framework: Engaging the decenter in language studies. *Critical Inquiry in Language Studies*, 14(4), 320-346. 26 pp.

Saha, Anamik (2018). *Race and the Cultural Industries*. Medford, MA: Polity Press. 3-54. 51 pp.

Staunaes, Dorthe (2003). Where have all the subjects gone? Bringing the concepts of intersectionality and subjectification. *NORA*, 11(2), 101-110. 9 pp.

Valentine, G. (2005). Theorizing and researching intersectionality: A challenge for feminist geography. *The Professional Geographer*, 59(1), 10-21. 11 pp.

Wikan, Unni (2002). *Generous betrayal: Politics of culture in the new Europe*. Chicago: The University of Chicago Press. 275 pp.

Winker, Gabriele & Degele, Nina (2011). Intersectionality as multi-level analysis: Dealing with social inequality. *European Journal of Women's Studies*. 18(1), 51-66. doi.org/10.1177/1350506810386084 15 pp.

**Literature (reference):**

Crenshaw, Kimberle. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43(6), 1241-1299. 58 pp.

Dumas, Nathaniel W. (2016). "This guy says I should talk like that all the time": Challenging intersecting ideologies of language and gender in an American Stuttering English comedienne's stand-up routine. *Language in Society*, 45(3), 353-374. 21 pp.

*European Journal of Women's Studies* (2006) Volume 13 (3) s. 187-290. Sage Journals, Online. 103 s (2 articles).

*European Journal of Women's Studies*. Virtual Special Issue on Intersectionality. Available from [journals.sagepub.com/page/ejw/collections/virtual-special-issues/intersectionality](http://journals.sagepub.com/page/ejw/collections/virtual-special-issues/intersectionality) ca. 400 pp.

Iedema, Rick, & Caldas-Coulthard, Carmen Roas (Ed.) (2007). *Identity trouble*. Palgrave Macmillan. 295 s. Part 1. 200 pp.

*Journal of Sociolinguistics* (1999). Volume 3 Issue 4. 421-590 pp.

Lundström, Catrin (2019). Creating 'international communities' in southern Spain: Self-segregation and 'institutional whiteness' in Swedish lifestyle migration. *European Journal of Cultural Studies*. 22(5-6). 799-816. 17 pp. doi.org/10.1177/1367549418761793

Rivers, Damian & Zotzmann, Karin (Eds.)(2017). *Isms in language education: Oppression, intersectionality and emancipation*. Berlin: Mouton de Gruyter. (ca 50 s.)

Scollon, R., & Scollon, S.W. (2004). *Nexus Analysis*. London: Routledge. 224 pp.