

Social Class and Intersectionality

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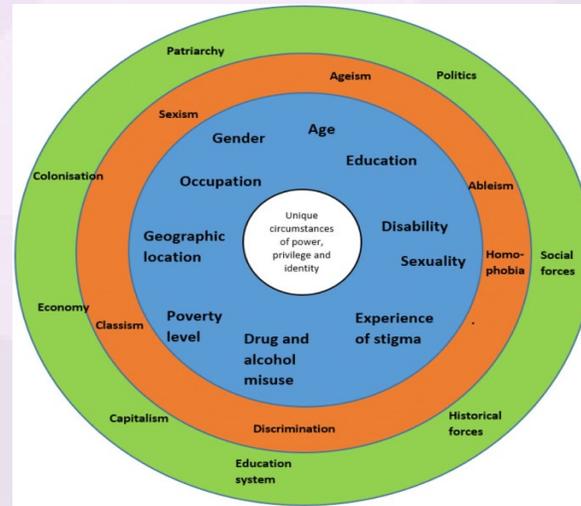
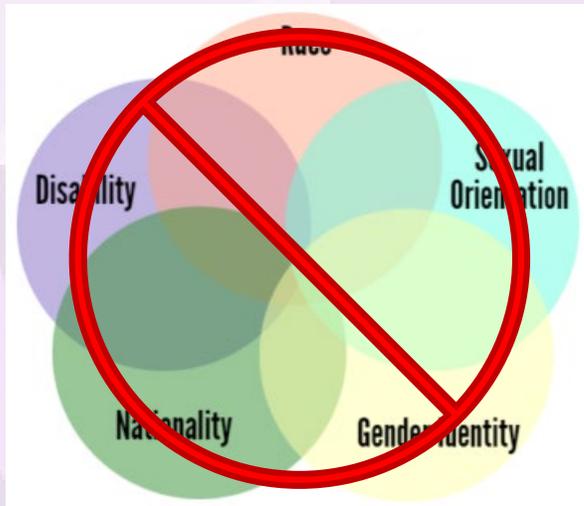


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What is Intersectionality?

“The term intersectionality references the critical insight that race, class, gender, sexuality, ethnicity, nation, ability, and age operate not as unitary, mutually exclusive identities, but as reciprocally constructing phenomena that in turn shape complex social inequalities.”



Patricia Hill Collins, 2015, p. 2

Intersectionality's Roots

- The development of intersectionality scholarship has a long and rich history in scholarship and activism, beginning in the 1800s (Hancock, 2016).
- “Moment of naming”: Kimberlé Crenshaw (1989, 1991) and Patricia Hill Collins (1990) led key advancements of intersectionality – as a term and as an analytical strategy.
- Undoubtedly, intersectionality is a product of **Black feminist** thought.



Crenshaw on Intersectionality



Link: https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality

Current Research

- Exploring the link between class and ability:
 - How do first-generation students with disabilities navigate college cultures, practices, and policies?
 - In what ways could institutions of higher education better support the retention of these students?
- Phenomenological study, wherein we recruited 11 participants from a large public four-year institution and conducted 3 interviews with each participant.

This study is being conducted with a team involving Paul Gregor, Gretchen Turner, Ishtiaq Ahmed, and Laurie Katz at The Ohio State University, as funded by OSU's GSIRI Grant.

What do we know?

First-Generation Students

- Encounter more barriers navigating college campuses, including understanding the jargon utilized by institutions (e.g., Ardoin, 2018; Ward et al., 2012)
- Express more concern about finances and working during college (e.g., Pratt et al., 2019)
- Less engaged overall and may have lower sense of belonging on campus (e.g., Pike & Kuh, 2005; Pratt et al., 2019; Stebleton et al., 2014)
- Less likely to engage with faculty or to ask for accommodations (e.g., Collier & Morgan, 2008; Jack, 2016; Soria & Stebleton, 2012)
- Perceive the college environment as less supportive (e.g., Garriott & Nisle, 2018; Pike & Kuh, 2005)

Students with Disabilities

- Face marginality and stigmatization on campus (e.g., Dunn & Burcaw, 2013; Henry et al., 2010), leading to increased pressure to make others feel at ease (e.g., Myers & Bastian, 2010)
- Express concerns over being given an “unfair advantage” in the form of accommodations (e.g., Trammell, 2009)
- Encounter differing norms and requirements for officially documenting a disability (e.g., Madaus et al., 2010)
- Have a preference for oral or visual explanations, as opposed to written (e.g., Heiman & Precel, 2003)



Please note that these lists are by no means exhaustive, nor are they meant to be deficit-based.

What are we learning?

- Class plays a role in being diagnosed with a disability, or knowing what classifies as a disability.
 - Staff and faculty may play crucial roles in educating on what disabilities are and what services and accommodations are available.
- Class plays a role in having to ask for accommodations for one's disability.
 - Faculty may consider how they better engage with students to provide comfortable atmosphere for asking, and support centers may better think about how to empower such capital in these students.
- Having a disability may further exacerbate challenges in navigating new and unfamiliar environments.
 - Institutions may consider how to better introduce students to various offices and services upon arrival on campus, including how to make offices and services more available virtually.
- Having a disability may limit students' financial opportunities on campus.
 - Institutions may consider how to prioritize students with disabilities in work study opportunities, or to provide additional room in financial aid packages for these students.

Study is being conducted with a team (see last slide), however, these findings are only preliminary observations by Tyler Hallmark.

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**Indicates citation may not be listed on slides but was referenced in oral presentation.*

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