

Intersectionality-based Sex and Gender Analysis (ISGA) in Public health

Course Code:
Credits: 3 EC (76 hr)
Period: 2020 – now
Course level: 500
Language of tuition: English and Dutch
Faculty: Amsterdam UMC, dept. of Ethics, Law and Humanities
Max. number of participants: 15

Language: English, Dutch
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Course activities: Access to a comprehensive syllabus with key publications in the field of Intersectionality & Health (1 EC); two training days (1 EC) of engaged learning about intersectionality as a theory and methodology in public health through lectures, group work, working on own research; writing an individual essay (1 EC).

1. Background

Intersectionality is an up-and-coming approach to study health inequalities among social groups. Intersectionality posits that social identity factors, such as gender/sex, ethnicity/race, class, sexual orientation, religion and so on, determine health disparities through the way in which these identities are linked to inequalities at the socio-structural level. Applying intersectionality theory to research activities requires critical consciousness, theoretical and methodological knowledge, and particular analytical and reflexive skills. This two-day, entry-level training course offers participants an introduction in intersectional thinking and doing. Through access to a specialized syllabus, interactive sessions with peers, and individual feedback on a writing assignment, students get acquainted with intersectionality as a framework for health and social innovation. Participants get the opportunity to directly advance their theoretical and methodological skills by directly applying intersectionality to their research projects.

2. Objectives

After the course, participants:

1. have an overview of key publications in the field of Intersectional public health;

2. can explain and apply intersectional concepts (i.e. difference and sameness, power and oppression, inequity and inequality, and sensitivity and bias), as well as identify intersectional research approaches (i.e. research question and design, sampling and recruitment procedures, sensitivity of measurement instruments, analyses (statistics, qualitative approaches));
3. apply an intersectional approach to their own research projects; this includes taking a critical stance towards their own social position and its implications for research questions and analytical frameworks (intersectional reflexivity);
4. write an essay about intersectionality in (public health) research

3. Background

The course includes (1) a syllabus with 28 hours of essential and seminal papers about intersectionality theory and its application to public health research, which provides participants with an overview of past and current publications in the field of intersectionality and public health; (2) two online or offline training sessions, two preparatory group assignments, and a follow-up group meeting; (3) an essay that will be reviewed and graded by the course instructors (pass/fail).

4. Target group

The course is particularly suited for researchers involved in public health research, social sciences & health, and applied biomedical sciences. In addition, this course is of interest to researchers with a special interest in social and health justice, research integrity, and research quality and validity.

5. Requirements for admission

Eligible participants are junior researchers, early-career researchers or PhD researchers in the field of (public) health. APH researchers have priority and receive the course discount of 10%. The course will be taught in either Dutch or English, participants should have sufficient Dutch or English language skills.

6. Course material

Participants read from a syllabus with 28 hours of reading material about intersectionality. This syllabus will be distributed before the start of the training sessions. In addition, participants receive written course information such as the course program and assignments by email. The course material will also be shared via the digital learning environment SharePoint. Participants gain access to the SharePoint after admission.

7. Examination

Participants pass this course if they carried out the preparatory assignments, participated in the two sessions, and passed their essay.

8. Accreditation

A declaration of participation to the course will be handed after completing the preparatory assignments, sufficiently attending the two training sessions, and passing the essay assignment.

9. Course program

1. Syllabus 'Intersectionality in public health research', consisting of the following articles: (277 pages)

The syllabus contains foundation theoretical and methodological literature from the field of intersectionality. We included both interdisciplinary texts as well as texts that are relevant for a public health and health research audience. The concepts, approaches and contestations presented in these publications will be integrated in the training program. Participants will use the syllabus as a source of scientific references to write their essay. See Appendix for the Syllabus details.

In addition to the Syllabus, participants will be recommended other pivotal scientific sources, such as the podcast 'Why Intersectionality Captivates Early Career Public Health Folks' January 2021, in English: <https://ajph.aphapublications.org/podcasts>.

2. Online or offline training program, consisting of

- 1 hour introductory group meeting and preparatory assignment briefing
- 2 training days with focus on theory, methodology and reflexivity
- 1,5 hour follow-up group meeting

3. Essay assignment

Participants individually write an essay on the application of intersectionality in their own research field.

Conditions:

- Max. 2500 words
- Format: Introduction/background, Chapters, Discussion, Conclusion
- At least 10 scientific references
- Essays will be graded with a pass/fail.

Details: Participants will be addressing the intersectionality to their field of study. They will use literature from the syllabus and search their own literature to answer a methodological, theoretical or empirical question. The focus of the essay could be a knowledge gap, problem or challenge in the participant's field, but might also consist of a theoretical dilemma or investigation, a reflexive or self-investigative exploration, or a literature review. The essays will be evaluated by the trainers and participants will receive individual feedback.

Examples of questions that participants can address in this essay are:

- What are the main health disparities in my field, and which aspects of identity play a role in the production and maintenance of these disparities?
- How can intersectionality be applied as a mode of critical reflexivity in my field, and what would the field gain from it?
- What are the experiences of [social group] with [health issue] in my field?
- Which methodological challenges exist when applying intersectionality to the investigation of my field, and how can these problems be approached?
- Which social groups are overlooked in my research field, why, and what are the consequences?
- How do institutionalized power differences play a role in [health problem] in my field?
- What are sources of social identity bias in my field, and which processes keep these biases in place?

Appendix 1: Syllabus Intersectionality & I

Reference	DOI/URL	Pagina's (277 tot)
Oertelt-Prigione, S. (2020). The impact of sex and gender in the COVID-19 pandemic. European Union.	The impact of sex and gender in the COVID-19 pandemic - Publications Office of the EU (europa.eu)	16
Rouhani, S. (2014). Intersectionality-informed quantitative research: A primer. Vancouver: The Institute for Intersectionality Research & Policy, SFU.	https://www.ifsee.ulaval.ca/sites/ifsee.ulaval.ca/files/9eba2da23ab70bfadd9ca2e076af4a3a62cc.pdf	18
Hunting, G. (2014). Intersectionality-informed qualitative research: A primer. Vancouver: The Institute for Intersectionality Research & Policy, SFU.	https://www.ifsee.ulaval.ca/sites/ifsee.ulaval.ca/files/b95277db179219c5ee8080a99b0b91276941.pdf	22
Lewis, J.A., Williams, M.G., Peppers, E.J., Gadson, C.A. (2017) Applying intersectionality to explore the relations between gendered racism and health among black women. <i>Journal of Counseling Psychology</i> , 64(5), 475-486.	doi: 10.1037/cou0000231	21
Bowleg, L. (2012). The problem with the phrase women and minorities: intersectionality—an important theoretical framework for public health. <i>American Journal of Public Health</i> , 102(7), 1267-1273.	doi: 10.2105/AJPH.2012.300750	6
Collins, P.H. (2015). Intersectionality's definitional dilemmas. <i>Annual Review of Sociology</i> , 41(1), 1–20.	https://doi.org/10.1146/annurev-soc-073014-112142	20
McCall, L. (2005). The complexity of intersectionality. <i>Signs: Journal of women in culture and society</i> , 30(3), 1771-1800.	https://doi.org/10.1086/426800	30
Purdie-Vaughns, V., & Eibach, R. P. (2008). Intersectional invisibility: The distinctive advantages and disadvantages of multiple subordinate-group identities. <i>Sex roles</i> , 59(5-6), 377-391.	https://doi.org/10.1007/s11199-008-9424-4	14
Shields, S. A. (2008). Gender: An intersectionality perspective. <i>Sex Roles</i> , 59(5), 301-311.	https://doi.org/10.1007/s11199-008-9501-8	10
Carstensen-Egwuom, I. (2014). Connecting intersectionality and reflexivity: Methodological approaches to social positionalities. <i>Erdkunde</i> , 265-276.	https://www.jstor.org/stable/24365247	11
Hancock, A. M. (2019). Empirical intersectionality: A tale of two approaches. In <i>The Palgrave handbook of intersectionality in public policy</i> (pp. 95-132). Palgrave Macmillan, Cham.	https://doi.org/10.1007/978-3-319-98473-5_5	27
Verdonk, P., Muntinga, M., Leyerzapf, H., & Abma, T. (2019). From gender sensitivity to an intersectionality and participatory approach in health research and public policy in the Netherlands. In <i>The Palgrave Handbook of Intersectionality in Public Policy</i> (pp. 413-432). Palgrave Macmillan, Cham.	https://doi.org/10.1007/978-3-319-98473-5_18	19
Fehrenbacher, A. E., & Patel, D. (2020). Translating the theory of intersectionality into quantitative and mixed methods for empirical gender transformative research on health. <i>Culture, Health & Sexuality</i> , 22(S1), 145-160.	https://doi.org/10.1080/13691058.2019.1671494	15
Crenshaw, K. W. (1994). Mapping the margins: Intersectionality, Identity Politics, and Violence Against Women of Color. Chapter in <i>The public nature of private violence</i> (Ed. M.A. Fineman). Routledge: pp 93-118.	eBook ISBN9780203060902	25
Hankivsky, O., Doyal, L., Einstein, G., Kelly, U., Shim, J., Weber, L., & Repta, R. (2017). The odd couple: using biomedical and intersectional approaches to address health inequities. <i>Global Health Action</i> , 10(S2), 13266	doi: 10.1080/16549716.2017.1326686	15
Lapalme, J., Haines-Saah, R., & Frohlich, K. L. (2020). More than a buzzword: how intersectionality can advance social inequalities in health research. <i>Critical Public Health</i> , 30(4), 494-500.	https://doi.org/10.1080/09581596.2019.1584271	8
TOT		277