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IN-CLASS ACTIVITY - Intersectionality Lecture— “Women Get the Right to Vote”

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IN-CLASS ACTIVITY

Intersectionality Lecture— “Women Get the Right to Vote”

Teacher Scholar Fellow: Bernadette Ludwig, PhD | **Course:** Sociology of Gender

Possible course adaptations: government, politics, gender studies, race and ethnicity, civic engagement, African American studies, history, etc.

LEARNING OBJECTIVES FOR THIS ACTIVITY

- To learn and understand how gender functions as a primary organizing system, along with race, ethnicity, social class, sexuality, ability, nationality, language, (dis)ability, age, etc.
- To develop critical thinking and writing skills that demonstrate the students' abilities to understand and analyze social phenomena.

CONTEXT FOR INSTRUCTOR

1776 New Jersey State Constitution Article IV:

“That all Inhabitants of this Colony of full Age, who are worth Fifty Pounds proclamation Money clear Estate in the same, & have resided within the County in which they claim a Vote for twelve Months immediately preceding the Election, shall be entitled to vote for Representatives in Council & Assembly; and also for all other publick [sic] Officers that shall be elected by the People of the County at Large.” [Source](#).

Assigned Readings

- Hill Collins, P. 1993. "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection." *Race, Sex & Class* 1(1): 25–45.
- McIntosh, P. 1988. "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies." In *Working Paper* 189. Wellesley, MA: Wellesley College.
- Ingersoll, H. 2019. "Legally a Lady." *Contexts* 18 (3), 20–25.
- Lewis, J. E. 2010. "Rethinking Women's Suffrage in New Jersey, 1776–1807." *Rutgers Law. Review* 63 (3): 1017–35.
- Goodier, S. 2020. "Doublespeak: Louisa Jacobs, the American Equal Rights Association, and Complicating Racism in the Early US Women's Suffrage Movement." *New York History* 101(2): 195–211.

Points to Be Covered in Class for This Activity

1. Provide definition of intersectionality
2. Discuss why the study of gender must be done through an intersectional lens, first theoretically and then using the example of voting rights (exclusion, inclusion, historical and present-day concepts)
3. At the end of the lecture students in small groups create a social media video for high school students in which
 4. they describe in their own words what intersectionality is
 5. they discuss the problems of ignoring intersectionality when people speak e.g., about "the experiences of women" and "women's right to vote"