

# INTERSECTIONALITY AND GENDER BIAS



INTERSECTIONALITY THEORY AIMS AT EXPLORING HOW GENDER, RACE, CLASS, ETHNICITY ARE INTERCONNECTED PRODUCING SIGNIFICANT DIFFERENCES BETWEEN INDIVIDUALS AND GROUPS.

SCHULZ, A. AND MULLINGS, L. (2006). *GENDER, RACE, CLASS, AND HEALTH*. SAN FRANCISCO, CA: JOSSEY-BASS.

Beoku-Betts, J. (2004). African Women Pursuing Graduate Studies in the Sciences: Racism, Gender Bias, and Third World Marginality. *NWSA Journal*, 16(1), pp.116-135. Google scholar link – cited by: 76

Riegle-Crumb, C. and Humphries, M. (2012). Exploring Bias in Math Teachers' Perceptions of Students' Ability by Gender and Race/Ethnicity. *Gender & Society*, 26(2), pp.290-322. Google scholar link - cited by: 72

Best, R., Edelman, L., Krieger, L. and Eliason, S. (2011). Multiple Disadvantages: An Empirical Test of Intersectionality Theory in EEO Litigation. *Law & Society Review*, 45(4), pp.991-1025. Google scholar link- cited by: 78

# African Women Pursuing Graduate Studies in the Sciences: Racism, Gender Bias, and Third World Marginality

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## **Abstract:**

This paper illuminates some of the factors that shape the educational goals and outcomes of African women who pursued graduate studies in scientific disciplines at western universities between the 1960s and 1990s. Based on a qualitative study of 15 African women scientists, almost all of whom are employed in academic institutions in their respective countries, I examine how racism, Third World location, and gender bias affected their graduate education experiences in scientific disciplines. The study also addresses the extent to which the women were aware of how these factors affected how they were perceived and mentored by professors, interacted with peer groups, as well as managed the demands of graduate school along with marriage and family relations. The study demonstrates why issues of diversity are salient to the discourse on ways to address the recruitment and retention of women in science.

Beoku-Betts, J. (2004). African Women Pursuing Graduate Studies in the Sciences: Racism, Gender Bias, and Third World Marginality. *NWSA Journal*, 16(1), pp.116-135. Google scholar link – cited by: 76

# Exploring Bias in Math Teachers' Perceptions of Students' Ability by Gender and Race/Ethnicity

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## Abstract:

This study explores whether gender stereotypes about math ability shape high school teachers' assessments of the students with whom they interact daily, resulting in the presence of conditional bias. It builds on theories of intersectionality by exploring teachers' perceptions of students in different gender and racial/ethnic subgroups and advances the literature on the salience of gender across contexts by considering variation across levels of math course-taking in the academic hierarchy. Analyses of nationally representative data from the Education Longitudinal Study of 2002 (ELS) reveal that disparities in teachers' perceptions of ability that favored white males over minority students of both genders are explained away by student achievement in the form of test scores and grades. However, we find evidence of a consistent bias against white females, which although relatively small in magnitude, suggests that teachers hold the belief that math is just easier for white males than it is for white females. In addition, we find some evidence of variation across course level contexts with regard to bias. We conclude by discussing the implications of our findings for research on the construction of gender inequality.

Riegle-Crumb, C. and Humphries, M. (2012). Exploring Bias in Math Teachers' Perceptions of Students' Ability by Gender and Race/Ethnicity. *Gender & Society*, 26(2), pp.290-322. Google scholar link - cited by: 72

# Multiple Disadvantages: An Empirical Test of Intersectionality Theory in EEO Litigation

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## Abstract:

A rich theoretical literature describes the disadvantages facing plaintiffs who suffer multiple, or intersecting, axes of discrimination. This article extends extant literature by distinguishing two forms of intersectionality: demographic intersectionality, in which overlapping demographic characteristics produce disadvantages that are more than the sum of their parts, and claim intersectionality, in which plaintiffs who allege discrimination on the basis of intersecting ascriptive characteristics (e.g., race and sex) are unlikely to win their cases. To date, there has been virtually no empirical research on the effects of either type of intersectionality on litigation outcomes. This article addresses that lacuna with an empirical analysis of a representative sample of judicial opinions in equal employment opportunity (EEO) cases in the U.S. federal courts from 1965 through 1999. Using generalized ordered logistic regression and controlling for numerous variables, we find that both intersectional demographic characteristics and legal claims are associated with dramatically reduced odds of plaintiff victory. Strikingly, plaintiffs who make intersectional claims are only half as likely to win their cases as plaintiffs who allege a single basis of discrimination. Our findings support and elaborate predictions about the sociolegal effects of intersectionality.