

*“Intersectionality and Self-Reflexivity Among Ethnic Studies High School Teachers in New Mexico.”*



This study presents part of our community based participatory research-practice partnership on Ethnic Studies Education and Health ([race.unm.edu](http://race.unm.edu)). In it, we ask questions about how ethnic studies high school teachers negotiate their identities, especially considering multiple intersecting systems of power. We also ask how these same intersectional systems of inequality can be used for social justice transformations. We argue that one mechanism that may advance teacher and student empowerment is the formation of “transformational intersectional capital (TIC).” TIC involves critical and visceral on-going self-implicating reflexivity about one’s own values, identity, emotions, cumulative experiences and social location within intersecting systems of power, privilege, oppression, inequality and resistance. TIC involves embracing discomfort about one’s intersecting privileges and location in actual power relations, while engaging in truth telling and actions that center the lives of marginalized communities and challenging the myth of equivalent oppressions. TIC is visible and cumulates at the individual, institutional and structural levels. Policy options for advancing intersectional justice in education (P-20) will be discussed.

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*Community based  
research project with:  
APS-UNM Ethnic  
Studies Education and  
Health Research Practice  
Partnership*

 **Feminist  
Research Institute**

**Thursday 3/21/2019  
4-6pm  
MSVH 1104 - History  
Common Room**