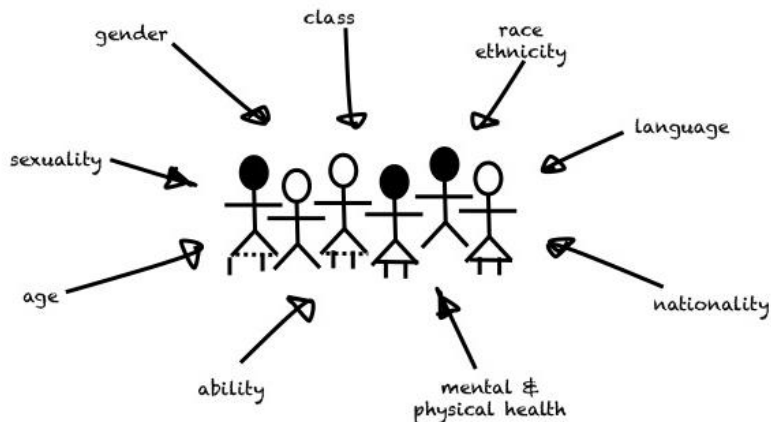




Dr. Shaonta' Allen
Shaonta.Allen@dartmouth.edu
Office: Blunt Hall 308A
Office Hours: T/Th 1-2pm EST

SOCY 60 SPRING 2023
T/Th 2:25PM-4:15pm EST (2A)
X-Hour: Wed 5:30-6:20pm EST
Location: Carson 60

SOCY 60: Dangerous Intersections: Intersectionality Beyond Boundaries



Course Description:

Intersectionality has become a prominent framework for understanding how social categories shape lived experiences. As an interpretative tool utilized across the social sciences and humanities, intersectionality interrogates how power is distributed along and across axes of inequality and privilege. Course readings, discussions, assignments, and assessments will focus on a wide range of social locations connected to race, ethnicity, gender, class, sexuality, religion, language, and disability, while also accounting for the multiplicity, nuance, ambiguity, and contradictions in how these social identity markers intersect. Engaging both theoretical and empirical works, this course will examine how simultaneous and interdependent dynamics between axes of inequality impact identity formation and life chances, relationships of marginality and privilege, social continuity, social conflict, and social change. Additionally, this course will critically explore the challenges and advantages of intersectional analysis and the future of intersectionality's theoretical, methodological, and epistemological capacities.

Learning Outcomes:

Upon completion of this course you will be able to:

- Define intersectionality and situate it within an ongoing genealogy of contemporary theories of social inequality
- Analyze sociological readings, generate critical thinking questions based on those readings, and discuss sensitive topics respectfully
- Critically engage scholars regarding the intersectional foundations of their research
- Apply sociological concepts and theories to contemporary issues
- Work with a small group to conduct intersectional analyses on a topic of interest

Texts and Materials

All required readings for this course will be provided on the course Canvas site. The foundational texts informing lectures and assignments are:

- [*Intersectionality \(Key Concepts\)*](#) by Patricia Hill Collins & Sirma Bilge
- [*Introducing Intersectionality*](#) by Mary Romero
- [*Intersectional Analysis as a Method to Analyze Popular Culture: Clarity in the Matrix*](#) by Erica B. Edwards & Jennifer Esposito
- Additional Articles and Book Chapters (Provided on Canvas)

Reading assignments are listed below in the course schedule. All readings will be made available online through the course website on Canvas. Additional readings may be assigned throughout the semester and, in that case, will be made available to you as well. *It is expected that you will have done the reading(s) by the time class meets on the date for which the assignment is listed in the syllabus. More pointedly, you will need to complete the readings before writing your weekly response memo.* There is a lot of reading; you must keep up with it as we go along to be successful in this course! Furthermore, you will likely find it helpful to take notes as you read.

A few supplemental texts to consider:

- [*Intersectionality as Critical Social Theory*](#) by Patricia Hill Collins
- [*Intersectionality: An Intellectual History*](#) by Ange-Marie Hancock
- [*Black Feminism Reimagined: After Intersectionality*](#) by Jennifer C. Nash

Course Structure

My approach to teaching involves utilizing culturally-responsive pedagogical techniques to ensure all students have the opportunity to develop their critical thinking, effective writing, and practical research and analytic skills. Culturally-responsive learning centers students' cultural experiences and advocates for them to be incorporated into all aspects of the learning process. Specifically, I draw on active and applied learning strategies. These strategies provide students with opportunities to apply theories and paradigms to real-world experiences and encourage students to reflect on course activities to deepen and extend the ways they think and learn. I structure my courses this way with the hope of engendering excitement about establishing new mechanisms of understanding. This course will draw on a variety of educative modalities including lectures, discussions, small group work, active learning, web-based learning, and experiential learning, among others.

The weekly class sessions will follow the schedule below:

- Tuesday Class Session
 - 2:25-3:05pm- Lecture
 - 3:05-3:15pm- BREAK
 - 3:15-4:15pm- Discussion of Assigned Readings
- Thursday Class Session
 - 2:25-3:05pm- Meet an Intersectionality Scholar
 - 3:05-3:15pm- BREAK
 - 3:15-4:15pm- Activity & Reflective Discussion

Assignments & Assessments

Assignment	Points Possible	Percentage of Grade
Reading Memos (8)	200 points (25 points/each)	20%
Discussion Leader (2)	150 points (75 points/each)	15%
Problem Sets (3)	300 points (100 points each)	30%
Group Project (1)	250 points	25%
Participation	100 points	10%
TOTAL	1000 points	100%

- Reading Response Memos:*** The purpose of the reading response memos is to make you think critically about the assigned readings. These assignments will require you to make sense of the readings in relation to each other as well as the course lectures and discussions. You will be expected to analyze the main arguments made and develop 2-3 discussion questions that will probe further investigation of the topic. These memos should be approximately 750-1000 words (standard Times New Roman/Georgia Pro, Size 12 point font) and will be posted online via the Canvas Discussion Board feature. Use quotes only as necessary for setting up a point you are trying to make. Excessive use of quotes will result in the loss of points. It is acceptable to pull from readings assigned to a previous week, if necessary. These memos are intended to initiate the process of deconstructing course reading materials. These assignments will help to ensure that our class discussions are grounded in sociological theories and concepts. **Memos should be posted online no later than 9pm the night before the class session in which the readings are assigned to be discussed.** A rubric and memo template will be made available on Canvas.
- Reading Discussion Leader:*** One time during the term you will be required to facilitate a class conversation by serving as a discussion leader along with 1 or 2 of your classmates. It will be your responsibility to curate a list of the discussion questions posed by your classmates in their reading memos posted online and organize them thematically. Discussion leaders are expected to come to class having completed the assigned readings for that week and having compiled additional materials such as images/videos/quotes/etc. (if necessary) to generate conversation and analysis. Discussion leaders are encouraged to link course concepts to larger contexts. **Discussion Leaders will submit their discussion outline prior to the start of the class session.**
- Meet an Intersectionality Scholar Discussion Leader:*** At one point during the term you will be expected to work with 1-2 other students (depending on the class size) to come up with a list of questions to ask our guest speakers. These questions should be thorough and specific, drawing on concepts and theories discussed in class. Additionally, when facilitating this discussion, you will be expected to read an additional article written by the guest scholar. **You will be expected to submit your list of questions/comments prior to the start of the class session.**
- “Thinking Intersectionally” Problem Sets:*** The problem set assignments are intended to help you think through the complexities of intersectionality and its conceptual, theoretical, methodological, and epistemological implications. These take-home assignments will pose four open-ended analytical questions and you will have the opportunity to select which three questions you would like to craft responses to. Additionally, you will respond to one prompt asking you to reflect on

how the course lectures and readings in previous weeks have shaped how you understand your intersectional identity and its corresponding power, privilege, and marginalization. Ultimately, these assignments give you the opportunity to demonstrate your command of the course readings and lecture material. Each response will be 1000 words in length. An official rubric will be provided prior to the release of the first problem set.

- *Intersectional Analysis of Pop Culture Group Project*: You will work in a small group to conduct a critical and comprehensive intersectional analysis of a topic of your choosing. This research project will require students to collect data from two modalities of pop-culture (i.e., television, music, film, and social media). Students will be expected to draw on course readings when structuring their research questions and methodologies. Each group will submit an empirical summary and will present their research project during the final class session. A more detailed rubric and timeline will be provided to students later in the term.
- *Attendance & Participation*: Attendance is vital to adequately understanding this material. Missing class not only detracts from your own academic experience, but also deprives your classmates of your insights into the material. As such, you are expected to attend each class session. At the end of each lecture you will be responsible for signing the attendance sheet to ensure that you'll receive points for attending class that day (please note that excessively arriving to class late will detract from your attendance and participation grade). However, signing the attendance sheet alone is not sufficient. In order to earn participation points you must attend class *and* participate, that is, engage in course discussions and activities. There will be plenty of opportunities to participate during each course session. I will frequently incorporate talking points into the lectures to stimulate your thoughts on a particular topic. Also, if you have trouble thinking of things to say, I suggest you take notes while completing the assigned readings. This practice will often bring you to class with thoughts or questions that can be used to help facilitate discussion. If you are ever angered or made uncomfortable by anything brought up in discussion feel free to address the contention during the class meeting or meet with me privately about it. I am committed to maintaining a learning environment that is respectful of all participants, so intolerance in any form will not be condoned (see Diversity & Inclusion policy).

Grading

Drawing on Dartmouth's [grade descriptions](#), letter grades will be assigned according to the following grading scale:

Letter Grade	Percentage
A	95-100%
A-	92-94.9%
B+	89-91.9%
B	83-88.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	63-66.9%
D-	60-62.9%
E	Below 60%

Course Schedule

Week 1: *Defining Intersectionality*

- Tuesday, March 28th – Introductions, Course Overview, & Sign-Ups
- Wednesday, March 29th – *Discussion Question due by 9pm EST*
 - Readings:
 - “[Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics](#)” – Kimberlé Crenshaw (29pgs)
 - “[Intersectionality’s Definitional Dilemmas](#)” – Patricia Hill Collins (23pgs)
 - “[Hierarchies of Social Location, Class and Intersectionality: Towards a Translocational Frame](#)” – Floya Anthias (18pgs)
 - “[Intersectionality: Multiple Inequalities in Social Theory](#)” by Sylvia Walby, Jo Armstrong, and Sofia Strid (17pgs)
- Thursday, March 30th – **Zoom** Lecture and Discussion of Readings (Attending Southern Sociological Society Annual Meeting)

Week 2: *Intersectionality’s Precursors* (Feminist Standpoint Theory & Black Feminist Thought)

- Monday, April 3rd - *Response Memo #1 due by 9pm EST*
 - Readings:
 - “[Introduction: Standpoint Theory as a Site of Political, Philosophical, and Scientific Debate](#)” - Sandra Harding (15pgs)
 - “[Intersectionality](#)”- Brittney Cooper (23pgs) **OR** “[Intersectionality](#)”- Zandria Robinson (23pgs)
 - “[W.E.B. Du Bois: Intellectual Forefather of Intersectionality?](#)”- Ange-Marie Hancock (12pgs)
 - “The Master’s Tools Will Never Dismantle the Master’s House”- Audre Lorde (4pgs)
 - “[A Black Feminist Statement](#)” – The Combahee River Collective (11pgs)
- Tuesday, April 4th – Lecture & Discussion of Readings
- Thursday, April 6th
 - *Meet an Intersectionality Scholar*: Lisa Covington (University of Arizona) on Black Girlhood, Digital Humanities, and Educational Injustice
 - “[In a Racist Kind of World, I’m Glad I’ve Got My Girls: Creating Black Feminist Digital Sisterhoods through Digital Platforms](#)”- Lisa Covington, Jelisa Clark, and Veronica Newton (17pgs)
 - “[Race, Class, and Gender: Prospects for an All-Inclusive Sisterhood](#)” by Bonnie Thornton Dill (20pgs)
 - Activity: *Situating Yourself in the Social World*

Week 3: *Intersectionality as Theory & Concept*

- Monday, April 10th - *Response Memo #2 due by 9pm EST*
 - Readings:
 - “[Intersectionality: Mapping the Movements of a Theory](#)” - Devon Carbado, Kimberlé Crenshaw, Vickie Mays, & Barbara Tomlinson (10pgs)

- [“Intersectionality as Buzzword: A Sociology of Science Perspective on What Makes a Feminist Theory Successful”](#) – Kathy Davis (19pgs)
 - [“Intersectionality to the Rescue”](#) - Ange-Marie Hancock (30pgs)
- Tuesday, April 11th - Lecture & Discussion of Readings
- Thursday, April 13th
 - *Meet an Intersectionality Scholar*: Brittney Miles (Kenyon College) on Race, Gender, Sexuality and Disability
 - [“Theorizing Conscious Black Asexuality through Claire Kann’s Let’s Talk about Love”](#) - Brittney Miles (10pgs)
 - [“Intersectionality and the Study of Black Sexual Minority Women”](#) - Mignon R. Moore (7pgs)
 - [“Race and Disability: From Analogy to Intersectionality”](#) - Angela Frederick and Dara Shifrer (15pgs)
 - Activity: *Think-Pair-Share*

Thinking Intersectionally Problem Set #1 due Sunday, April 16th, 2023 by 6pm EST (Questions posted after class on Thursday, April 13th, 2023)

Week 4: *Intersectionality as Analytic Tool* (Additive vs. Multiplicative Analyses)

- Monday, April 17th- *Response Memo #3 due by 9pm EST*
 - Readings:
 - [“Multiple Jeopardy, Multiple Consciousness”](#) - Deborah King (31pgs)
 - [“When Multiplication Doesn't Equal Quick Addition: Examining Intersectionality as a Research Paradigm”](#) - Ange-Marie Hancock (18pgs)
 - [“Coloring Weight Stigma: On Race, Colorism, Weight Stigma, and the Failure of Additive Intersectionality”](#) - Robert Reece (13pgs)
- Tuesday, April 18th - Lecture & Discussion of Readings
- Wednesday, April 19th – ***X-Hour (5:30-6:20pm EST)***
 - *Meet an Intersectionality Scholar*: Veronica Newton, Georgia State University on Gendered Racism, Critical Race Feminism, and Higher Education
 - [“Hypervisibility and Invisibility: Black Women’s Experiences with Gendered Racial Microaggressions on a White Campus”](#) - Veronica Newton (15pgs)
 - [“Race, Gender, and Class Intersectionality”](#) - Jean A. Belkhir and Bernice M. Barnett (18pgs)
- Thursday, April 20th (**No Class**- I’ll be attending the Young Scholars in Social Movements Conference)

Week 5: *Intersectionality as Method*

- Monday, April 24th - *Response Memo #4 due by 9pm*
 - Readings:
 - [“Intersectionality as Method: A Note”](#) - Catharine MacKinnon (12pgs)
 - [“Methods of Intersectional Research”](#) - Joya Misra, Celeste Curington, & Venus Green (21pgs)
 - [“Practicing Intersectionality in Sociological Research”](#) – Hae Yeon Choo & Myra Marx Ferree (21pgs)

- [“Intersectionality and Social Explanation in Social Science Research”](#) – Averil Clarke and Leslie McCall (15pgs)
- Tuesday, April 25th - Lecture & Discussion of Readings
- Wednesday, April 26th – **[Mid-Term Evaluations Due](#)**
- Thursday, April 27th
 - *Meet an Intersectionality Scholar*: Maretta McDonald (University of Wisconsin-Madison) on Critical Criminology, Family Studies, and Race/Class/Gender
 - [“Go ’Head Girl, Way to Represent! Dealing with Issues of Race and Gender in Shondaland”](#) - Maretta McDonald (10pgs)
 - [“Unspoiling Identity: An Intersectional Expansion of Stigma Response Strategies”](#)- Terrell J. A. Winder (13pgs)
 - Activity & Reflection: *Intersectionality Infographic*

Week 6: Critiques of Intersectionality (Perpetuating or Problematizing the “Oppression Olympics”)

- Monday, May 1st- *Response Memo #5 due by 9pm EST*
 - Readings (45pgs):
 - [“Intersectionality and its Discontents”](#)- Jennifer Nash (14pgs) **OR** [“Re-Thinking Intersectionality”](#)- Jennifer Nash (15pgs)
 - [“Intersectionality and Feminist Politics”](#)- Nira Yuval-Davis (17pgs)
 - [“An Argument for Context-Driven Intersectionality”](#)- Ashleigh E. McKinzie and Patricia L. Richards (14pgs)
- Tuesday, May 2nd - Lecture & Discussion of Readings
- Thursday, May 4th
 - *Meet an Intersectionality Scholar*: Melissa Abad (Stanford University) on Intersectional Feminism, Organizations, and Work
 - [Race, Knowledge, and Tasks: Racialized Occupational Trajectories”](#)- Melissa Abad (20pgs)
 - [“Intersectionality: Are We Taking Enough Notice in the Field of Work and Employment Relations?”](#)- Anne McBride, Gail Hebson, and Jane Holgate (11pgs)
 - [“The Fungibility of Intersectionality: An Afropessimist Reading”](#)- Sirma Bilge (30gs)
 - Activity & Reflection: *Privilege Walk*

Thinking Intersectionally Problem Set #2 due Sunday, May 7th, 2023 by 6pm EST (Questions posted after class on Thursday, May 4th, 2023)

Week 7: Intersectionality and Social Justice

- Monday, May 8th - *Response Memo #6 due by 9pm EST*
 - Readings (68pgs):
 - “Chapter 5: Intersectionality, Social Protest, and Neoliberalism” – Patricia Hill Collins & Sirma Bilge (27pgs)
 - [“Video: The Urgency of Intersectionality”](#) - Kimberlé Crenshaw
 - [“#SayHerName: A Case Study of Intersectional Social Media Activism”](#) – Melissa Brown, Rashawn Ray, Ed Summers, & Neil Fraistat (17pgs)

- [“Making It Home: An Intersectional Analysis of the Police Talk”](#) - Shannon Malone Gonzalez (24pgs)
- Tuesday, May 9th – [Zoom](#) Lecture & Discussion of Readings
- Thursday, May 11th
 - *Meet an Intersectionality Scholar*: Amanda Hernandez (Trinity University) on Chicana Feminism and Religion
 - [“Developing a Mestiza Consciousness Theoretical Framework”](#) - Amanda Hernandez (11pgs)
 - [“An Intersectional Approach to Resistance and Complicity: The Case of Racialized Desire Among Asian American Women”](#) - Karen Pyke (14pgs)
 - [“Intersectionality and Global Gender Inequality”](#) - Christine E. Bose (6pgs)
 - Activity & Reflection: *Coding Intersectionally*

Week 8: *Intersectionality and Social Justice Continued*

- Monday, May 15th - *Response Memo #7 due by 9pm EST*
 - Readings (65pgs):
 - “Chapter 6: Intersectional Approaches to Social Issues” and “Conclusion: Intersectionality and Social Justice” - Mary Romero (38pgs)
 - [“Networked Feminism: Counterpublics and the Intersectional Issues of #MeToo”](#) – Verity Trott (19pgs)
 - [“When White Women Cry: How White Women’s Tears Oppress Women of Color”](#) by Mamta Motwanti Accapadi (8pgs)
- Tuesday, May 16th – Lecture & Discussion of Readings
- Thursday, May 18th
 - *Meet an Intersectionality Scholar*: Kevin Winstead (Georgia Institute of Technology) on Black Politics, Social Movements, Religion, and Digital Humanities
 - [“Black Catholicism and Black Lives Matter: The Process Towards Joining a Movement”](#) - Kevin Winstead (9pgs)
 - [“Intersectionality: A Transformative Paradigm in Feminist Theory and Social Justice”](#) - Bonnie Thornton Dill and Marla H. Kohlman (29pgs)
 - “Whitening Intersectionality- Evanescence of Race in Intersectionality Scholarship” - Sirma Bilge (30pg)
 - Activity & Reflection: Movement Playlist & Lyric Analysis

Week 9: *The Future of Intersectionality*

- Monday, May 22th - *Response Memo #8 due by 9pm EST*
 - Readings (97pgs):
 - [“Intersectionality Undone”](#) - Sirma Bilge (20pgs)
 - [“Toward a Field of Intersectionality Studies”](#) - Sumi Cho, Kimberlé Williams Crenshaw, & Leslie McCall (26pgs)
 - “Chapter 8: Intersectionality Revisited” – Patricia Hill Collins & Sirma Bilge (23pgs)
- Tuesday, May 23rd – Lecture & Discussion of Readings
- Thursday, May 25th
 - *Meet an Intersectionality Scholar*: LaToya Council (Lehigh University) on Love, Family, & Black Masculinity

- [“Linking Contexts, Intersectionality, and Generations: Toward a Multidimensional Theory of Millennials and Social Change”](#)- LaToya Council (10pgs)
- [IntersectionAllies: We Make Room For All](#)- Chelsea Johnson, LaToya Council, and Carolyn Choi (28pgs)
- Activity & Reflection: Meme-ing Intersectionality

Week 10: <i>Group Presentations</i>

- Tuesday, May 30th – Group Presentations

Thinking Intersectionally Problem Set #3 due Saturday, June 3rd, 2023 by 6pm EST (Questions posted Wednesday, May 31st, 2023)
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Course Policies

- *Professor Availability and Office Hours*- Office hours will be held before our class sessions on Tuesdays and Thursdays from 1pm- 2pm. I am also available by appointment and **I encourage you to make at least one appointment with me throughout the term.** If you would like to meet with me outside of these hours, please send me an email to inquire about my additional availability. Should you have any questions regarding the course throughout the semester, feel free to contact me via email. I guarantee a response within 72 business hours. Please note that you must use your Dartmouth email account to ensure that your message is received.
- *Late Assignments*- It is expected that you will submit assignments prior to the indicated due date. Assignments submitted after their deadlines will be given a grade of zero. In extraordinary circumstances a late assignment will be accepted if (1) you know in advance that you will be unable to meet the deadline *and* you make alternative arrangements with me at least one week ahead of time, or (2) you experience an unprecedented situation and meet with me about the extenuating circumstance.
- *Canvas*- At times throughout the semester you may be required to complete or submit assignments online via the course Canvas site. When this is the case, it is your responsibility to ensure that your assignment has been posted successfully. If your assignment is not posted when I attempt to grade it, I will assume it was not submitted and the onus will be on you to prove otherwise.
- *Diversity and Inclusion*- The Dartmouth Sociology Department is committed to building a welcoming and inclusive atmosphere in which every member of the department can thrive. We strive to incorporate diverse perspectives, experiences, and inquiry in our departmental and classroom spaces (See our full DEI initiative [here](#)).

It is my goal, as the instructor, to create a comfortable, safe environment where students of all identities can feel empowered to discuss sensitive and controversial materials. This course will be dealing with contemporary and contentious topics thus it is essential for students to help foster an academic atmosphere encouraging respectful dialogue. Students are encouraged to challenge one another (and me), but

only if such challenges are offered in a manner that is respectful and considerate of a diversity of opinions. In an attempt to make the classroom a “safe space” for dialogue, students making comments that are disrespectful, derogatory, purposefully disruptive or otherwise non-conductive to an academic setting will be asked to leave.

- *Student Accessibility Services*- Students requesting disability-related accommodations and services for this course are required to register with [Student Accessibility Services](#) and to request that an accommodation email be sent to me in advance of the need for an accommodation. Then, students should schedule a follow-up meeting with me to determine relevant details such as what role SAS or its [Testing Center](#) may play in accommodation implementation. This process works best for everyone when completed as early in the quarter as possible. If students have questions about whether they are eligible for accommodations or have concerns about the implementation of their accommodations, they should contact the SAS office. All inquiries and discussions will remain confidential.
- COVID-19 & Other Infectious Diseases- You are expected to attend class in person unless you have made alternative arrangements due to illness, medical reasons, or the need to isolate due to COVID-19 or other infectious disease. For the health and safety of our class community, **please do not attend class when you are sick**, nor when you have been instructed by Student Health Services to stay home. When you have tested positive for COVID or any other infectious disease, notify me via email and we will establish a plan to ensure you do not fall behind in the class.
- *Inclement Weather*- When inclement weather threatens the safety of the Dartmouth community an emergency closing will be declared. In this or any other case where I am not able to safely commute to campus, I will communicate my expectations for how class will be held via email and Canvas (I will likely switch to a virtual zoom format).
- *Academic Misconduct*- Dartmouth takes a strong stance against academic misconduct (see full Academic Honor Principle [here](#)). Academic Misconduct includes, but is not limited to, plagiarism, cheating, and fabrication.
 - (1) Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one’s own without proper attribution. This includes self-plagiarism, which occurs when an author submits material or research from a previous academic exercise to satisfy the requirements of another exercise and uses it without proper citation of its reuse.
 - (2) Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. This includes unapproved collaboration, which occurs when a student works with others on an academic exercise without the express permission of the professor. The term academic exercise includes all forms of work submitted for credit or hours.
 - (3) Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.

To be clear: going online and taking information without proper citations, copying parts of other student’s work, creating information for the purposes of making your paper seem more official, using ChatGPT or any other AI software, or anything involving taking someone else’s thoughts or ideas without proper attribution is academic misconduct. If you work together on

an assignment when it is not allowed, it is academic misconduct. If you have a question about an assignment, please come see me to clarify. Any cases of academic misconduct will be reported. Remember – ignorance is NOT a defense.

Other Community Guidelines

- *Land Acknowledgement:* We acknowledge the colonial origin of Dartmouth College, founded for the education of Native American youth and occupying the lands of the Abenaki and other Algonquin peoples. All the work that takes place here rests on the forceful appropriation of their lands by European settlers. You can read more about this history in Colin Calloway's open-access book, [The Indian History of an American Institution: Native Americans and Dartmouth](#) (2010). I hope that readers will also seek to learn more about the sources of their research materials, their buildings, and the current and past stewards of the lands where they live. Consider how to be in better relation with Indigenous Peoples. If the idea of land acknowledgement is new and unfamiliar, this [guide](#) and this [article](#) are helpful starting points (From [Dr. Michelle Warren](#), Dartmouth College).
- *Title IX:* At Dartmouth, we value integrity, responsibility, and respect for the rights and interests of others, all central to our [Principles of Community](#). We are dedicated to establishing and maintaining a safe and inclusive campus where all have equal access to the educational and employment opportunities Dartmouth offers. We strive to promote an environment of sexual respect, safety, and well-being. In its policies and standards, Dartmouth demonstrates unequivocally that sexual assault, gender-based harassment, domestic violence, dating violence, and stalking are not tolerated in our community.

The Sexual Respect [Website](#) provides a wealth of information on your rights and obligations with regard to sexual respect and resources that are available to all in our community. Should you have any questions, please feel free to contact Dartmouth's Title IX Coordinator Kristi.Clemens@Dartmouth.edu and deputies if appropriate.

Please note that faculty and staff are required by law to report certain matters to relevant parties on campus, including disclosures of sexual or gender-based harassment, sexual assault, relationship and interpersonal violence, and stalking. Confidential resources are also available [here](#).

- *Religious Observances:* Some students may wish to take part in religious observances that occur during this academic term. If you have a religious observance that conflicts with your participation in the course, please meet with me as soon as possible, or before the end of the second week of the term—at the latest, to discuss appropriate adjustments. Dartmouth has a deep commitment to supporting students' religious observances and diverse faith practices.
- *Access to Additional Campus Resources:* There are a number of campus resources available this term to support your needs during your time at Dartmouth. While the situation is constantly evolving, many offices are prepared to meet with you via phone or Zoom.

For concerns about health and wellness, you may reach out to:

- Dartmouth Health Service- (<https://students.dartmouth.edu/health-service/>)

- Counseling Services- (<https://students.dartmouth.edu/health-service/counseling/about>)
- Student Wellness Center- (<https://students.dartmouth.edu/wellness-center>)

For academic needs, you may reach out to:

- Undergraduate Dean- (<https://students.dartmouth.edu/undergraduate-deans/>)
- Academic Skills Center- (<https://students.dartmouth.edu/academic-skills/>)
- On-Campus Employment- Students with concerns related to campus employment may connect with the Student Employment Office (<https://www.dartmouth.edu/seo/>).
- Visa services- Those with visa-related concerns may reach out to the Office of Visa and Immigration Services (<https://ovis-intl.dartmouth.edu/>). OVIS also provides general support, resources, and referrals for legal assistance to DACA and undocumented students. See more [here](#).

I encourage you to take advantage of these resources, and to speak with me if I can support your success in the course in any other way.

****This syllabus is subject to change throughout the term. Students will be notified of any changes via E-mail and Canvas****

INTERSECTIONALITY

a fun guide



this is Bob.



Bob is a stripey blue triangle!

AND SHOULD BE PROUD.



SADLY SOME PEOPLE DO NOT LIKE Bob. Bob FACES OPPRESSION FOR BEING A TRIANGLE, & FOR HAVING STRIPES.



LUCKILY, THERE ARE LIBERATION GROUPS! BUT THEY AREN'T INTERSECTIONAL.

SO THEY LOOK LIKE THIS



THEY DON'T TALK TO EACH OTHER. IN FACT, THEY COMPETE.

Bob CAN'T WORK OUT WHERE TO GO.



AM I MORE STRIPE OR TRIANGLE?



Bob WISHES THAT THE TRIANGLES AND STRIPES COULD WORK TOGETHER.

OPPRESSION OF ONE AFFECTS US ALL!



NO LIBERATION WITHOUT EQUAL REPRESENTATION!

INTERSECTIONALITY IS THE BELIEF THAT OPPRESSIONS ARE INTERLINKED AND CANNOT BE SOLVED ALONE.

OPPRESSIONS ARE NOT ISOLATED.
INTERSECTIONALITY NOW!