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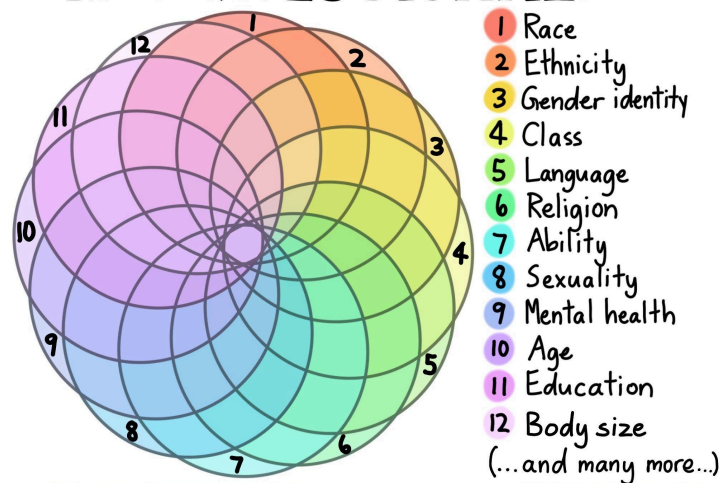
SOCY 60 FALL 2025
 M/W/F 11:30-12:35
 11, X-hour Tu 12:15-1:05
 Location: 007 Blunt Hall

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.

INTERSECTIONALITY



Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.

- Kimberlé Crenshaw -

@syrtradrucksworth

Learning Outcomes:

- Define intersectionality using theory and literature.
- Describe how intersectionality affects the lives of people at the micro-level and at the macro-level.
- Demonstrate understanding of intersectionality at the micro-level and the macro-level by “comparing” and “contrasting” how intersectionality at the micro-level reflects intersectionality at the macro-level.
- Evaluate whether it is ethical to use intersectionality outside of its original context.
- Compile a list of ways that discrimination relating to intersectional oppression may look for your coworkers in your future career.

Texts and Materials

All required readings for this course will be provided on the course Canvas site.

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 response memos. 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.

Assignments & Assessments

Assignment	Frequency	Due Date	Submission	Points
Reading Response Memos	15	Night before reading, first due 9/18	Canvas	1pt/memo; 15 total
Intersectional Imagination Activities	9	Sunday after classes, first due 9/21	Canvas	3pts/set; 27 total
Attendance & Participation	MWF, 9/15-11/17	Assessed in class	Class	1pt/class; 28 total
Midterm	1	Week 4	Class	15
Group Presentation	1	Week 9	Write-up: Canvas Presentation: Class	10 individual write-up + 5 group presentation; 15 total

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 500-1000 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 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.

Each memo is worth 1pt- 0pts for incomplete; 0.5-0.75 pts for low-effort submissions; 1pt for thoughtful, complete memos. I will drop your 2 lowest memo scores. 15 memos at 1pt each= 15 points

Intersectional Imagination Activities: The point of these assignments is to give you an opportunity to apply course concepts in your own lives and to get you to engage creatively with the material. These take-home assignments will be based on that week's lectures, readings, and activities, but will also require you to engage with previous weeks. This is where you show your unique cumulative understanding of the material. The activities will vary, including case studies, film screening analyses, written papers, original worksheets, and more. The specific instructions of each week's assignment will vary, and each assignment will have an info sheet on Canvas released with or after the second lecture of that week. Weekly assignments are due Sunday **AFTER** you have completed the reading and the course material for **ALL** of that week's material. This may mean you have a memo due and an activity due at the same time, so do keep that in mind when you are pacing yourself.

Each assignment is worth 3 points. You do not have one due Week 4 on account of the midterm. 3 assignments at 9 points each= 27 points

Midterm: The point of this exam is to check that you are following along and that you are ready to have the more difficult conversations that will follow the introductory material. It is weighted generously enough that if you struggle you still have time to improve, but heavily enough that you cannot blow it off and earn an A.

The exam will occur in class and will be worth 15 points.

Intersectionality After College Group Project: You will work in a small group with other students who share similar intended career trajectories as you. Using your comprehensive and critical understanding of the course knowledge, including sources and examples you find on your own, you will deliver a presentation on how intersectionality looks in your intended career choice, both at the individual and the systemic level. Each student will submit an empirical summary about their specific plans, and the group will present their collective findings during

Week 9. A more detailed rubric and timeline will be provided to students later in the term.

1 write-up at 10 points + 1 presentation at 5 points= 15pts

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 beginning of each lecture you will be responsible for completing an informal prompt to get you settled. **If you leave class after completing this, you will receive 0 points, and I will be sad.** Coming to class 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, but you do not have to speak every session (although you are welcome to). Be prepared to give a thoughtful answer if called upon because 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).

We meet 28 times between 9/15-11/17. 28 classes at 1pt each= 28pts

How to be Successful in This Course

- Complete ALL assignments.
- The syllabus is your friend.
- Come to class. ALL OF THEM!
- If you are having trouble, reach out ASAP. Do not wait until the very end of the term! Terms move fast- there genuinely is not enough time for you to fall behind and catch up. I am here for you.
- Check email and Canvas announcements regularly.
- Lean into discomfort- it's necessary for growth!
- Do not take my kindness for weakness- I take teaching very seriously, and I will gladly help you to the full extent of my power as long as you try your best to meet me halfway.

Class Schedule

Week	Date	Topic	Reading
1 Overview to Course, Field, & Concept	M 9/15	Intro to Course	Syllabus
	W 9/17	Socy Overview	C. Wright Mills_Sociological Imagination Miner_Body Rituals among the

			Nacirema
	F 9/19	Social Constructs	Omi and Winant_Racial Formations Excerpt Waters_Optional Ethnicities: For Whites Only? Stanford Encyclopedia of Phil_Fem Perspectives on Sexism Garner_Little Red Riding Hood
2 Proto- Intersectional Thinking	M 9/22	Pre-1980s	Truth_Ain' I a Woman? Terrell_Colored Woman's Problem Beale_Double Jeopardy Combahee River Collective
	W 9/24	Pre-Crenshaw	Thornton Dill_Race, Class, Gender King_Multiple Jeopardy
	F 9/26	Discussion	None
3 Enter... "Intersectionality"!	M 9/29	Crenshaw's Intersectionality	Crenshaw_Demarginalizing the Intersection
	W 10/1	Crenshaw's Intersectionality	Brown_SayHerName
	F 10/3	Applications	Carbado et al_Mapping the Movements
4- X-HOUR Intersectionality: Concept Check	M 10/6	Political Intersectionality	Trott_Networked feminism: #MeToo Accapadi_When White Women Cry
	Tu 10/7	Midterm Review	-
	W 10/8	Midterm	-
5 Health & The Body	M 10/13	Health	Beaubouf-Lafontant_You Have to Show Strength
	W 10/15	Reproductive Justice	Roberts_Killing the Black Body Lucero (Dartmouth)_TBD
	F 10/17	Disability	Shifrer_Race and Disability Middleton (Dartmouth)_TBD
6 Religion	M 10/20	Intersectional Me!	Peer Review
	W 10/22	Guest Lecture: Dr.	Allen_TBD

		Shaona Allen (Dartmouth) Black Christian Activists	
	F 10/24	Guest Lecture: Islamic Period: Menstruation and Muslims in Pakistan	Rahman (Dartmouth)_TBD
7 Relationships & Love	M 10/27	“Good Gay Citizen”	Hunter_ All The Gays are White Moore_ Lipstick or Timberlands Moore_ Intersectionality and Black Sexual Minority Women
	W 10/29	Case Study: James Baldwin	Goldstein/Baldwin_ The Last Interview
	F 10/31	Guest Lecture: Dr. Kyra Gaunt	Gaunt_ TBD
8 Transgender Masculinity & Precarious Privilege	M 11/3	“Precarious Privilege: Trans Accounts of Intersectional Masculinity”	Beck (Dartmouth)_TBD
	W 11/5	Film: “Still Black” by Kortney Ziegler	None
	F 11/7	Guest Lecture: Kortney Ziegler	Ziegler_ TBD
9 Intersectionality in Community Work	M 11/10	Guest Lecture: Leia Belt	Belt_ TBD
	W 11/12	Presentation	None
	F 11/14	Presentation	None
10- Future	M 11/17	Future of Intersectionality	Cho Crenshaw McCall_ Towards a Field of Intersectionality

Course Policies

- Professor Availability and Office Hours- Office hours will be held on our off-days at the same time of class, Tuesdays and Thursdays 11:30-12:35. 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 48 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. Late memos will not be accepted, and neither the midterm nor your presentation can be rescheduled. All other assignments submitted after their deadlines will be given an automatic letter grade deduction for each week late, regardless of quality. It is your responsibility to ensure that your assignment has been posted successfully. If your assignment is not posted or readable when I attempt to grade it, I will assume it was not submitted and the onus will be on you to prove otherwise. In extraordinary circumstances an exception will be made 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.
- 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. 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. See our [Diversity, Equity, and Inclusion](#) initiative here for more information.
- 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 followup 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.

- 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/healthservice>)
- Counseling Services- (<https://students.dartmouth.edu/healthservice/counseling/about>)
- Student Wellness Center- (<https://students.dartmouth.edu/wellnesscenter>)

For academic needs, you may reach out to:

- Undergraduate Dean- (<https://students.dartmouth.edu/undergraduatedeans/>)
- Academic Skills Center- (<https://students.dartmouth.edu/academicskills/>)
- 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.

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

There is no such thing as a single-issue struggle because we do not live single-issue lives.

Audre Lorde

