

Boston University – Women’s, Gender & Sexuality Studies Program
WS101 Gender & Sexuality I: An Interdisciplinary Introduction – Fall 2019
4 course credits

Lecture: A1 MWF 10:10–11:00 am, LAW AUD

Discussions: C1 Wed 2:30–3:20 CAS 225 TF Reut Odinak; LA Cassie Berta
D1 Wed 3:35–4:25 PSY B47 TF Reut Odinak; LA PK Kaushik
F1 Thur 11:15–12:05 PSY B35 TF Megan Hermida Lu; LA PK Kaushik
G1 Thur 3:35–4:25 SOC B61 TF Megan Hermida Lu; LA Cassie Berta

Faculty:

Sarah Frederick (World Languages and Literatures) sfred@bu.edu, STH 612 (she/her)
Sarah Miller (Sociology) sarahmil@bu.edu, SOC 277 (she/her)
Karen Warkentin (Biology) kwarken@bu.edu, BRB 500 (she/her or they/them)

Faculty Office Hours – book appointments online at:

<https://sarahfrederick.youcanbook.me> for Prof. Frederick

<https://sarahmil.youcanbook.me> for Prof. Miller

<https://karen-warkentin.youcanbook.me> for Prof. Warkentin

Teaching Fellows:

Megan Hermida Lu (American and New England Studies) mhermida@bu.edu, HIS B09 (she/her)
Office hours: Thursdays 1-3pm and by appointment

Reut Odinak (American and New England Studies) rodinak@bu.edu, HIS B08 (she/her)
Office hours: Thursdays 2-3pm, and by appointment

Learning Assistants:

Cassie Berta (Film and TV) cberta@bu.edu (she/her)
PK Kaushik (Biology) ptk@bu.edu (they/them)

Course Description

Nature vs. nurture? Is it biology or social construction? Polarized debates like these are often invoked in discussions of gender and sexuality or the sources of masculinity and femininity. In this class, we will discard the “either/or” elements in these debates to explore gender and sexuality from the perspectives of natural science, social science, and the humanities. We will also interrogate how different disciplines (e.g. biology, sociology, and literary studies) define gender and how those definitions influence the modes of critical analysis common in those disciplines.

The first semester of the course (WS101) will consider the origins, diversity, and expression of gendered and sexed individuals, while the second semester (WS102) will focus more on communities and institutions. Topics in the first semester include the evolutionary origin of sexes; evolution, development, and social construction of sex, gender, and sexuality; sexual differences, similarities and diversity in bodies, brains, and behavior. The second semester turns to the institutions of patriarchy, religion, familial organization, and colonialism, among others, as well as how communities launch movements for social change. The distinction between the two

semesters is a matter of emphasis rather than strict division, as the individual cannot be understood without examining the communities within which she or he lives, and all communities are shaped by those they include and exclude. Moreover, our biological bodies and brains, shaped by evolutionary history, affect both individual experience and social interactions.

This Interdisciplinary Introduction is the required year-long gateway sequence for the minor in Women's, Gender, and Sexuality Studies. Through these courses we will work with many different kinds of readings, including empirical research articles and scholarly essays in the natural sciences and social sciences, scholarly works from the humanities and creative and artistic works. Disciplines will span biology, anthropology, archeology, psychology, sociology, history, religion, literature, and philosophy.

Course Objectives

In this course you will:

1. Read and understand foundational works in feminist and queer philosophical thought, make meaningful connections among them, and relate those works to your own lives and the lives of others.
2. Learn and practice reasoning skills and develop a vocabulary to engage with significant philosophical questions and topics such as how do we live respectfully, fairly, and well in a world constituted of variously sexed and gendered others? What constitutes a good life and a healthy society and how do we achieve the social transformations needed to make that more broadly accessible?
3. Gain an understanding of basic biological processes that shape the evolved diversity of life and the development of individuals within their environments, and modern biological perspectives on sex, gender, and sexuality.
4. Learn to evaluate, interpret, and critique scientific evidence, including primary scientific literature and popular media representations of science.
5. Analyze multiple intersecting dimensions of experience—race, socio-economic status, religion, and culture—that inform worldviews and beliefs about gender and sexuality.
6. Learn to recognize common logical fallacies, cognitive biases, and emotional responses that affect our understanding of gender and sexuality and distinguish empirical claims about matters of fact from normative judgments.
7. Critically evaluate the sources of your assumptions about gender and sexuality and how those assumptions influence your thinking and decision-making in a variety of areas.
8. Practice evaluating the validity of arguments, including your own.

FOR FALL 2019 FRESHMEN AND SOPHOMORES – WS 101 fulfills one unit each of the BU Hub Capacities Philosophical Inquiry and Life's Meanings, Scientific Inquiry I, and the Critical Thinking toolkit.

FOR STUDENTS AT JUNIOR OR HIGHER LEVELS IN FALL 2019 – Completing both courses in the WS101–102 sequence fulfills divisional studies requirements for 2 out of 3 non-major areas (Humanities, Social Science, Natural Science without lab).

Course Format, Pedagogy and Approach to Learning: Most weeks, Mondays and Wednesdays will be devoted to lectures by two different faculty addressing related issues from different disciplinary perspectives. Most Fridays, the lecture period will be devoted to a full-class

discussion with all faculty present to integrate across disciplinary perspectives. In discussion sections, we will consider materials and issues in a smaller group setting. We strive to create a mutually respectful, open, and critical learning community in which we all grow together in an interdisciplinary co-learning process.

Gender pronouns: We are committed to valuing and validating the gender identity and expression of all members of the campus community. Everyone has the right to be addressed and referred to by the name and pronouns of their choice, including the use of non-binary pronouns (such as “they/them” or “ze/hir”). In order to create a gender-inclusive academic environment we encourage all class members to indicate the pronouns they use for themselves, if desired, and to respect the pronoun choices of others. If you don't know someone else's preferred pronouns, we suggest using the neutral “they” or their preferred name.

Required Reading Materials available at the BU Barnes & Noble Bookstore or online.

- Bechdel, Alison. 2007. *Fun Home: A Family Tragicomic*. Houghton Mifflin.
- Yoshiya, Nobuko. 2016. “Yellow Rose,” Expanded Editions. Purchase Kindle format at Amazon: <http://a.co/d/78yn4vo>
- All other course readings will be posted on the course Blackboard web site at learn.bu.edu

Required Reading Assignments, listed below and on Blackboard, should be completed **before** coming to class on the day for which the reading is assigned. **Some readings will be the subject of questions to be answered online through Top Hat before class and/or be the subject of graded audience response questions in lecture. Any updates to readings during the semester will be posted on Blackboard.**

For some readings we have identified **specific portions** of the article or chapter, in Blackboard, for you to focus on. You are responsible for carefully reading the material in the selections listed. We post entire articles or chapters and encourage you to also skim or read more than the assigned selections. We also post many **optional** readings, for students with a strong interest in the material, on the Blackboard site. Often, these are pieces we have consulted when developing our lectures; they are **not required** and your knowledge of them will not be tested.

Classroom Response System – subscribe online.

- We will be using the *Top Hat* classroom response system (www.tophat.com) to ask questions in class, about readings before some classes, and for exams. You will be able to submit answers using Apple or Android smartphones and tablets, laptops, or via text message (SMS). For exams, we recommend you use laptops or tablets; you will have an opportunity to test the exam software on your response device before the first actual (for credit) exam.
- An email invitation should already have been sent to your email account. If you did not receive this email, you can register by visiting <https://tophat.com/sign-up/> (use the join code 737655 for our class). The Top Hat website help pages have excellent resources to help you get started using the system. For additional *technical support* using Top Hat, please contact them directly (i.e., do not ask your professors).

NOTE: Just before or soon after each lecture, we will post our lecture slides and/or study questions on the Blackboard website. The content of some exam questions will be very closely related to study questions, although the format will differ to facilitate grading. Top Hat questions

asked in class or as homework will also be set to “review” for you to review the correct answers.

CLASS SCHEDULE & REQUIRED READINGS

*Subject to change. Please refer to Blackboard for updates on course materials.

Wed. Sept. 4: Class introduction

- Read the syllabus and check out the class website on Blackboard

PEOPLE ARE DIFFERENT – IN MULTIPLE DIMENSIONS

Fri. Sept. 6: The biology of sexual development generates diversity – KW

- Ainsworth, C. 2015. Sex redefined: the idea of two sexes is simplistic. *Nature*, 518: 288-291.

Mon. Sept. 9: People are different – SF

- Sedgwick, Eve Kosovsky. 1990/2008. Selections from “Introduction: Axiomatic” in *Epistemology of the Closet*, 1-63. Berkeley: University of California Press.

Wed. Sept. 11: Intersectionality – SM

- Collins, Patricia Hill. 1993. "Toward a New Vision: Race, Class and Gender as Categories of Analysis and Connection." *Race, Sex, and Class*. 1(1): 25-45.

Fri. Sept. 13: Discussion

Mon. Sept. 16: A humanistic approach to intersectionality of lived experience – SF

- Harper, Brian Phillip. 2000. “The Evidence of Felt Intuition: Minority Experience, Everyday Life, and Critical Speculative Knowledge,” *GLQ. A Journal of Lesbian and Gay Studies*, Volume 6, Number 4, 641-657.

Wed. Sept. 18: Intersectionality and identity-based violence – SM

- Meyer, Doug. 2012. “An Intersectional Analysis of Lesbian, Gay, Bisexual, and Transgender (LGBT) People’s Evaluations of Anti-Queer Violence.” *Gender & Society* 26 (6): 849-873
- INCITE! Women of Color Against Violence. “Dangerous Intersections.” Accessed September 22, 2015. <https://incite-national.org/dangerous-intersections/>

Fri. Sept. 20: Discussion

ORIGINS OF SEX & GENDER DIFFERENCES

Mon. Sept. 23: Doing gender – SM

- Wade, Lisa and Myra Max Ferree. 2017. “Performances.” In: *Gender: Ideas, Interactions, Institutions*. New York: Norton. Pp. 67-91
- Kane, E. 2006. ““No Way my Boys Are Going to Be Like That! Parents’ Responses to Children’s Gender Nonconformity.” *Gender & Society* 20: 149-176.

Wed. Sept. 25: Brain sex (or not): a critique of the “hardwired” paradigm – KW

- Jordan-Young, R, and RI Rumiati. 2011. Hardwired for sexism? Approaches to sex/gender in neuroscience. *Neuroethics*, 5 (3): 305-315.

Gendered products paper

Printed hard copy for peer review due in discussion sections on Sept. 25/26

Fri. Sept. 27: Discussion

Mon. Sept 30: Feminism and gender: becoming a woman – SF

- De Beauvoir, Simone. 1949. “Introduction.” *The Second Sex*. Translated by H.M. Parshley 1953.

Gendered products paper – Submit final draft via Blackboard by Mon. Sept. 30 at 11 pm

Wed. Oct. 2: Phenotypic plasticity: sex as a reaction norm – KW

- Ah-King, M & S Nylin, 2010. Sex in an evolutionary perspective: just another reaction norm. *Evolutionary Biology*, 37: 234-246.

Fri. Oct. 4: Discussion

Mon. Oct. 7: Institutions and structures of inequality – SM

- Schilt, Kristen, and Laurel Westbrook. 2015. “Bathroom Battlegrounds and Penis Panics.” *Contexts* 14 (3): 26–31
- Fausto-Sterling, Anne. 2018. “Why Sex is Not Binary.” *New York Times*. October 30, 2018. sec. Opinion. <https://www.nytimes.com/2018/10/25/opinion/sex-biology-binary.html>.
- Santelli, J. et al. 2017. “Abstinence-Only-Until-Marriage: An Updated Review of U.S. Policies and Programs and Their Impact.” *Journal of Adolescent Health*. 61(2017). 73-280

Mon. Oct. 7 – Last day to drop without a W

Wed. Oct 9: Evolutionary origin of sexes and sex differences – KW

- Tobias JA, Mongomerie R, Lyon BE. 2012. The evolution of female ornaments and weaponry: social selection, sexual selection and ecological competition. *Phil Trans R Soc B* 367: 2274-2293.

Fri. Oct. 11: Discussion & Midterm Review

Tues. Oct. 15 (Monday schedule): MIDTERM EXAM

DIVERSITY OF SEXES, SEX ROLES & FAMILIES

Wed. Oct. 16: Biological diversity of bodies, reproductive systems, social systems – KW

- Bachtrog D, Mank JE, Peichel CL, Kirkpatrick M, Otto SP, et al. (2014) Sex determination: why so many ways of doing it? *PLoS Biology* 12 (7): e1001899.

*Group Project – Reproductive diversity: truth is stranger than fiction
Topic selection in discussion sections on Oct. 16/17*

Fri. Oct. 18: Group work on “Reproductive diversity: truth is stranger than fiction”

Mon. Oct. 21: Exploring gender and biological diversity through science fiction – SF

- Butler, Octavia. “Bloodchild” in *Bloodchild and Other Stories*. Open Road Media Sci-Fi & Fantasy, 2012.
- Ursula Le Guin, “Coming of Age in Karhide,” in *The Birthday of the World and Other Stories*. Harper Perennial. 2003.

Wed. Oct. 23: Sociology of the family: Foundations – SM

- Meadow, Tey and Judith Stacey. 2006. “Families.” *Contexts* 5 (4): 55-57.
- Enriquez, Laura. 2017. “Gendering Illegality: Undocumented Young Adults’ Negotiation of the Family Formation Process.” *American Behavioral Scientist*. 61(10): 1153–1171.

Fri. Oct. 25: Discussion

Mon. Oct. 28: Cooperative breeding: the biology of human childrearing – KW

- Blaffer Hrdy, S, 2009. *Mothers and Others: The Evolutionary Origins of Mutual Understanding*. Ch. 3. Why it takes a village. Belknap, Cambridge, MA. p. 67–109.

Wed. Oct. 30: Reproductive Justice– SM

- Ross, Loretta and Rickie Solinger. 2017. *Reproductive Justice: An Introduction*. Berkeley: University of California Press. (Excerpts)

Fri. Nov. 1: Discussion

SEXUALITIES

Mon. Nov. 4: Evolution of non-reproductive sexual behavior – KW

- Blaffer Hrdy, S. 1999. Ch. 4, Unimaginable Variation. In *Mother Nature*. p. 79-95.

Wed. Nov. 6: Adolescent regulation of gender and sexuality – SM

- Rubin, Gayle. 1992 (1984). “Thinking Sex: Notes for a Radical Theory of Sexuality.” From: *Pleasure and Danger: Exploring Female Sexuality*. Ed. Carole S. Vance. London: Pandora. 267-293. (Selections)
- Pascoe, C. J. 2013. “Notes on a Sociology of Bullying: Young Men’s Homophobia as Gender Socialization.” *QED: A Journal in GLBTQ Worldmaking* 1 (1): 87–104.

Reproductive diversity: truth is stranger than fiction

Poster file due for printing, abstract due – Thurs. Nov. 7, 11 pm

Fri. Nov. 8: Discussion

Fri. Nov. 8 – Last day to drop with a W or elect Pass/Fail grading

Mon. Nov. 11: Social construction of gender and sexuality within families – SM

- Martin, Karin. 2009. “Normalizing Heterosexuality: Mothers’ Assumptions, Talk, and Strategies with Young Children.” *American Sociological Review* 74(April): 190–207.
- Schalet, Amy. 2010. “Sex, Love, and Autonomy in the Teenage Sleepover.” *Contexts* 9(3): 16–21.

Reproductive diversity: truth is stranger than fiction

Evening Poster Session – Mon. Nov. 11 6–8 pm, CILSE 101 (Kilachand)

Wed. Nov. 13: Fun Home: Queer biography, gender & sexuality – SF

- Bechdel, Alison. *Fun Home: A Family Tragicomic*. Boston and New York: Houghton Mifflin, 2007.

Reproductive diversity group project – Self- and Peer-assessments due Wed. Nov. 12, 11 pm

Fri. Nov. 15: *Fun Home*, refrain (no required readings; review *Fun Home*) – SF

Mon. Nov. 18: Same-sex sexual behavior in biological perspective – KW

- Bailey, NW & Zuk, M. 2009. Same-sex behavior and evolution. *Trends in Ecology and Evolution*, 24: 439-446.

Reproductive diversity: thought experiments in fiction

Printed hard copy for peer review due in discussion sections on Nov. 20/21

Wed. Nov. 20: Sexuality and adolescence in global perspective – SF

- Yoshiya Nobuko. 1923. “Yellow Rose” and “Introduction,” 2016, Expanded Editions. Purchase ebook on Amazon: <http://a.co/d/0qNh7zy>

Fri. Nov. 22: Discussion

INTEGRATING GENDERS AND SEXUALITIES

Mon. Nov. 25: Film – Paris is Burning

Wed. Nov. 27–Dec. 1: Thanksgiving recess

Mon. Dec. 2: Gender trouble – SF

- Butler, Judith, “Subjects of Sex/Gender/Desire” from *Gender Trouble*, New York and London: Routledge. (Selections).
- Butler, Judith, “Gender is Burning” from *Bodies That Matter*, New York and London: Routledge. (Selections).
- Butler, Judith. Interview with Cristan Williams in *Trans Advocate*.

Reproductive diversity: thought experiments in fiction

Submit final draft via Blackboard by Mon. Dec. 2 at 11 pm

Wed. Dec. 4: Gender, sexuality and the transition to adulthood – SM

- England, Paula and Reuben Thomas. 2007. The Decline of the Date and the Rise of the College Hookup. In Skolnick, A. and J. Skolnick Eds. *Family in Transition*. New York, NY: Pearson. 151-162.
- Wade, Lisa. 2017. What's So Cultural About Hookup Culture? *Contexts* 16 (1): 66-68

Event Review – All event reviews must be submitted by Blackboard by Dec. 4 at 11 pm

Fri. Dec. 6: Discussion

Mon. Dec. 9: The biology of sexual pleasure: female orgasms – KW

- READING TBD – Check Blackboard folder.

Wed. Dec. 11: Course wrap-up – all faculty

FINAL EXAM as scheduled by the registrar: Tentatively Mon. Dec. 16, 9–11 am

Grading and Assignments

Your grade in this course will be determined as follows:

Class preparation, in-class participation and responses, event review	25%
Assignments	30%
Midterm exam	20%
Final exam	25%

Class preparation, in-class participation and responses, event review (25%)

This grade includes several components. **7%** will be based on your attendance and contribution to small group class discussions by asking relevant questions and offering points that are substantive, thoughtful, and well-informed by careful review of the readings. Students are expected to attend all meetings of the class, including lectures AND discussion sections. We will overlook one missed discussion section. Tardiness and disruptive behavior (e.g. cell phone use, chatter in class or online) will also severely affect your participation grade.

15% will be based on your responses to questions through *Top Hat*, including answering questions on the readings before some lectures, and in-lecture responses to questions. All students are required to get a *Top Hat* subscription and **bring your response device to every class**. Some questions will be surveys for which there is no right or wrong answer; your participation will earn you points. Some questions will be based on the assigned reading for that day; points will be allocated both for participation and correct answers. **If you do not bring your response device to class, we will not be able to record your response or allocate you any points.**

3% will be based on an event review. You must attend **one relevant event** outside of class, which may include announced lectures, performances or other events related to the course. We will announce relevant events on Blackboard, and you may check if events you discover are appropriate. Following the event, you must write and submit a review of approximately 1 page in length. These reviews should describe the goals of the event, evaluate its success in meeting these goals, and relate the event to course concepts or questions. **Event reviews are due within 10 days of the event.** You must submit your review by **Wednesday, Dec. 4 at the latest.**

Assignments (10% each, total 30%)

– **Detailed instructions for each assignment will be posted on Blackboard.**

***I. Gendered products paper* – Printed draft for peer review due in discussions on Sept. 25/26, Revised final draft due on Blackboard by Mon. Sept. 30 at 11 pm**

For this assignment, you will go to a store and analyze the gendered marketing of a product of your choice. You will then write a concise (2 page) analytic paper that engages with course materials and addresses what these marketing strategies reveal to you about the social construction of gender.

II. Reproductive diversity: truth is stranger than fiction – Group research project. Topic selection in discussion sections October 16/17; Poster file due for printing Thurs Nov. 7, 11 pm; Poster presentations on Mon. Nov. 11, 6-8 pm in CILSE 101 (Kilachand); Self- and Peer-assessments due by Wed. Nov. 13, 11 pm.

For this assignment you will research the reproductive biology an organism that differs from humans in some way that provides a useful perspective on how reproductive biology affects society, or how social interactions affect the evolution of reproductive biology. You will work in a team to find, evaluate, and present information to the class. [Note: there will be a small poster printing fee, \$10 or less per student, to be determined based on the number of groups.]

III. Reproductive diversity: thought experiments in fiction – Short story. Printed draft for peer review due in discussion sections on Nov. 20/21; Revised final story due on Blackboard by Mon. Dec. 2 at 11 pm.

Taking inspiration from our science fiction readings and the reproductive diversity poster, you will write a very short story (about 3 pages) about a society based on a different reproductive system, usually the same one explored in your poster for assignment II. As this is an interdisciplinary course, not a creative writing class, the grading rubric will focus on how the story effectively expresses an understanding of and critical thinking about gender and sexuality.

Midterm exam (20%) – Tuesday, Oct. 15, in class

Covering course readings, lectures, and discussions up to and including Oct. 11.

Final exam (25%) – As scheduled by the registrar in Dec. 16–21 exam period (tentatively Mon. Dec. 16, 9–11 am).

Covering course readings, lectures, and discussions throughout the course, with a strong emphasis on material since the midterm.

Exams will be closed book and administered through *Top Hat* software. The most common question format will be multi-part True/False questions, as in prior exams available on Blackboard and/or through *Top Hat*, but the formatting in the exam software will look different than it did on paper. Exams may also include other question formats requiring brief answers that demonstrate your knowledge of course material and paragraph-length responses demonstrating your ability to use and reason with material covered in the course.

PASS/FAIL: To encourage intellectual exploration, Boston University permits students in good [academic standing](#) to elect up to two courses total of academic course work on a Pass/Fail basis to satisfy credit requirements for the bachelor's degree. For more detail on this Policy, see:

<https://www.bu.edu/academics/policies/policy-on-passfail-courses-for-undergraduate-students/>

NOTE: P/F courses may not be used to satisfy general education, language, writing, or major/minor program requirements – thus would carry neither HUB nor Divisional Studies Credit. The deadline to designate WS101 as P/F in Fall 2019 is Fri. Nov. 8.

Religious Observance: This class follows BU's policy on religious observance:

<http://www.bu.edu/ctl/university-policies/policy-on-religious-observance/>

Expectations of conduct

Students are expected to attend all four weekly class meetings, to come to classes having read the assigned material and answer any questions assigned through *Top Hat*, to bring their *Top Hat* devices to each class, and to participate thoughtfully and actively in class discussions. **All devices (laptops, tablets, phones, etc.) must be used only for classwork during class time.** Students are expected to respect their colleagues and the classroom environment by refraining from all other device use during class periods (no social media, no twitter, no videotaping, etc.). **Please set your device settings to disable notifications from all other apps and functions during class time**, so that you are not interrupted.

Students are expected to check both their BU email accounts and the course Blackboard website regularly and are responsible for information disseminated by both means. Faculty and teaching fellows are available to meet with students during office hours and by appointment. Students are strongly encouraged to discuss with faculty any questions or concerns they may have about course readings, assignments, deadlines, and requirements.

Students who miss an exam or assignment because of illness, family emergency, or other excused absence will be given an opportunity to do a make-up exam or assignment at a later time agreed to with the instructor. **Students should notify faculty in advance of such missed work if at all possible, and otherwise as soon as possible afterwards, to make arrangements.** Papers turned in late for any other reason will lose 3% of the assignment grade for each day they are late.

Students needing academic accommodations must contact the Office for Disability Services 19 Deerfield Street, 2nd floor (617-353-3658) <http://www.bu.edu/disability>, whose staff will advise faculty of the appropriate accommodation. If you require special accommodations, please notify faculty within the first two weeks of class so that accommodations can be arranged in a timely manner.

Students are expected to exhibit the highest standards of academic integrity and never to submit work as their own which is the work of others. Students should familiarize themselves with BU's Academic Conduct Code: (<http://www.bu.edu/academics/academic-conduct-code/>). Academic misconduct is the misrepresentation of one's academic achievement and includes cheating on examinations, falsely indicating your own or another's attendance in class, and plagiarizing written work. All cases that violate Boston University rules on scholastic dishonesty are subject to disciplinary penalties, including but not limited to failure in the course. Plagiarism detection software will be used.

This course is likely to challenge your assumptions about gender and sexuality, along with race, ethnicity, class, and other elements of our identities. We will discuss sensitive topics with multiple personal and political dimensions, and diverse opinions and academic dispute are expected and welcome. You are expected to participate in any and all debates with respect for your classmates and instructors. Though personal opinions may differ, you will be graded only according to whether you learned the concepts taught in this course.

Challenges to our basic assumptions can feel uncomfortable, and the possibility of feeling overwhelmed and distressed is magnified when the topics being studied are so deeply connected to the ways we understand ourselves. If you are concerned, feel free to talk with any of the instructors in office hours. Counselors are always available to students at Behavioral Medicine

(617-353-3569, <http://www.bu.edu/shs/behavioral/>) and the Sexual Assault Response and Preventions Center (617-353-SARP, <http://www.bu.edu/sarp/>).

There is an additional list of these and other academic and emotional support services at: <http://www.bu.edu/wll/files/2016/09/Resources-for-Students.pdf>