

Boston University – Women’s, Gender & Sexuality Studies Program
Gender & Sexuality I: An Interdisciplinary Introduction
WS101 – Fall 2020 – 4 course credits

Teaching team

Faculty:

Sean Desilets (Writing Program) sdesilet@bu.edu (he/him)

Zoom Office Hours: MW 2-3:30 PM (& by appt)

<https://bostonu.zoom.us/j/454161417>, passcode 649713

Book appointments: <https://seandesilets.youcanbook.me/>

Ashley Mears (Sociology) mears@bu.edu (she/her)

Book appointments online at: <https://mears.youcanbook.me/> and meet me in [Zoom office hours](#) (passcode: MearsSoc1!)

Karen Warkentin (Biology) kwarken@bu.edu (she/her or they/them)

Book appointments online at: <https://karen-warkentin.youcanbook.me> and meet me here: [Zoom link for Prof. Karen Warkentin](#)

Teaching Fellows:

Kayli Rideout (American & New England Studies) rideout@bu.edu (she/her)

Zoom Office Hours: W 12-2 PM (& other times by appt)

Email me to set up an appointment, then meet me at this Zoom link:

[Zoom link for office hours appointments](#)

Kimberly Rhoten (Sociology) krhoten@bu.edu (they/them)

Zoom Office Hours: W 4-6PM (& other times by appt made over email correspondence)

Book appointments here first: <https://krhoten.youcanbook.me> then meet me at this Zoom link: [Zoom link for office hour appointments](#) (password: Kimberly)

Learning Assistants:

Cas Berta (Film & TV, Theater, WGS) ceberta@bu.edu (they/them)

Sammy Stoker (Advertising, Statistical Methods) sammystoker01@gmail.com (she/her)

LA review meetings:

<https://zoom.us/j/8976276393?pwd=OFNvTmF1akxtVGNOTlpKek43aThDQT09>

Class meetings

Lecture: A1 MWF 10:10 – 11:00 am

<https://bostonu.zoom.us/j/92373681086?pwd=MINUbUIncjRLUnRhZnZDN0ZFMIQ1QT09>

Discussion Sections:

B1 Wed 2:30 – 3:20 pm, TF Kayli, LA Cas

[Zoom link for discussion section B1](#) (passcode: B1)

C1 Wed 2:30 – 3:20 pm, TF Kimberly, LA Sammy

[Zoom link for discussion section C1](#) (passcode: C1)

D1 Wed 3:35 – 4:25 pm, TF Kayli, LA Cas

[Zoom link for discussion section D1](#) (passcode: D1)

E1 Thur 7:00 – 7:50 am, TF Kimberly, LA Cas

[Zoom link for discussion section E1](#) (passcode:E1)

F1 Thur 11:15 am – 12:05 pm, TF Kimberly, LA Sammy

[Zoom link for discussion section F1](#) (passcode: F1)

G1 Thur 3:35 – 4:25 pm, TF Kayli, LA Sammy

[Zoom link for discussion section G1](#) (passcode: G1)

Course Description

Nature vs. nurture? Is it biology or social construction? Polarized questions like these are often invoked in discussions of gender and sexuality or the sources of masculinity and femininity. In this class, we discard this polarization to explore gender and sexuality from multiple perspectives of natural science, social science, and the humanities. We interrogate how different disciplines (e.g. biology, sociology, and literary studies) define gender and how those definitions influence disciplinary modes of critical analysis. The fall semester of the course (WS101) considers the origins, diversity, expression, and experience of gendered and sexed individuals in social context, while the spring semester (WS102) will focus more on communities and institutions. In Fall 2020 we will introduce non-binary thinking, delve into the origins of sexes and genders, then examine the creation of sex/gender inequalities. We will consider family diversity in social context and examine sexuality and sexualities at greater length. This Interdisciplinary Introduction (I and II) is the required year-long gateway sequence for the minor in Women's, Gender, & Sexuality Studies. In this course 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, psychology, sociology, history, literature, film, 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 2020 FRESHMEN, SOPHOMORES, and JUNIORS – 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 FALL 2020 SENIORS – 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, Monday and Wednesday lectures will be devoted to material from two different faculty, addressing related issues from different disciplinary perspectives. In discussion sections on Wednesday and Thursday, we will consider these materials and the issues they raise in a small group setting. Most Fridays, the lecture period will be devoted to a full-class integrating discussion, with all faculty present, to consider the topic from multiple disciplinary perspectives.

We strive to create a mutually respectful, open, and critical learning community, in which we all grow together in an interdisciplinary co-learning process.

For Fall 2020, lectures and discussions will occur on Zoom (see links above).

We will post reading material, short videos, and Top Hat questions for you to answer in preparation for each Monday and Wednesday class. **We expect you to complete this preparation before each class session.** In class, we will devote substantial time to interactive activities, building on your preparation, as well as present additional material live. For most Fridays you will not have new readings or videos but will have Top Hat questions to answer before class that will help to structure our full-class discussion. **We will record the parts of these classes where we are all together, but we will not record the small-group breakout sessions.**

Within discussion sections, you will be divided into smaller study groups. Throughout the semester, you will work both in these consistent teams and in randomly assigned groups that will change each time. **Study groups will be organized to facilitate in-person interactions among students who wish to have them.**

Required Materials for purchase

(through the BU Barnes & Noble Bookstore or online)

- Top Hat Access Card (one semester required)
- Bitch Planet 1: Extraordinary Machine (ISBN 978-163215366)
- Bitch Planet 2: President Bitch (ISBN 978-1632157171)

All other course readings will be available through the BU library and/or posted on the course [Blackboard website](#). We will also refer to them in the Top Hat pages to guide you through a sequence of readings, videos, and questions to read/view and complete in preparation for each class.

Grading Overview

Online homework and in-class questions = 15%

Contributions to discussion in section & online = 15%

Three assignments @ 10% each = 30%

Five section quizzes @ 5% each, dropping the lowest grade = 20%

(Dates: September 18, October 2 & 16, November 6 & 23)

Final exam (cumulative) = 20%

(In final exam period – Tues Dec 15, 9–11 am)

Technology

Top Hat Response System

We will be using **Top Hat** (www.tophat.com) to ask questions before classes (homework) and in class (synchronous, if possible). You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or via text message. For instructions on how to create a Top Hat account and enroll in our Top Hat Pro course, please refer to the invitation sent to your school email address or consult Top Hat's Getting Started Guide (<https://bit.ly/31TGMlw>).

If you already have a Top Hat account, go to <https://app.tophat.com/e/444621> to be taken directly to our course. If you are new to Top Hat, go to <https://app.tophat.com/register/student> and search for our course with the following join code: 444621

NOTE: The content of some final exam questions will be closely related to Top Hat questions asked through the semester, although the software format will differ. Top Hat questions asked in class or as homework will be set to “review” after they are closed, for you to review the correct answers.

Slack

All members of the class are invited to participate in discussions on the course Slack site, where you can earn credit for participation by posting substantive comments and questions relating to course materials. There are also channels here to share media, current events, ask questions about due dates, and connect with each other.

Access [Slack here](#) (full workplace title: ws101fall2020.slack.com)

ExamSoft

We will use a secure software program called ExamSoft/Examplify for your asynchronous section quizzes and final exam. You will be able to download the quiz to your computer or tablet at your convenience, then enter a password we provide to unlock and complete it at any time during a predetermined period. You can complete the quiz offline, save it with a time-stamp, and upload it the next time you are connected to the internet. We'll do an ungraded practice so that you are familiar with the software before the first quiz on Sept. 18. If you have a testing-time accommodation, please let us know so we can set up your account accordingly. **You will receive an email with more information on how to register – please do so by September 11.** There is no cost.

CLASS SCHEDULE & REQUIRED READINGS

*Subject to change; any updates will appear here and in Blackboard

NOTE: For some **assigned readings** we will indicate specific subsets or sections of the text for you to focus on. You are responsible for carefully reading this specified material. We will post the entire paper, book chapter, etc., and encourage you to skim or read more than just the assigned selections, as your time permits, but you will not be quizzed on these extra portions. In addition to assigned readings, we will 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; some of you may find them interesting or useful but they are not required and your knowledge of them will not be tested. **Assigned** and **optional** readings are color-coded on the Blackboard website. [[Condensed schedule on 1 page](#)]

Wed Sept 2 – Introduction to gender & sexuality studies – All faculty

I. THINKING BEYOND BINARIES

Fri Sept 4 – Diversity of sexual development – [Warkentin](#)

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

Mon Sept 7 – Labor Day, no class

Wed Sept 9 – Sexual diversity and justice – [Desilets](#)

- Butler, Judith. "Doing Justice to Someone." *Undoing Gender*, Routledge, pp. 57-74.

Fri Sept 11 – Integrating discussion

Mon Sept 14 – Intersectionality – [Mears](#)

- 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.

Wed Sept 16 – A humanist approach to intersectionality – [Desilets](#)

- Deconnick, Kelly Sue (script) and Valentine De Landro (Art). *Bitch Planet, Book 1: Extraordinary Machine*. Image Comics, 2015.

Fri Sept 18 – Integrating discussion

Section quiz #1

II. ORIGINS OF SEXES & GENDERS

Mon Sept 21 – Phenotypic plasticity: sex as a reaction norm – [Warkentin](#)

- Ah-King, M & S Nylin, 2010. Sex in an evolutionary perspective: just another reaction norm. *Evolutionary Biology*, 37(4): 234-246.

Wed Sept 23– Doing gender – [Mears](#)

- Kane, Emily. 2006. "No Way my Boys Are Going to Be Like That!' Parents' Responses to Children's Gender Nonconformity." *Gender & Society* 20: 149 – 176.

Fri Sept 25 – Integrating discussion

Mon Sept 28 – Undoing gender – [Desilets](#)

- Halberstam, J. "Drag Kings." *Female Masculinity*. Duke UP, 1998, pp. 232-266.

Wed Sept 30 – Evolution & diversity of sexes – [Warkentin](#)

- 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.

Assignment I. Gendered products paper [peer review](#) in Section Sept 30-Oct 1

Fri Oct 2 – Integrating discussion

Section quiz #2

III. THE CREATION OF SEX/GENDER INEQUALITIES

Mon Oct 5 – Language and epistemologies of ignorance – [Warkentin](#) & [Desilets](#)

- van Anders S. 2014. Nomenclature and knowledge-culture, or, we don't call semen 'penile mucous'. *Psychology & Sexuality*, 5: 349-356.

Assignment I. Gendered products paper due

Wed Oct 7 – Institutional inequality – [Mears](#)

- Molotch, Harvey. 1988. "The Rest Room and Equal Opportunity." *Sociological Forum* 3(1): 128 – 132.
- Schilt, Kristen, and Laurel Westbrook. 2015. "Bathroom Battlegrounds and Penis Panics." *Contexts* 14 (3): 26–31

Fri Oct 9 – Integrating discussion

Mon Oct 12 – Indigenous People's Day, no class

Tues Oct 13 (Monday schedule) – Do brains have a sex? – [Warkentin](#)

- Joel D, Garcia-Falgueras A, Swaab D. 2020. The complex relationships between sex and the brain. *Neuroscientist* 26:156-169.
- Hyde JS, Bigler RS, Joel D, Tate CC, van Anders SM. 2019. The future of sex and gender in psychology: Five challenges to the gender binary. *American Psychologist* 74:171-193.

Assignment II. Comment on Tang-Martínez (2016) due before class today

Wed Oct 14 – Gendered organizational processes – [Mears](#)

- Williams, Christine. 2000. "The Glass Escalator: Hidden Advantages for Men in the 'Female' Professions," pps. 211-224 in *Men's Lives*, edited by Michael S. Kimmel and Michael A. Messner [Read especially from p. 212, beginning with "Methods"]
- Schilt, Kristen. 2006. "Just One of the Guys? How Transmen Make Gender Visible in the Workplace." *Gender & Society* 20 (4): 465-490. [Read especially from p. 473, "Transmen as Outsiders Within at Work"]

Fri Oct 16 – Integrating discussion

Section quiz #3

IV. FAMILY DIVERSITY IN SOCIAL CONTEXT

Mon Oct 19 – Cooperative breeding: the biology of human childrearing – [Warkentin](#)

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

Assignment II. Video topic application due by 11 pm

Wed Oct 21 – Sociology of the family: foundations – Mears

- Coontz, Stephanie. 1993. *The Way We Never Were: American Families and the Nostalgia Trap*, Chapter 2, “Leave it to Beaver and Ozzie and Harriet,” Blackboard pdf, read pps. 23-38.
- Coontz, Stephanie, 2016. “The Way We Never Were,” *The New Republic*, March 16.

Fri Oct 23 – Integrating discussion

Mon Oct 26 – American maternity – Desilets

- Sharpe, Christina. “The Hold.” In *The Wake: On Blackness and Being*. Duke UP, 2016, pp. 68-83 & 87-97.

Wed Oct 28 – The international division of reproductive labor – Mears

- Rhacel Parreñas, 2000. Migrant Filipina domestic workers and the international division of reproductive labor.” *Gender & Society* 14 (4): 560-80.
- Arlie Hochschild, “The Nanny Chain.” *The American Prospect*. November 30, 2002. (2 pages).

Fri Oct 30 – Integrating discussion

Assignment II. Final video due date extended to Monday

Mon Nov 2 – Racial politics of reproduction – Desilets

- Lugo-Lugo, Carmen R. and Mary K. Bloodsworth-Lugo. “Anchor/Terror Babies’ and Latina Bodies: Immigration Rhetoric in the 21st Century and Feminization of Terror.” *Journal of Interdisciplinary Feminist Thought*, vol. 8, no. 1, 2014, pp. 1-21.

Assignment II. Final videos due by 11 pm (REVISED DUE DATE)

Tues Nov 3 – US Election Day

Wed Nov 4 – Neoliberalism – Mears

- Desmond, Matthew. 2016. “Forced Out” in *The New Yorker*, Feb 8 & 15: <http://www.newyorker.com/magazine/2016/02/08/forced-out>
- Wacquant, Loïc. 2010. “Class, race & hyperincarceration in revanchist America.” *Dædalus* 139: 74-90.

Fri Nov 6 – Integrating discussion

(Section quiz #4 moved to Nov. 13)

V. SEXUALITY & SEXUALITIES

Mon Nov 9 – Racial heterosexuality – Desilets

- Wells Barnett, Ida B. “Southern Horrors: Lynch Law in All Its Phases” (1892) (<https://www.gutenberg.org/files/14975/14975-h/14975-h.htm>)

Wed Nov 11 – Sex work in global hierarchies – Mears

- Hoang, Kimberley. 2015. *Dealing in Desire: Asian Ascendancy, Western Decline, and the Hidden Currencies of Global Sex Work* (University of California Press.). Skim the Introduction, pp. 1-25, read especially Chapter 3, pp. 53 – 77.

Fri Nov 13 – Integrating discussion

Section quiz #4 - due Monday (covers material from Oct. 19 – Nov. 6)

Mon Nov 16 – The evolution of non-reproductive sexual behavior – [Warkentin](#)

- Wolff JO, Macdonald DW. 2004. Promiscuous females protect their offspring. *Trends Ecol Evol* 19: 127–134
- Lukas D, Huchard E. 2014. The evolution of infanticide by males in mammalian societies. *Science* 346: 841–844

Wed Nov 18 – Hooking up and relational sexualities – [Mears](#)

- Armstrong, EA & LT Hamilton, EM Armstrong and JL Seeley. 2014. "'Good Girls': Gender, Social Class, and Slut Discourse on Campus." *Social Psychology Quarterly* 77(2) 100–122.

Thurs Nov 19

Assignment III. Podcast description due

Fri Nov 20 – Integrating discussion

Mon Nov 23 – Black pleasure – [Desilets](#)

- Julie Dash, *Daughters of the Dust* (1991)

Section quiz #5

Nov 25, 27 – Thanksgiving Break, no classes

Mon Nov 30 – Same-sex sexuality in biological perspective – [Warkentin](#)

- Bailey NW, Zuk M. 2009. Same-sex sexual behavior and evolution. *Trends Ecol Evol* 24: 439–446.
- Monk JD, Giglio E, Kamath A, Lambert MR, McDonough CE. 2019. An alternative hypothesis for the evolution of same-sex sexual behavior in animals. *Nature Ecol Evol* <https://doi.org/10.1038/s41559-019-1019-7> [pdf on Blackboard]

Wed Dec 2 – Non-compliance lessons – [Desilets](#)

- Deconnick, Kelly Sue (script) and Valentine De Landro (Art). *Bitch Planet, Book 2: President Bitch*. Image Comics, 2017.

Fri Dec 4 – Integrating discussion

Assignment III. Podcast due

Mon Dec 7 – Cliteracy & sexual pleasure: biology & social context – [Warkentin](#) & [Mears](#)

- Mosbergen D. 2013 with 2017 update. Cliteracy 101: Artist Sophia Wallace wants you to know the truth about the clitoris. https://www.huffpost.com/entry/cliteracy_n_3823983

Wed Dec 9 – Wrap-up and course evaluation

Dec 15 – Final exam is scheduled for Tues Dec 15, 9–11 am

Grading Details

Online homework and in-class questions through Top Hat (15%)

This will be based on your responses to questions that are due before lectures, as well as your responses to questions during lecture. If you cannot attend a lecture or lectures synchronously, please let your TF know to assign your in-lecture questions as homework. 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. Non-participation will earn no points; ask us to reassign you the questions if you must miss a class.

Contributions to discussion in section and online (15%)

This will be based on your contributions in discussion sections and/or on the class [Slack channels](#). The best such contributions are either relevant questions that spark discussion or substantive, thoughtful points that are linked to the readings, lectures, and/or other people's contributions. We know that not everyone is always comfortable speaking in class, especially under the unusual circumstances that prevail this semester. That is the purpose of the course Slack, which will allow you to offer written ideas. At a minimum, you should make two significant contributions per week, either on [Slack](#) or in discussion. We will expect you to attend your discussion section regularly. If circumstances prevent your attendance, please discuss that with your TF as soon as possible to make alternate arrangements.

Assignments (30%)

See links for more detailed instructions.

I. Gendered Product Paper

Draft for peer review due in discussions on Sept 30 & Oct 1. Revised final draft due on Blackboard by 11 p.m. on Monday Oct 5.

Assumptions about gender differences are ingrained in the social world, from the ways we speak to the products we consume. For this assignment, you will go to a store (actual or virtual) 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 about the social construction of gender. Upload an image of the product with a caption or hashtag to our Slack's Gallery.

Peer review materials for Sept 30 - Oct 1 discussion sections are [here](#).

You can find more details on this assignment [here](#).

II. Science as a social process – Challenging myths, changing ideas video report

Comment due Oct 13; topic application due Oct 19 (1% each)

Final video due on Blackboard by 11 pm Friday Oct 30 (8%)

Scientific ideas are deeply embedded in their social context and also subject to change based on evidence – although sometimes very slowly. You will first read, discuss, and respond to a review paper that addresses the persistent myth of sexually reluctant females and promiscuous males, how it has been embedded in and reinforced by science, and evidence to the contrary. Working in pairs, you will then research another example/case study of biological research on sex-related topics that broadened, countered, or overturned established ideas, and produce a short video presenting or responding to this research. You can find more details on this assignment [here](#).

III. Science Dialogs Podcast

Short description due November 13; final project due December 4

The humanities are largely about how people speak to and about each other across differences in interests, backgrounds, and goals. The humanities assignment, therefore, asks you to exercise your capacity to recognize differences, even tensions, among different disciplines and ideas and to generate interesting observations out of those differences. You will do that by means of podcasts that you plan, record, edit, and distribute in pairs. We will talk about the genre of the conversational podcast as we go along, but the basic idea is to produce a pre-planned but natural-seeming discussion.

You can find more details on this assignment [here](#).

Quizzes and final exam (40%)

Section quizzes (20%) – September 18, October 2 & 16, November 6 & 23

Covering material from each section of the course. Note that the November 23 quiz will cover only “Sexuality and Sexualities” material to that date, not the last weeks of the section. Each of the five quizzes is worth 5% but just your top four quiz grades will be counted toward your final grade.

Final exam (20%) – As scheduled by the registrar, tentatively Tues Dec 15, 9–11 am

Cumulative, covering the entire course.

The section quizzes and final exam will be administered through ExamSoft software. The most common question format will be sets of related True/False questions, as on prior exams (posted on Blackboard). Some questions may have other formats, requiring brief answers that

demonstrate your knowledge of course material or 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 of their total academic coursework on a Pass/Fail basis to satisfy credit requirements for the bachelor's degree. For more detail see: [Undergraduate Pass/Fail Courses Policy](#) **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 2020 is Fri. Nov. 6.

Religious Observance: This class follows BU's [Policy on Religious Observance](#).

Expectations of conduct

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 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 pronouns, we suggest using the neutral “they” or simply their name (as shown on Zoom). For more information, see: <https://www.mypronouns.org/what-and-why>

As of now, BU records systems generally cannot make name changes but you can make changes to your name in Blackboard by following [these steps](#). There is no system for documenting student pronouns. (We encourage you to contact the [Dean of Students](#) to register your displeasure with the delay in changing this!) Consult the [Office of the Registrar](#) for name change policy information. Please let us know if your name on Zoom and Blackboard do not correspond to the name we have in official records to help us keep track of grades.

Preparation, attendance, and participation: Students are expected to prepare for each class by doing the required readings, watching the posted videos, and answering Top Hat questions. We strongly recommend synchronous attendance at lectures to engage interactively with your professors and fellow students. We will record the full-class portions of lectures to post for student viewing later. We will **not** record the break-out activities in lecture, so that students feel more comfortable to speak freely about potentially sensitive topics. Similarly, we will **not** record the small discussion sections, so that students may speak freely. We expect synchronous attendance at discussion, and have scheduled an early morning section to facilitate this for remote students. If you must miss discussion due to illness or emergency, let your TF know as soon as possible to arrange for an alternative/make-up asynchronous activity.

Remote Learning Expectations and Netiquette

In our class this semester, we will be using various technologies, including the Zoom video-conferencing platform. Zoom is designed to enhance our educational experience and to help us meet our course goals. However, as with any other tool, technologies like Zoom can also be misused and become a distraction or even an obstacle to reaching our shared objectives. To ensure that we make the best use of these tools, all members of our class are asked to abide by the guidelines* below. These build on the core principles of our course and of Boston University, which include mutual respect, professionalism, and collegiality.

*If you have any concerns about the expectations outlined below, or if you would like to request accommodations due to a disability or another limitation, please contact us at the beginning of the semester.

Preparing for class

- Please log in to Zoom at least 5 minutes before the class is scheduled to begin. This way, you can test your technology and avoid being late to class due to Internet slow-downs, software updates, etc. If you arrive to class late, you may miss important announcements and reminders, so please make every effort to come to class on time.
- If possible, please log in to Zoom using a computer or tablet, rather than a phone. Accessing Zoom on a computer will allow you full access to its functions and will enhance your experience in our class.
- Generally, eating, smoking, and vaping are prohibited during class, so, if you need to engage in any activity other than classwork, please make sure you do so before or after.

Using video and audio during class

- To avoid background noise, please mute yourself when the instructor or other students are speaking. Then unmute yourself when it's your turn to speak.
- Try to have a neutral video background, if possible. If your background is distracting to the class—for example, if there is a lot of movement behind you—consider using a neutral picture as your Zoom background.

Engaging with others in our class

- Please remember that, even though we are meeting online, we are still members of the BU community and are expected to abide by the same rules of academic integrity and mutual respect as in a regular face-to-face class. As such, please treat your fellow classmates with professionalism and collegiality.
- Please change your default name on Zoom to your preferred name or nickname – either by editing your saved profile settings or in the participants pane each time you join our class meeting. This will help us all address each other in a respectful, collegial

manner. You can also add pronouns if you wish. Please make sure that you are easily and consistently identifiable by the instructor and by other students.

- If you wish to ask a question or make a comment, please either raise your hand with video on or use the Zoom "raise hand" option. You can also use the chat if you have a question or comment. Please use the chat only for course-related content and avoid discussing non-course-related topics.
- While our class is in session, please avoid using other tools or technologies to prevent unnecessary distractions. Please also refrain from chatting with people who are not in our class. When students engage in non-course-related communication during class, it is evident on screen and can be distracting to everyone in the class.
- Break-out rooms and small-group discussions are an essential part of the class and important opportunity for shared learning. While in break-out rooms, please respect the class and your group-mates time and engage in your collective task.

Online privacy considerations

- Do not share any course Zoom links or passwords with anyone outside the class.
- Do not share any recordings of class sessions with people outside of our class.

Adapted from:

<https://athelp.sfsu.edu/hc/en-us/articles/360044451294-Zoom-call-etiquette>

<https://www.k-state.edu/keepeteaching/zoom-class-management.html>

Communication and individual meetings: Students are expected to check their BU email accounts daily and to use Top Hat, Blackboard, and Slack to engage with course materials between synchronous meetings. You are responsible for information disseminated through all of these mechanisms. Faculty, teaching fellows, and learning assistants are available to meet with students individually and in small groups during office hours and by appointment. We strongly encourage students to talk with us – about any questions or concerns you may have about course material and requirements, about things you find interesting in class, or just so we get to know each other better as people!

If you miss a quiz or assignment because of illness, emergency, or other excused absence, we will give you an opportunity to do make-up work. **Students should notify faculty in advance of missed work if possible, or as soon as possible afterwards, to arrange for the make-up work.**

Students needing academic accommodations must contact [Disability & Access Services](#); DAS staff will determine the appropriate accommodation. Please notify us by September 16 (earlier if possible) to ensure we can apply your accommodation for our first quiz on September 18. If you have any questions or concerns regarding accessibility, including problems with this timeline,

please contact the faculty. We want to ensure that every student has the opportunity to succeed in this course.

Academic Integrity: 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 and behave according to BU's [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.

The personal challenge of gender & sexuality studies: 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; diverse opinions and academic disputes are expected and welcome. We expect you to participate in all debates and discussions with respect for your classmates and instructors. Though personal opinions may differ, you will be graded only on 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 studied are so deeply connected to the ways we understand ourselves. If you are concerned, feel free to talk with any of the instructors. Counselors are always available to students at [Behavioral Medicine](#) (617-353-3569) and the [Sexual Assault Response and Prevention Center](#) (617-353-SARP).

Additional Resources

These links may be useful for further information on a variety of concepts relevant to the course/your learning process (list modified from Prof. Cati Connell). Let one of the faculty or your TF know if you have suggestions for other resources we should list!

[BU Academic Resource Guide](#)

[Taking Notes: Crash Course Study Skills #1](#)

[How to Avoid Accidental or Unintentional Plagiarism](#)

[Citing Your Sources and Reference Management Software](#)

[Proper Attribution for Image Use](#)

[Inclusive and Comprehensive Sex Education](#)

[Essays on Gender, Sexuality, and Media](#)

[Trans 101](#)

[Pronouns](#)

[Writing About Transgender People](#)

[Human Rights Campaign LGBTQ+ Glossary of Terms](#)

[Boston Alliance of LGBTQ+ Youth](#)

[Boston Area Rape Crisis Center](#)

[BU LGBTQ News](#)

[BU Center for Gender, Sexuality, and Activism](#)

[Black Lives Matter Boston](#)

[Voter Registration Information](#)