



**HIST597-1SE – Gender and Empire**  
**M 4:30-7:10pm**  
**Course meets synchronously with HIST597-1SE via Zoom**  
**COURSE SYLLABUS: Spring 2024**

**INSTRUCTOR INFORMATION**

**Instructor:** Dr. Mylynka Kilgore Cardona

**Office Location:** SS146

**Office Hours:** Mon & Wed 2-4:30pm  
and by appointment

**Phone (call or text):** 262.724.6870

**University Email Address:**

mylynka.cardona@tamuc.edu

**Preferred Form of Communication:**

email

**Communication Response Time:** 24-48  
hours

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings**

Required Texts – *be sure you pay close attention to edition and ISBN number when ordering*

- \*Aderinto, Saheed, *When Sex Threatened the State: Illicit Sexuality, Nationalism, and Politics in Colonial Nigeria, 1900-1958* (2014) ISBN: 978-0252080425
- Césaire, Aimé, *Discourse on Colonialism*, Joan Pinkham, trans. (2001), ISBN : 978-1583670255
- Crais, Clifton and Pamela Scully, *Sara Baartman and the Hottentot Venus: A Ghost Story and a Biography*, (2010) ISBN: 978-0691147963
- Forth, Christopher, *Masculinity in the Modern West: a cultural history of the male body since 1700*, (2008). ISBN: 978-1403912411
- Hyde, Anne F., *Empires, Nations, and Families: A New History of the North American West, 1800-1860*. (2012) ISBN: 978-0062225153
- \*Kennedy, Dane. *The Highly Civilized Man: Richard Burton and the Victorian World*, (2005) ISBN: 978-0674025523

- McClintock, Anne, *Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest*, (1995) ISBN: 978-0415908900
- Poska, Allyson M. *Gendered Crossings: Women and Migration in the Spanish Empire*, (2016), ISBN: 978-0826356437
- Bryan, Jimmy L., *The American Elsewhere: Adventure and Manliness in the Age of Expansion*, (2017), ISBN: 978-0700624782
- \*Russett, Cynthia Eagle, *Sexual Science: The Victorian Construction of Womanhood*, (1991), ISBN: 978-0674802919
- Samson, Jane, *Race and Redemption: British Missionaries Encounter Pacific Peoples, 1797-1920 (Studies in the History of Christian Missions)*, (2017). ISBN: 978-0802875358
- Stoler, Ann Laura, *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule, With a New Preface* (2010), ISBN: 978-0520262461

\*these texts are available as e-books through the Velma K. Waters Library

If you do not already have these, please get them ASAP:

Strunk and White, *The Elements of Style* (Pearson, 1999) ISBN 978-0205309023.

Turabian, *A Manual for Writers*, 9th ed. (University of Chicago Press, 2018) 978-0226430577

#### Additional Texts and/or Materials -

Notebook and pen/pencil or laptop for in-class note taking

Additional Materials will be posted electronically in D2L

#### Course Description

#### **HIST 597 – Gender & Empire**

Hours: 3

This course introduces students to the broad outlines of global empires from the 17<sup>th</sup> – early 20<sup>th</sup> century and how social constructs of race, class, gender, and sexuality are confronted and challenged both at home and on the fringes of empire. This course focuses on scholarship that examines the interconnected histories of Europe, Africa, Asia, and the Americas in an imperial context.

Specifically, in this course we will examine texts in the fields of exploration, colonial, and post-colonial history then more specifically through the lenses of gender and empire. This is a reading-intensive course with bi-weekly reading response papers and a final historiographical paper. There is an expectation that students will come to class with the materials read beforehand and be able to discuss critically the topic/materials of the week.

#### **Student Learning Outcomes**

This course will teach students to evaluate and analyze materials, and to understand different historians' interpretations of events. By the end of the semester, students should be able to explain what the role of gender plays in empire. Students' ability to meet the objectives and learning outcomes of this course are evaluated through response papers and a final written project.

*The syllabus/schedule is subject to change.*

## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

Using the learning management system and using Microsoft Word

### Instructional Methods

This class is face-to-face with additional assignments in D2L Brightspace

### Tips for Success in the Course

The major assignment for this semester will be a thematic historiographical paper. All citations must be formatted according to Turabian/Chicago style. Please refer to Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th ed. (Chicago: University of Chicago Press, 2018). If you do not have a copy of this work, I recommend that you acquire one ASAP.

## GRADING

**Grading:** This course is based on the 100-point system. All assignments are worth 100 points. The final exam is weighted the same as the other two exams. I do not round up. If you earn an 89.9 you will receive a B for the course.

Final grades are determined on the following scale:

100 –90 = A, 89 –80 = B, 79 –70 = C, 69 –60 = D, 59 and below = F

### Assessments

Your participation/course engagement grade will be based on your engagement in our class discussions and be guided by the following rubric:

- A = Always prepared, frequently participates, rarely absent
- B = Always prepared, participates only when called on, rarely absent
- C = Usually prepared, rarely speaks, rarely absent
- D = Often unprepared, several absences
- F = Usually unprepared, frequent absences

There will be eight (8) reading response papers, one (1) in-class author presentation, and one (1) research project proposal in this course. The assignment details and rubrics will be covered in separate handouts.

Course Theme Paper (1):	25%
In-class Author Presentation:	5%
Reading analysis/engagement:	40%
<u>Reading response papers (8):</u>	<u>30%</u>
TOTAL:	100%

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**Descriptions of major assignments and examinations:**Short Response Papers

Of the twelve assigned books, students will choose eight (8) for which they will write a two-page response paper, *to be handed the day before the class for which the book is assigned*. These papers should analyze the goals, methodologies, and arguments of the readings, and relate them to previous course readings and discussions as applicable. Students will share summaries of their papers via D2L discussion board at least one-hour before each class to help launch the discussion.

In-Class Author Presentation

Each student will sign up to present on one week's book and author. This requires researching the author's intellectual biography (whose work influenced them, etc.), their previous and subsequent works (if applicable), and reviews of the assigned book (if available), and orally presenting the results in class accompanied by a visual presentation.

Course Theme Paper

At the end of the semester, students will turn in a course theme paper of at least ten pages. This paper will utilize at least 10 of the books and 4 of the articles assigned in this reading course. It is up to you to pull together a cohesive argument and support it using ONLY course materials – this is not a research paper and outside materials/research is not allowed. Assignment specifics are in the assignment in D2L.

**Interaction with Professor Statement**

Students are encouraged to contact me. The more you let me know what is going on with you, the better I can help you out when necessary. Beyond the classroom, the best way to get in touch with me is through TAMUC email. I am also available during my office hours. Please come to talk to me about any concerns you might have and about any problems or issues that arise during the semester. I can work with you if/when things come up.

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**COURSE OUTLINE / CALENDAR**

This schedule will guide you through the semester and indicates when your assignments are due. It should be referred to often. I reserve the right to make adjustments to it during the course of the semester as such circumstances arise.

<u>Week</u>	<u>Class Dates</u>	<u>Readings/Assignments Due</u>
1	Mon., Jan. 29	<u>Welcome to the Class</u> Overview of readings, assignments, & class expectations Discussion over pre-assigned readings on definitions/concepts  <b>Readings:</b> Césaire, Aimé, <i>Discourse on Colonialism</i> And emailed- reading packet/D2L
2	Mon., Feb. 5	<b>Readings:</b> McClintock, Anne, <i>Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest</i>  <b>Presentation by:</b> _____
3	Mon., Feb. 12	<b>Readings:</b> Forth, Christopher, <i>Masculinity in the Modern West: a cultural history of the male body since 1700</i>  <b>Presentation by:</b> _____
4	Mon., Feb. 19	<b>Readings:</b> Poska, Allyson M. <i>Gendered Crossings: Women and Migration in the Spanish Empire</i>  <b>Presentation by:</b> _____
5	Mon., Feb. 26	<b>Readings:</b> Hyde, Anne F., <i>Empires, Nations, and Families: A New History of the North American West, 1800-1860</i>  <b>Presentation by:</b> _____
6	Mon., Mar. 4	<b>Readings:</b> Bryan, Jimmy L., <i>The American Elsewhere: Adventure and Manliness in the Age of Expansion</i>  <b>Presentation by:</b> _____
	<b>Mar 11-15</b>	<b>SPRING BREAK **TAMUC CLOSED**</b>

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7	Mon., Mar. 18	<b>Readings:</b> Russett, Cynthia Eagle, <i>Sexual Science: The Victorian Construction of Womanhood</i>  <b>Presentation by:</b> _____
8	Mon., Mar. 25	<b>Readings:</b> Crais, Clifton and Pamela Scully, <i>Sara Baartman and the Hottentot Venus: A Ghost Story and a Biography</i>  <b>Presentation by:</b> _____
9	Mon., Apr. 1	<b>Readings:</b> Articles in D2L  <b>Presentation by:</b> _____
10	Mon., Apr. 8	<b>Readings:</b> Kennedy, Dane, <i>The Highly Civilized Man: Richard Burton and the Victorian World</i>  <b>Presentation by:</b> _____
11	Mon., Apr. 15	<b>Readings:</b> Samson, Jane, <i>Race and Redemption: British Missionaries Encounter Pacific Peoples, 1797-1920</i>  <b>Presentation by:</b> _____
12	Mon., Apr. 22	<b>Readings:</b> Stoler, Ann Laura, <i>Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule</i>  <b>Presentation by:</b> _____
13	Mon., Apr. 29	<b>Readings:</b> Aderinto, Saheed, <i>When Sex Threatened the State: Illicit Sexuality, Nationalism, and Politics in Colonial Nigeria, 1900-1958</i>  <b>Presentation by:</b> _____
14	<b>Mon., May. 6</b>	<b>Final Paper Due 7:10pm</b>

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## Student Responsibilities or Tips for Success in the Course

Attendance: Students attend class at their own discretion, but should keep in mind that attendance is part of your course engagement – you cannot engage in the class if you are not here. It is your responsibility to come to class prepared for lecture. *This course relies heavily on in-class discussions of the assigned readings. You need to stay on top of the work.* If you miss a class, it is your responsibility to gather class notes from a classmate. I do take roll (via seating chart) and if you are in class but not PRESENT, *i.e. on your phone or other device, sleeping, etc.* you will be counted absent for the day.

Electronics Policy: Our class is a time for learning and discussion. Cell phones and other devices should be silent and put away during class – unless otherwise specified for an in-class activity. Airplane mode is preferred. If you are using a laptop/tablet, use it solely for note taking. If you are using your devices for something other than taking notes, I can ask you to power the device down.

Student Behavior: Behavior, which may result in your being asked to leave my class, includes, but is not limited to sleeping, talking during lectures, movies or clips, text messaging, gaming, playing with your phone, using electronic devices other than for specified activities, and working on another course's work/homework during my class.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, etc.

### Writing Center – First Floor Talbot Hall

Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper. For more information go to: <https://www.tamuc.edu/writing-center/>

### CHSSA Librarian:

Our librarian for Humanities and Social Sciences is Sarah Northam. She is available to assist you in your research, whether it is using the library or identifying and locating sources. Please take advantage of this assistance, as you need it. Her contact information is as follows:

Sarah Northam  
Director of Research and Instruction  
Services  
Velma K. Waters Library, Room 147F  
[Sarah.Northam@tamuc.edu](mailto:Sarah.Northam@tamuc.edu)

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## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Classroom Behavior

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide Handbook, Policies, and Procedures, Conduct). During class time, I expect college-level professionalism & course engagement. This means putting away cell phones, and any other forms of distraction, for the duration of the class period (exceptions will be allowed with advance permission of the professor).

Please come to class on time and plan to stay for the entire period. Coming late and/or disrupting the learning environment shows disrespect for me, your colleagues, and the educational endeavor in which you are engaged. If you must leave early, please let me know at the beginning of class.

I encourage you to come to my office hours, to get to know me, and to keep me informed of any issues you might have that would affect your performance in this class (see above statement on Interaction with Professor).

### Late Work

All written assignments are due as indicated in this syllabus. Late assignments may be accepted at the discretion of the professor and will be assessed a penalty. If you know you will be away when something is due, please notify the professor in advance or plan to turn the assignment in early. I can be very understanding and flexible with you, but only if you come to talk to me in advance (when possible). **To pass this class, all assignments must be completed. Any missing assignments at the end of the course will be given a grade of zero (0).**

### Syllabus Change Policy

*The syllabus is a working document and a guide.* Circumstances and events, including class progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### Academic Honesty

In all courses, we expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and me that no form of plagiarism, cheating, collusion or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times. Any student found guilty of academic dishonesty will automatically fail the assignment in question, will likely fail the entire course, and will be subject to disciplinary action by the University (See Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Further information on the History Department plagiarism policy can be found on the History Department web page. If you are even unclear about what constitutes plagiarism or academic dishonesty, please ask. *Please see below for policies on AI usage.*

### Statement on Student Grievances

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution

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or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky ([Sharon.Kowalsky@tamuc.edu](mailto:Sharon.Kowalsky@tamuc.edu)). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### **AI Use in Courses**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

- <http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>
- <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13stu>

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[den ts/academic/13.99.99.R0.01.pdf](#)

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

- [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
- [Undergraduate Student Academic Dishonesty Form](#)
- <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>
- [Graduate Student Academic Dishonesty Form](#)
- <http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>
- <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### **Students with Disabilities - ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Velma K. Waters Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not

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carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

- <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

**Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses.**

Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **TECHNOLOGY REQUIREMENTS - LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

### **ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course.

If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

### **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

#### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

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