



**HIST 572.01W, GDRS 500.01W, HIST 497.01W**  
**Themes in Gender and Sexuality History: Gender Theory**  
**COURSE SYLLABUS: SUMMER I 2025**

**Instructor:** Dr. Sharon Kowalsky

**Office Location:** Ferguson Social Sciences 111

**Office Hours:** Any mutually convenient time determined by appointment through Navigate or directly with instructor

**Office Phone:** 903-886-5928 (but it's best to contact me by email)

**University Email Address:** [Sharon.Kowalsky@etamu.edu](mailto:Sharon.Kowalsky@etamu.edu)

<b>COURSE INFORMATION</b>
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**Course Description:**

This course engages students in the study of gender and sexuality history, covering a variety of global, regional, chronological and/or theoretical topics. For this term, this course provides an interdisciplinary introduction to a variety of theoretical approaches to gender and sexuality studies, including feminist theories and queer theories. It explores feminist ideas and debates concerning the intersection of race, class, gender, and sexuality. This course provides the methodological framework for further work in Gender Studies by introducing students to the ways in which gender scholars utilize theory to systematically analyze how the world works and how gender and sexuality impact and are impacted by political, social, and economic social structures in the United States and globally.

**Course Materials:**

The following required books are required. Please obtain a copy for use during the class:

- Laura Lee Downs, *Writing Gender History*, 2<sup>nd</sup> ed. (Bloomsbury, 2010) ISBN 978-0340975169, \$24.63
- Judith Bennett, *History Matters: Patriarchy and the Challenge of Feminism* (University of Pennsylvania Press, 2006) ISBN 978-0812220049, \$24.95
- Gerda Lerner, *Creation of Patriarchy* (Oxford University Press, 1987) ISBN 978-0195051858, \$19.95
- Cynthia Enloe, *Twelve Feminist Lessons of War* (University of California Press, 2023) ISBN 978-0520397675, \$17.62

Additional materials will be distributed in class by the professor and/or made available to students through MyLeo Online.

**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 and*

*apply various theoretical approaches to understanding gender in history and society.* Students' ability to meet the objectives and learning outcomes of this course will be evaluated through the final paper and presentation.

<b>COURSE REQUIREMENTS</b>
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**Please note that this class is scheduled to meet virtually on Tuesdays and Thursdays, from 10:00am to 2:30pm.**

**Instructional / Methods / Activities Assessments**

For class this term, we will employ a variety of approaches and assignments geared toward understanding large theoretical arguments and their practical application. We will have class discussion, small group work, discussion board interactions, individual meetings, and written assessments. Students will therefore have a variety of ways to contribute to the classroom experience.

*Engagement*

Attendance is required at all virtual class meetings. Students are expected to come prepared to engage with and discuss the assigned material. This means preparing the assignment before class and bringing the reading material with you to class. A good portion of our classwork will be done in small groups, so it is essential that you attend all group meetings and prepare for your discussions. I expect all students to participate in our class discussions and to contribute their thoughts, ideas, and questions to our collective exploration. I especially encourage you to bring your questions to class. I will create, and expect you to uphold, an intellectual environment in the classroom where we can listen to and consider others' arguments and opinions with an open mind and where we respect viewpoints other than our own. Your 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

*Written Assignments*

Written work for this course is set out specifically below. All written work should be submitted to the professor through the MyLeo Online course site by the due dates indicated.

Book Reviews (300 points)

In weeks 2-4, each student will complete a book review. In Week 2, students will choose one of the assigned books to review. In Weeks 3-4, students will choose a book that fits in the topic for the week, in consultation with the professor. Students are expected to meet with the professor during Week 1 to select their books. Each book review should be 800-1000 words, double spaced, with standard margins and fonts. The full and properly formatted citation (Turabian/Chicago) will serve as the title for the book review. Each review should offer an introduction that sets out the main arguments of the book, a body that highlights the ways the arguments are made and the sources used, and a conclusion that presents the significance or contribution of the book to the broader literature on the topic and/or the context of the topic, to the best of the student's ability.

Small Group Discussions/Presentations (400 points)

Each week, students will work together in small groups to develop discussion board posts that build on the large group discussions. Generally, students will meet in small groups on Tuesday afternoons,

during assigned class time. Each group will be responsible for developing a substantive response to the readings for that day and posting that response in the Discussion Board by the end of the day. In some weeks, students will meet in small groups on Thursdays to prepare group slide deck presentations on the assigned readings. On the final class meeting and working in small groups, students will prepare a presentation on the application of gender theory to a topic, and how a gendered approach might reshape thinking on the topic. Presentations should offer the basic understanding/interpretation of the topic and what might change with a gender-aware approach.

#### Discussion Forums (200 points)

Each week, students will participate in class-wide Discussion Forums where they will interact in more depth on the classroom discussions. Students will post the results of their small-group discussions on Tuesday afternoons, and then each student will provide a response to the other groups' postings before the next class meeting. On Thursdays, students will post a slide deck presentation of the book they have under review. Some Thursdays, students will post group slide deck presentations. Students will post comments on the presentations before the next class meeting. Deep and thoughtful engagement with the topics and issues is expected in the Discussion Board postings and will form the basis for this part of the course grade.

#### Final Paper (100 points)

The final paper for the class will be an individual reflective paper that thinks about the approaches discussed over the course of the term, of no more than 5 pages, double spaced.

#### **Grading**

Grades for the semester will be determined according to the following breakdown:

Book Reviews	30%
Small Group Work	40%
Discussion Forum Posts	20%
Final Paper	10%

Each assignment will be evaluated for its specific requirements according to a specific rubric. This general rubric forms the basis for the evaluation of written work:

- A = Mastery of reading and class material; factual accuracy; thoughtful, historical argumentation demonstrating ability to synthesize and/or some originality of thought; technically clean; proper and error-free citation format
- B = Good to excellent command of most reading and class material; accuracy; good level of historical argumentation; reasonable thesis statement; proper citation format with minimal errors
- C = Good command of class material; accuracy; ability to articulate a historical point of view, even if it is not compelling or is poorly reasoned; proper citation format with some errors
- D = Poor command of required assignments; errors; ahistorical or narrow reasoning; incorrect citation format

The grading scale used for this course is as follows:

90-100 =	A
80-89 =	B
70-79 =	C
60-69 =	D
59 or less =	F

## 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 will do my best to adhere to this schedule, but I reserve the right to make adjustments to it during the course of the semester as such circumstances arise. Please check the course page in MyLeo Online as the latest updates will be posted there.

### **Week 1: Theories of Gender and Sexuality**

BE SURE TO MEET INDIVIDUALLY WITH DR KOWALSKY AT SOME POINT THIS WEEK TO SELECT INDIVIDUAL BOOKS FOR WEEKS 3 AND 4

June 3: Introduction

**Read:** Joan Scott, "Gender as a Useful Category of Analysis" and AHA Forum on Scott (2008) – on D2L

**Do:** Small Group Discussions and Discussion Board Posts

June 5: How We Write About Gender and How it has Changed Over Time

**Read:** Downs, *Writing Gender History*

**Do:** Group Presentation on Discussion Board

### **Week 2: The History of Patriarchy**

June 10: Thinking About Patriarchy

**Read:** Lerner, *The Creation of Patriarchy*

**Do:** Small Group Discussions and Discussion Board Posts

June 12: Thinking about Patriarchy some more

**Read:** Bennett, *History Matters*

**Do:** Small Group Discussions and Discussion Board Posts

Book Review #1 Due by June 15

### **Week 3: Gender and Labor**

June 17: Theories of Labor and Gender

**Read:** Kessler-Harris, "Reframing the History of Women's Wage Labor"; Canning, "Gender and the Politics of Class Formation" – on D2L

**Do:** Small Group Discussions and Discussion Board Posts

June 19: Labor, Gender, Class in Practice

**NO CLASS MEETING – UNIVERSITY CLOSED, CELEBRATE JUNETEENTH**

**Read:** Your chosen book on Gender, Work, and Class (pre-approved)

**Do:** Individual Presentation on Discussion Board by end of day June 20

Book Review #2 Due by June 22

### **Week 4: Gender and Conflict**

June 24: Theories of War and Gender

**Read:** Cynthia Enloe, *Twelve Feminist Lessons of War*; readings on D2L

**Do:** Small Group Discussions and Discussion Board Posts

June 26: War and Gender in Practice

**Read:** Your chosen book on War and Gender (pre-approved)

**Do:** Individual Presentation on Discussion Board

Book Review #3 Due by June 29

## **Week 5: Applying Gender Theory**

July 1: Other Gender Theories

**Read:** Judith Butler, bell hooks, Michel Foucault – on D2L

**Do:** Small Group Discussions and Discussion Board Posts

July 3: Theory in Practice

**Do:** Group Presentation on Discussion Board

**Final Reflective Paper Due by Midnight**

<b>TECHNOLOGY REQUIREMENTS, ACCESS, AND NAVIGATION</b>
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The following information has been provided to assist you in preparing to use technology successfully in this course:

### *Word Processing:*

You will need access to a word processor and printer to prepare written exams and research projects. You should be able to insert footnotes in your papers. All assignments should be submitted in MS Word format.

### *MyLeo Online:*

This course is web-enhanced through D2L Brightspace (MyLeo Online), the Learning Management System used by East Texas A&M University. 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@etamu.edu](mailto:helpdesk@etamu.edu). To get started with the course, log on to MyLeo Online and click on this course. MyLeo Online will be used to send you announcements and reminders, to post grades, and to provide access to course materials (except required readings) such as handouts and assignments. In addition, MyLeo Online will be the primary means for me to communicate with you outside the classroom. Be sure that you can access the email account the university has on record for you. You should get into the habit of checking the MyLeo Online site for this course on a daily basis.

**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, an ETAMU campus open computer lab, etc.

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.

### *Turnitin:*

Students must submit all written work to Turnitin. Work is submitted through the dropbox in MyLeoOnline. All student work must be turned in through MyLeo Online and will automatically be submitted to Turnitin. Please let me know if you have any problems.

## COMMUNICATION AND SUPPORT

### **Interaction with Instructor:**

Students are encouraged to contact the professor for any and all reasons whatsoever. 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 the professor is through email. I am also available during my virtual 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 be very understanding but only if I know what is going on with you.

Questions or concerns should be addressed to the professor via email, and I will communicate with you via your university-registered email account, usually through MyLeo Online. If you prefer to use a different account, you will need to change your preferences with the university.

All emails sent to the professor will be answered as quickly as possible, and you will receive a response within 24-48 hours, excluding weekends. No emails will be answered after 10:00pm.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

The syllabus is a guide and a contract. It sets out the requirements and policies of the course and should be your reference for the semester. As instructor, I promise to adhere to the information as set out in this document. Circumstances and events 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.

### **Classroom Behavior**

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive learning environment, whether in person or online (The Code of Student Conduct is described in detail in the [Student Guidebook](#), Policies and Procedures, Conduct). During class time, I expect your undivided attention. This means turning off cell phones, pagers, iPods, and other devices, and putting away newspapers and other forms of distraction, for the duration of the class period (exceptions will be allowed for emergencies with advance permission of the professor and to access course materials). 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 can be very understanding of problems that might arise over the course of the semester, but only if I know what is going on with you. 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.

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

### **Late Papers**

All written assignments are due on the date listed in the Course Schedule below. Late assignments may be accepted only with the advance approval of the professor and will be assessed a penalty of one full letter grade (10 points) per class meeting date. If you have a problem with a due date because of a specific emergency, 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.* To pass this

class, all written assignments must be completed. Any missing written assignments (excluding quizzes) at the end of the course will result in an automatic overall course grade of D or F.

### ***Academic Integrity***

In all courses, we expect that all work that you do and turn in is your own. For this course, the use of Generative AI (excluding Grammarly, Spellcheck, and other grammar correction or citation tools) is **strictly prohibited**. The goal of assignments is not for students to produce brilliantly crafted discussions but rather to practice the skills that will enable them to be successful in any chosen career. Using Generative AI undermines the ability of students to practice the skills being taught in the class.

It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. As set out by Dr. Baker, these are defined as:

- **Plagiarism:** The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution (quotation and citation). This includes using AI tools to develop or provide the foundation for written work, as well as 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. Plagiarism can be intentional or unintentional.
- **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.
- **Fabrication:** Unauthorized falsification or invention of any information or citation in an academic exercise.
- **Collusion:** The selling of academic products with the intention that they be submitted to satisfy an academic requirement.

Going online and taking information without proper citations, using Generative AI tools to develop responses, copying parts of other student's work, creating information for the purposes of making your paper seem more official, or anything involving taking someone else's thoughts or ideas without proper attribution is academic misconduct. If you have a question about an assignment, please come see me to clarify. Students are responsible for the content of any assignment they submit, including cases in which Generative AI was used in any way, and also including cases where AI software plagiarized another text or misrepresented sources.

Students are expected to maintain high standards of integrity and honesty in all their academic work. Any student found guilty of any form 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 East Texas A&M University 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.

### ***Writing Center***

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. More information can be found at <https://www.etamu.edu/writing-center/>.

***Campus Concealed Carry Statement***

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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 East Texas A&M Rule 34.06.02.R1, license holders may not 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. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1. Web url: <http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

***Nondiscrimination Statement***

East Texas A&M University 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.

***Students with Disabilities***

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**  
**Waters Library 162**  
**Phone (903) 886-5150 or (903) 886-5835; Fax (903) 468-8148**  
[StudentDisabilityServices@etamu.edu](mailto:StudentDisabilityServices@etamu.edu)  
[Student Disability Resources & Services](#)