



GDRS200-01E – Intro to Gender Studies

This section meets the requirement for the Human Experience Humanities Certificate.

T/Th 12:30 – 1:45pm Ferguson 150

COURSE SYLLABUS: Spring 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Mylynka Cardona

- *Please address me as either Professor Cardona or Dr. Cardona*

Office Location: Ferguson 146

Office Hours: Wednesdays 4-6 pm & Thursdays 9-11 am – by appointment

Go here to schedule an appointment:

- https://calendly.com/dr_cardona/30min

University Email Address: mylynka.cardona@etamu.edu

- *Please email me via D2L*

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Books

- Atwood, Margaret, *The Handmaid's Tale*, Vintage, 1998, ISBN: 978-0385490818
 - This book is a Transformative Text
 - This book is available in multiple formats, including free access in public libraries as a book, e-book, or audiobook
- Dicker, Rory C. *A History of U.S. Feminisms*, Seal Press, 2016, ISBN: 978-1580055888
 - This e-book is available via Waters Library
- hooks, bell, *Feminism is for Everybody: Passionate Politics*, 2nd Edition, Routledge, 2015, ISBN: 9781138821620
 - This e-book is available via Waters Library
- Launius, Christie and Holly Hassel, *Threshold Concepts in Women's and Gender Studies*, 3rd Edition, Routledge, 2022. ISBN: 978-0367486235

Optional Texts and/or Materials -

The syllabus/schedule is subject to change.

- Notebook and pen/pencil for in-class note taking and assessments
- **Additional Materials will be posted electronically (D2L) or distributed in class**

Course Description

GDRS200 – Introduction to Gender studies

This interdisciplinary course provides students with an introduction to the theories and methods used in gender studies. Through the examination of a variety of topics, students will explore the ways that gender shapes societies and cultures historically and throughout the world. No prerequisites.

Throughout the course we will especially focus on the following foundational themes in Gender Studies:

- The Social Construction of Gender
- Privilege and Oppression
- Intersectionality
- Feminist Praxis

Student Learning Outcomes

1. Students will demonstrate an awareness of gender differences in a given society or culture.
2. Students will understand the approaches used by multiple academic disciplines to make arguments about attitudes toward gender.
3. Students will be able to understand their role in their own education.

Student learning outcomes 1-2 will be assessed through the written work for the class. Student learning outcome 3 will be assessed by a Student Responsibility Quiz (SRQ) (administered through D2L) and course engagement and college professionalism. Failure to complete the SRQ may result in automatic failure for the course.

COURSE REQUIREMENTS

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. TAMUC does not have a +/- grading system for final grades.

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: There will be several assessments of your progress in this course including your college professionalism and course engagement, six (6) document analyses, four (4) exams in D2L, and one (1) book response paper with discussion.

Values of major assignments and examinations for this course are as follows:

- | | |
|----------------------------------|-----|
| • Five (5) written assessments: | 30% |
| • Multiple in-class assessments: | 25% |
| • Consciousness-Raising Project | 15% |

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- Social Media Assignment: 10%
- Course engagement & college professionalism: 20%
 - Which also includes:
 - Assigned reading discussions
 - Syllabus quiz & Student responsibility quiz

Student Responsibility Quiz (SRQ)

Students will complete a Student Responsibility Quiz in D2L due in the second week of class (*this will be used to assess SLO 3*).

Written assessments

The written assessments are designed to test your knowledge of concepts presented and discussed in each section of the course. The assessments will be hand-written in class. They may be in essay form, short answer, multiple choice, or other format as appropriate for that unit.

In-class assignments/assessments

In some weeks, a longer reading or film is assigned to watch/read at home (or we may watch a film in class) in preparation for an in-class assignment/assessment and discussion. The assessment will be open notes. (*The in-class assessments will be used to assess SLO 1 & 2*)

Consciousness-Raising Group Project The goal of the final project of this class is to use the concepts learned in this course to identify the intersections between Gender Studies theory and practice. Your consciousness-raising project will involve taking some knowledge, information, or form of analysis from the course into a public realm. How that will look will be up to you as a group—you should pick out the issue or topic that was the most illuminating or compelling to you and build your project around that. But to state the obvious, the goal of your activity should be to raise consciousness or awareness in others on an issue you've learned about in this course. (*The project will be used to assess SLO 2*)

Journaling: A key element of this course is developing students' ability to think and reflect. To practice this skill, students will keep a journal where they reflect on the readings as they complete them. At the start of the semester, students will receive a journal notebook they will use throughout the semester to write their reactions to each day's reading assignments. Students should get into the habit of writing something for each reading assignment, so the expectation is that students will write a minimum of two entries per week, of at least three sentences each. Entries can be about anything related to the reading – the journals are places to summarize thoughts, raise questions, consider connections, etc. Journals will be checked approximately every two weeks to ensure students are maintaining regular reflection. *NOTE: Journal entries are not assessed for their content – students are encouraged to write their reactions and thoughts and there are no right or wrong answers – but only for completion of the assignment.*

- Reflections focus on developing student ideas and thoughts in preparation for classroom engagement, and to that end support the learning outcome for critical thinking. This assignment supports SLO 3.

Social Media Assignment

Social media is a factor in our daily lives. We consume so much of it that we hardly register what it is we are ingesting. This assignment takes place over 6 weeks of the semester and requires you to engage with social media in an intentional way. The specifics of the assignment

will be posted in D2L and discussed in class prior to the start of the 6-week period. The goal of the assignment is to create awareness of gender dynamics in play in social media. *(The assignment will be used to assess SLO 1)*

Course Engagement and College Professionalism

Engagement with the course material, the instructor, and your peers is an essential component of this course. Engagement will be measured in several ways by continued and sustained class participation, reflecting student engagement with the materials and contributions to class discussions. College professionalism means being a responsible for your work outside of class, coming to class on time, being prepared for discussions and assignments, being respectful of the material and of your classmates, and by timely submission of assignments. *(This will be used to assess SLO 3)*

Be Respectful: This class is an educational safe zone. It welcomes and respects the viewpoints of students of all sexual orientations and genders as well as all races, ethnicities, religions, social statuses, and abilities. All members of this learning community are expected to treat each other with respect and dignity.

Optional Extra Credit: There will be extra credit opportunities this semester; details will be posted in D2L.

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>Topic</u>	<u>Readings/Assignments Due</u>
		I: What is	Gender Studies?
1	T: Jan 13	Course Intro	Why am I here? What even is this class? <i>Syllabus Scavenger Hunt</i> <i>Getting to Know You Sheet</i> <i>Hand out journals – talk about journaling</i>
	R: Jan 15	What is Feminism? What is Gender Studies?	Reading discussion: <i>Threshold Concepts</i> (TC) Introduction WRITING ASSIGNMENT IN CLASS: Writing Assessment #1
	F: Jan 16		SRQ & Syllabus Quiz Due in D2L
		II: The Social	Construction of Gender

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2	T: Jan 20	What is Gender?	Reading discussion: TC pp 29-39; <i>A History of US Feminisms</i> (US) Prologue & Ch 1 – Feminism's Legacy
	R: Jan 22	The History of Feminism in the US	Reading discussion: US Ch 2: First Wave Feminism: Fighting for the Vote FILM (watch at home): <i>Miss Americana</i> (2020)
3	T: Jan 27	Gender Roles Femininity & Masculinity	Reading discussion: TC pp 39-42; 75-78; <i>Feminism is for Everybody</i> (FE) Chs. 6, 9, 12 In-class assignment #1 <i>Miss Americana</i> (2020)
	R: Jan 29	The History of Feminism in the US	Reading discussion: US Ch 3 – Second Wave Feminism: Seeking Liberation and Equality Journal Check #1
4	T: Feb 3	Gender and Popular Culture	Reading discussion: TC – 42-75; FE – Ch 5-6; FILM (watch at home): <i>TBD</i>
	R: Feb 5		WRITING ASSIGNMENT IN CLASS: Writing Assessment #2 – The Social Construction of Gender
		III: Privilege	& Oppression
5	T: Feb 10		Reading discussion: TC – pp71-87;
	R: Feb 12		Reading Discussion - <i>The Handmaid's Tale</i> - Intro – Ch. 4 (~65pp) In-class assignment #3 Journal Check #2
6	T: Feb 17		Reading discussion: TC – 88-111 *Privilege Walk* - outside if weather permits
	R: Feb 19		Reading Discussion - <i>The Handmaid's Tale</i> – Chs 5-8 (~75pp) In-class assignment #4
7	T: Feb 24		Reading Discussion - <i>The Handmaid's Tale</i> – Chs 9-12 (~116pp)

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	R: Feb 26		Reading Discussion – <i>Continued from Tuesday</i> <i>Journal Check #3</i>
8	T: Mar 3		Discussion: <i>The Handmaid's Tale</i> - Ch13- Historical Notes (~55pp)
	R: Mar 5		WRITING ASSIGNMENT IN CLASS: Writing Assessment #3 – Privilege and Oppression <i>Journal Check #4</i>
	Mar 9-13	**SPRING	BREAK – NO CLASSES**
		IV:	Intersectionality
		*Begin Social	Media Assignment**
9	T: Mar 17		Read: TC – pp112-122, FE – Ch 10, Article TBA
	R: Mar 19		In-class assignment #5
10	T: Mar 24	<i>Dr. Cardona's Birthday</i>	Read: TC – pp122-132, Article TBA FILM (watch at home): <i>TBD</i>
	R: Mar 26		In-class assignment #6 – Film TBD <i>Journal Check #5</i>
	F: Mar 28		Last Day to Drop (No refund)
11	T: Mar 31		Read: TC – pp133-152, FE – Ch15, Article TBA
	R: Apr 2		WRITING ASSIGNMENT IN CLASS: Writing Assessment #4 - Intersectionality
		V:	Feminist Praxis
12	T: Apr 7		Read: FE – Ch. 2; 4
	R: Apr 9		Talk about the Consciousness-Raising Group Project In-class assignment #7 – Social Awareness FILM (watch at home): <i>TBD</i> <i>Journal Check #6</i>
13	T: Apr 14		Read: TC – pp 191-232; FE – Ch 18-19
	R: Apr 16		In-class assignment #8 – Film TBD
	R: Apr 17		Last Day to Withdraw (no refund)
14	T: Apr 21		ASSIGNMENT MAKE-UP DAY
	R: Apr 23		Group Project Workshop <i>Journal Check #7</i>

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15	T: Apr 28		Group Project Workshop
	R: Apr 30		WRITING ASSIGNMENT IN CLASS: Written Assessment #5 – Feminist Praxis
FINAL EXAM	R: MAY 7	10:30 am – 12:30 pm	Consciousness Project Group Presentations and POTLUCK BRUNCH!

Minimal Technical Skills Needed

Using the learning management system D2L and using Microsoft Word

Instructional Methods

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

Student Responsibilities or Tips for Success in the Course

Attendance: Students attend class at their own discretion, but should keep in mind that some assignments are in-class only. 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, it should be used solely for note taking. If you are using your devices for something other than taking notes you may be asked 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, watching things on your phone, FaceTiming, 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, preparing for exams, etc.

Things to help you succeed:

Do the reading ahead of time: There will be a lot of reading in this course, *none of which is optional*. I will deliver the lecture material under the assumption that you have already read the assigned readings for the week. Be sure to take notes as well.

Face Your Fears: Ask questions in class. I do realize that this can be hard. However, asking questions is the only way to find out information you want to know, and it is likely that your classmates may have the same (or a similar) question.

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Make Yourself Known: Showing an interest and letting me know you have an interest will help you understand the material, and help me understand you.

Interaction with Professor Statement

You are strongly encouraged to interact with me. The more you let me know what is going on with you, the better I can help you. Beyond the classroom, the best way to get in touch with me is through ETAMU email. I am also available during my office hours. If you have a situation arise during the semester that will impede your ability to succeed in the class, COME TALK TO ME SOONER RATHER THAN LATER. I will be better equipped to help you in whatever ways I can the sooner you talk to me. If you wait until the very last minute, my hands will likely be tied and my options will be more limited as far as help is concerned. I can help you get/find the resources you may need on campus or in the community. We can meet in-person or via Zoom.

Our Librarian:

Our librarian is Inbar Michael. 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:

Inbar Michael
Ferguson, Rm 144
Inbar.Michael@etamu.edu

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).

AI Use in Courses

East Texas A&M University 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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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@etamu.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 ETAMU campus open computer lab, etc.

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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>

Late Work

All written assignments are due as indicated in this syllabus. Late assignments may be accepted at the discretion of the professor and may 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. 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.

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 or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@etamu.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.

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.etamu.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>

ETAMU Attendance

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

<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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Academic Integrity

Students at East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

<http://www.etamu.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 Rm 162

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

Email: studentdisabilityservices@etamu.edu

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

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

Nondiscrimination Notice

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.

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.

Web url:

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

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.

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East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, 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.etamu.edu/counsel



<http://telusproduction.com/app/5108.html>