



HIST 568-01W – Themes in Gender History*

Nineteenth-Century British Women and Empire

**This course meets a requirement for the Graduate Certificate in Gender Studies*

M/W 5:30-10 pm (synchronous via Zoom)
COURSE SYLLABUS: Summer II 2026

INSTRUCTOR INFORMATION

Instructor: Dr. Mylynka Cardona

Please address me as either Professor Cardona or Dr. Cardona

Office Location: Ferguson 146

Office Hours:

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 Texts

All assigned readings are linked in the course schedule below and through the D2L course shell.

You should purchase a copy of Kate Turabian's *A Manual for Writers...* 9th Edition (ISBN: 978-0226430577) if you do not already own one.

Software Required - D2L BrightSpace/MyLeoOnline

Course Description

HIST 572 - Themes in Gender and Sexuality History

Hours: 3

This course engages students in the study of gender and sexuality history, covering a variety of global, regional, chronological and/or theoretical topics. Course may be repeated twice for credit as topics change. Pre-requisites: None

The theme of this Summer II 20206 course is Nineteenth-Century British Women and Empire

The syllabus/schedule is subject to change.

Student Learning Outcomes

Students who complete this course will be able to:

1. identify the themes in gender and sexuality history; and
2. apply these themes to the broader field of history

Student learning outcomes 1-2 will be assessed through the written work for the class.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system and using Microsoft Word

Instructional Methods

This class is face-to-face - synchronous in the classroom and via Zoom.

GRADING

Grading: This course is based on the 100-point system. All assignments are worth 100 points. 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

There will be eight (8) reading response posts (with discussion boards), four (4) reflection papers, and one (1) historiography paper (and its component parts) in this course. The assignment details and rubrics will be in D2L. *Any missing assignments at the end of the course will convert to the grade of 0/F.*

There is also a participation/course engagement grade in this course. This grade is based on your engagement in our class discussions and 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

Assessments & their weights

Reading Response Posts (8)	20%
Reflection Papers (4)	20%
Historiography Paper (1)	20%
<u>Participation/Discussion:</u>	<u>40%</u>
Total:	100%

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Course Expectations:

This class is in a collaborative format where each student is responsible for participating in deep dives on the daily readings. Each class meeting comprises of discussions of the course readings, student presentations on the authors, and extensive participation. Because of the intensive nature of this course and the limits of human attention over Zoom, we will spend part of each class period (5:30-7:30 PM) interacting with online discussion boards through D2L. These will prepare us, then, to participate in a full, synchronous zoom discussion from 8:00-10:00 PM on each of the course days. See the information listed under each day for more information.

Reading Response Posts

Each class students will be responsible for submitting a 300-word post to the D2L discussion forum. This post should reflect on the assigned readings for the week and should demonstrate a knowledge of the content of the text and initial reflections *on its application to the practice of teaching*. *These are due by 5:00 PM each class day.*

Students will to read and respond to the submissions of other students in the first half of class as a way to prepare for our discussions at 8 PM.

Reflection Papers (SLO 2)

Over the course of the semester students will complete four reflection papers in which they write a 1000-word *analytical* response to the course readings and topics for the week. These papers provide an opportunity for students to reflect on what we have covered and to consider ways to integrate these ideas into their courses. These papers should follow all standard conventions for historical writing.

Historiography Review Essay (SLO 1)

Students will familiarize themselves with the secondary literature of our class—*pursuing a course theme that interests them*. Students will submit an initial project proposal outlining the topic they wish to select and providing a 250-word write-up on June 14th. By June 21st, students in this track will provide an annotated bibliography of at least ten (10) books which they will be including in their historiographic essay on the topic of their choice. Half of these books must be beyond the scope of our own course reading list. By June 30th, students in this track must submit a double-spaced historiographic review essay between 16-20 pages in 12 pt. font. This is the final course project.

There will be a 15-minute, in-class presentation of your historiography review on the final class meeting.

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.

Week	Date	Topic/Readings/Due dates
1	July 6 (Monday)	<p>Intro, course overview, expectations</p> <p>Gender as a category for historical analysis - one lens</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Scott, "Gender: A Useful Category of Historical Analysis" (online) • Scott: "Gender: Still a Useful Category of Analysis?" (PDF in D2L) • Meyerowitz, "A History of 'Gender'" (online) • Najmabadi, "Beyond the Americas: Are Gender and Sexuality Useful Categories of Historical Analysis?" (online) • Castrucci, "Rethinking a Contested Analytical Lens: The Evolution of Gender in Imperial Historiography" (online) <p><u>Due:</u></p> <ul style="list-style-type: none"> • Readings Post & discussion boards
	July 8 (Wednesday)	<p>Orientalism & Hybridity & more lenses</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Burney, "Orientalism: The Making of the Other" (online) • Easthope, "Bhabha, hybridity and identity" (online) • Wiesner-Hanks - "Crossing borders in transnational gender history" (online) • Puri, et al, "In Plain Sight: Conversing Empires, Race, Sexuality, and Gender" (online) <p><u>Due:</u></p> <ul style="list-style-type: none"> • Readings Post & discussion boards
	July 10 (Friday)	<p><u>Due:</u></p> <ul style="list-style-type: none"> • Reflection 1 - Seeing and writing about the "other" (due 11:59 pm in D2L)
2	July 13 (Monday)	<p>Producing the Empire at Home</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Norcia, <i>X Marks the Spot</i> (e-book via Waters Library) • Fair, "19th-Century English Girls' Adventure Stories..." (online)

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		<ul style="list-style-type: none"> • Kinory, <i>Women and the Camera</i>, an HEIR Archive Exhibition (digital exhibit) • Kinory, "Some Thoughts about Women, Cameras and the British Empire" (online) <p><u>Due:</u></p> <ul style="list-style-type: none"> • Readings Post & discussion boards
	July 15 (Wednesday)	<p>British Women Abroad - Missionary Work</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Seton, <i>Western Daughters in Eastern Lands: British Missionary Women in Asia</i> (e-book via Waters Library) <p><u>Due:</u></p> <ul style="list-style-type: none"> • Readings Post & discussion boards
	July 17 (Friday)	<p><u>Due:</u></p> <ul style="list-style-type: none"> • Reflection 2 - Women's (Re)Creation of Empire (due 11:59 pm in D2L)
	July 19 (Sunday)	<p><u>Due:</u></p> <ul style="list-style-type: none"> • Historiography Proposal (due 11:59 pm in D2L)
3	July 20 (Monday)	<p>British Women Abroad - India</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Arnold, "The Travelling Eye..." Chapter 1 in <i>British Women and Cultural Practices of Empire, 1770-1940</i> (Chapter 1 available via Waters Library) • Dussert, <i>In the Service of Empire</i>, Intro; Chs 2-4. (e-book available via Waters Library) • Bhamburkar, "'Crushed Flounces and Broken Feathers'..." (online) • Chakraborty, "'Nurses of Our Ocean Highways'" (online) <p><u>Due:</u></p> <ul style="list-style-type: none"> • Readings Post & discussion boards
	July 22 (Wednesday)	<p>British Girls abroad</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Hewitson, "The Little Girls of Orientalism: Frederic Leighton's <i>Study at a Reading Desk</i> (1877)" (online) • Gay, "Children as parties of encounter..." (online) • Duggins, "A Lily of the Murray: Cultivating the Colonial Landscape through Album Assemblage" Chapter 5 in <i>British Women and Cultural Practices of Empire, 1770-1940</i> (Chapter 5 available via Waters Library)

		<p><u>Due:</u></p> <ul style="list-style-type: none"> Readings Post & discussion boards
	July 24 (Friday)	<p><u>Due:</u></p> <ul style="list-style-type: none"> Reflection 3 - Orientalism and Girlhood (due 11:59 pm in D2L)
	July 26 (Sunday)	<p><u>Due:</u></p> <ul style="list-style-type: none"> Annotated Bibliography (due 11:59 pm in D2L)
4	July 27 (Monday)	<p>Assisted Emigration</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> Ruiz, "Introduction" in <i>British Female Emigration Societies and the New World, 1860-1914</i> (available via Waters Library) Connor, "To make the emigrant a better colonist'..." (online) Bender, "The British German Legion and the Irish 'Marriage Force'..." (online) Chimes, "'Wanted:1000 Spirited Young Milliners'..." Ch 14 in <i>Famine and Fashion: Needlewomen in the Nineteenth Century</i> (Ch 14 available via Waters Library) Cruikshank, <i>Probable Effects of over Female-Emigration...</i> (image online) <p><u>Due:</u> Readings Post & discussion boards</p>
	July 29 (Wednesday) NO CLASS	<p>Writing Day - no reading assigned</p> <p><u>Due:</u></p> <ul style="list-style-type: none"> Reflection 4 - Women's Emigration Societies (due 11:59 pm in D2L)
5	Aug 3 (Monday)	<p>Travel & Tourism in the British Empire</p> <p>Reading:</p> <ul style="list-style-type: none"> Robinson-Tomsett, <i>Women, Travel and Identity: Journeys by Rail and Sea, 1870-1940</i> (e-book available via Waters Library) <p><u>Due:</u> Readings Post & discussion boards</p>
	Aug 4 (Tuesday)	<p><u>Due:</u></p> <ul style="list-style-type: none"> Historiographic Essay (due 11:59 pm in D2L)
	Aug 5 (Wednesday)	<p>In-class Presentations - all students</p>

Interaction with Professor Statement

1. 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.
2. 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 need on campus or in the community. We can meet in-person or via Zoom.
3. I encourage you to drop into 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).

Student Responsibilities

Class etiquette

All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. Students are expected to contribute to classroom discussions. Thoughtful participation means more than talking frequently, although this is generally encouraged. Thoughtful participation means demonstrating both a knowledge of and a willingness to think critically about the assigned readings. It also means genuinely listening to other students and the professor, especially when their perspectives and interpretation may differ from your own. Students must remain a respect for their colleagues at all times. For this reason, students should refrain from texting or using typed chat features during course discussions.

Remote Students & Zoom

This is a remote, synchronous class. By signing up for this class, each student is committing to be logged into zoom during the course times, with their camera on. Each student is expected to participate throughout our course discussion through verbal conversation. *Simply logging in to a zoom session does not constitute classroom participation.* The chat feature should only be used to share quotations or other such materials that will add to our conversation. *It should not be used to conduct side conversations.*

Given the issue of latency, students should use the "raise hand" feature and should wait to be recognized before unmuting and sharing their thoughts.

Technology

The syllabus/schedule is subject to change.

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette

Academic Dishonesty and Plagiarism

Do not engage in any of the following:

- **Plagiarism:** The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. This includes 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.
- **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.

Going online and taking information without proper citations, 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. Any cases of academic misconduct may be reported to university administration for violating the academic honesty requirements in the student handbook. They will also result in failure of the assignment in question and possibly for the course.

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

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(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.

History Librarian

Our librarian for History 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:

Inbar Michael
Ferguson Room 144
Inbar.Michael@etamu.edu

Procedures and Policies

Drop/Withdrawal

If you decide that you need to drop or withdrawal from this course, it is your responsibility to complete the necessary paperwork. I will not drop you from the course if you stop attending.

Email Communication

All course communications will come through your university email account. Be sure to check it regularly. You should contact me through the Communications Tab in D2L (this marks your email as from our course). I check my email regularly between 9 am and 5 pm Monday - Friday. I do not check it on the weekends. If you email me after 5pm on a Friday, I will not see it until Monday morning.

Attendance

Regular attendance is vital so success in the course. *A student who attends (in-person or remotely) but demonstrates a complete lack of engagement, focus, and/or preparedness may be marked absent for that day.*

Minimal Technical Skills Needed

Using the learning management system D2L and using Microsoft Word

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.

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>

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>

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:

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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.

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>

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