



# Syllabus: WGST 2503: Intro to Women's & Gender Studies | Fall 2025

TR 2-3:20 PM | PY 209

## Contact Information

Instructor: Dr. Hillary Coenen | Office: BW 203 | Phone: (940) 397-4058 | [hillary.coenen@msutexas.edu](mailto:hillary.coenen@msutexas.edu)

Office hours: We can visit in person, by phone, or in Zoom at the following times or by appointment

Mon. Noon - 1 PM

Tues. 11 AM - Noon

Wed. Noon - 1 PM

Thurs. 1 PM - 2 PM

## Course Description & Objectives

WGST 2503 is an interdisciplinary course that introduces the philosophical and practical issues that arise from the study of women and gender in society. Students will be able to:

- Understand core concepts of women's and gender studies.
- Think critically about gender in everyday life, career, education, family, and society.
- Understand intersectionality and aspects of identity.
- Think critically about the intersection of gender and all aspects of identity.
- Think critically about key issues in women's and gender studies.
- Demonstrate effective communication about gender and society.
- Develop a framework for considering issues of gender in the future.

## Textbook & Instructional Materials

- **IWGS** - *Introduction to Women's and Gender Studies: An Interdisciplinary Approach*, 3<sup>rd</sup> Ed. Melissa J. Gillis and Andrew T. Jacobs. Oxford UP, 2025.
- **DF** - *Data Feminism*. Catherine D'Ignazio & Lauren Klein. MIT Press, 2020.

## THECB Core Learning Objectives – Language, Philosophy, & Culture

This course fulfills a Language, Philosophy, & Culture Core requirement and will assess the following:

- *Critical Thinking Skills*, to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- *Communication Skills*, to include effective development, interpretation and expression of ideas through written, oral, and visual communication.
- *Personal Responsibility Skills*, to include the ability to connect choices, actions and consequences to ethical decision-making.
- *Social Responsibility*, to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

*You cannot afford to think of being here to receive an education: you will do much better to think of being here to claim one. One of the dictionary definitions of the verb 'to claim' is: to take as the rightful owner; to assert in the face of possible contradiction. 'To receive' is to come into possession of: to act as receptacle or container for; to accept as authoritative or true. The difference is that between acting and being acted-upon."*

- Adrienne Rich

## Grading System & Policies

Table 1: Points Allocated per Assignment

Assignments	Points	Description
Midterm Exam	150	Cover IWGS Chapters 1-7 and other relevant material
Resource Recommendations	(3 x 100) 300	Compose three proposals recommending a resource related to recent course topics that you would like to share with the class or another specific audience.
Media Analysis	200	Write an analysis of a media artifact that addresses gender issues directly. Incorporate course readings and discussion in your analysis.
Final Exam	250	Cover IWGS Chapters 8-12, <i>Data Feminism</i> , and other relevant material
eJournal	100+	Throughout the semester, use your eJournal to document your learning & thinking and log your ungraded work for the class in order to earn credit.
Total	X/1000	

Table 2: Total Points for Final Grade

Grade	Points
A	895-1000
B	795-894
C	695-794
D	595-694
F	0-594

### Acceptable Submission Format and Process

Formal assignments are to be typed and formatted with all sources documented according to MLA style guidelines. Formal papers will be uploaded to the D2L Assignment folder. By enrolling in this class, students expressly grant MSU a “limited right” in all intellectual property created for the purpose of this course. The “limited right” includes but is not limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes.

*Note:* You may not submit a paper for a grade in this class that has been (or will be) submitted for a grade in another course, unless you obtain both instructors’ explicit written permission in advance.

### Revision

You may revise and resubmit any coursework within 2 weeks of receiving feedback and prior to finals week for additional feedback and a new assessment. Grade revisions are negotiated on a case-by-case basis, and all should be preceded by a revision plan with the help of the instructor.

### Mid-Term Progress Report

At mid-term, I’ll share a progress report with advisors, support staff, and you. These do not appear on transcripts or affect GPAs. Students earning Cs or below should visit with me and TASP.

### Late Assignment Policy

Late assignments, defined as work not submitted to the designated site within 2 hours after the deadline, may still be accepted for credit if you consult with me within two business days of the deadline, at the discretion of the instructor. If you anticipate you may have difficulty meeting a deadline, request an extension at least 24 hours in advance. If you have difficulty submitting or are unsure if your submission was successful, email me with your work attached and explain the issue.

## Academic Misconduct Policy & Procedures

Plagiarism is the use of another's thoughts, words, ideas, or lines of argument (including text written by a generation system or artificial intelligence tool) in your own work without appropriate documentation (a parenthetical citation at the end and a listing on the Works Cited page)—whether you use that material in a quote, paraphrase, or summary. At the very least, plagiarism will result in an F on the assignment; at worst, the consequence will be an F in the course. Offenders will be reported to the Chair of the Department of English, Humanities, and Philosophy and the Dean of Students. Students have the right to appeal an alleged incident of Academic Dishonesty. Additional guidelines on procedures in these matters may be found in [the Student Handbook](#), under Academic Dishonesty Procedure or through [the Office of Student Rights and Responsibilities](#).

## Academic Integrity Advice

This course aims to teach personal and social responsibility as well as written communication skills, which require that writers clearly and consistently cite sources and take responsibility for their work. All work submitted for this course is subject to be scanned by plagiarism and AI checkers. If the text does not include accurate and consistent attributions, you will not receive credit for the assignment, but you will have the opportunity to rewrite the assignment with guidance about proper attribution and citation (on the first occurrence). If this occurs twice in the course, you will receive a grade of “F” for the course. There are no exceptions to this rule.

To avoid penalties or accusations of academic dishonesty, I suggest the following:

- **Ask for help:** As the instructor of this course, I am responsible for teaching you about correct and ethical citation and attribution, and I'm available to assist you. Contact me several days before the assignment is due with a link to the source so that I have time to review the article and meet to discuss your concerns.
- **Don't use AI:** Generally speaking, you are not allowed to use artificial intelligence (AI) engines, software, or artwork generating programs to produce content submitted for grading in this class unless the assignment instructions specifically call for the use of AI. I will provide more information about specific assignments that incorporate AI when the time is appropriate in the course. You may not, however, construe this limited use as permission to use these technologies in any other facet of this course. Use of AI on tasks for which it is not permitted constitutes academic dishonesty.
- **Provide instructor access to all sources used in assignments:** All sources cited in an assignment must be available, accessible online for me, the instructor, to review as I grade your assignments. Save PDFs of your sources in a Google Folder, then share that Google Folder by pasting the URL into the comment box of your D2L submission. A link to an abstract or online database with a paywall won't work: You and I both need to be able to read the entire article.
- **Accurately cite sources:** When using the ideas of other published and/or unpublished sources, students must use accepted documentation conventions (i.e., MLA or APA). All quoted content must be placed in “quotation marks,” and for quoted, paraphrased, or summarized content, the correct source must be cited in the body and in a list of references.

## GenAI Policy Details

If you choose to use a generative AI tool for this class, you are required to include a full transcript of your session(s) with each submission—every prompt you entered and every piece of AI output you received.

- If you turn in an essay that is clearly just AI output pasted into MLA format, you will receive a 0.
- If your essay shows partial AI use (even a small amount), that is still prohibited. However, I recognize the temptations of new technology, so here is how consequences will work:

- If your submission appears to be mostly AI-generated, or if an originality checker indicates that your response is more than 20% AI-generated, I will investigate further. If your response and other evidence cannot demonstrate that the work you submitted is more than 70% original, you won't receive credit for the assignment.
- If you submit work that contains some AI influence (more than 70% original) but you have been transparent and included the transcript, I will take that into account when deciding on consequences.

This policy isn't to shame anyone. Instead, this policy is designed to create learning potential, a space for honoring you and your authentic creativity, critical thinking, and written expression. Note that there is no uniform policy on AI use at MSU. Make efforts to understand the policy for each course you take.

## Instructor Class Policies

### Class Communication - Email & GroupMe

Before asking questions via GroupMe or email, check D2L and our course syllabus and schedule. If the answers you seek are not provided, use GroupMe for questions and conversation about class activities, deadlines, and any issues that others in the class may know. This will allow quicker responses and provide helpful reminders for others.

Email is the best way to contact me about your own performance or attendance. Allow 2 business days for email responses. All emails you send for academic purposes should be revised and edited, including a greeting, body paragraph(s), and closing, to meet professional expectations for emails. For all correspondence with your instructors, indicate your full name, course and section number.

### Attendance Policy

Punctual, engaged attendance is crucial to your success in this class and in college. More than two weeks' worth of **unresolved** absences (TR: 4 classes) will be grounds for the instructor to drop you from the course. Any absences are likely to affect your performance in the course, and it's your responsibility to be present and prepared for class to maximize your learning. If you must miss class for any reason, you may resolve absences by communicating with your instructor. If you must miss multiple sessions for any reason, alert the Dean of Students office so they can verify for instructors.

**\*Unresolved Absence:** Absences about which you did not communicate to the instructor prior to or within two days of its occurrence.

**\*Resolved Absence:** Absences about which you email your instructor prior to or within two business days. Emails must explain what actions you will take to stay on track in the course.

### University Closure Practices

In the event of university closure for inclement weather conditions or emergency situations, students will be notified through official campus channels (MSU Alert, MSU Safety app, Postmaster emails, and website headers). When any schedule changes occur, I will provide schedule updates and assignment expectations using D2L News announcements, GroupMe, and university emails, and I will also update the Live Class Schedule to reflect changes. For this course, unless a change is posted to the course D2L News, assignments due to be uploaded or posted to D2L during the closure will remain due as scheduled. Students who are unable to complete assignments due during a closure (for example, due to a power outage) will not be penalized, but will be expected to notify the professor of their situation.

### Learning with Generosity

As a community, we have diverse bodies, experiences, and needs. Our differences are strengths and we should strive to learn from them. To learn in a safe environment, we must ardently reject language and behaviors that denigrate others based on identity. In this learning space, hate speech, harassment, discrimination, & violence are not tolerated. This course does encourage discussion of difficult topics. We

work through discomfort and create a brave space for learning by showing respect for others and considering diverse perspectives. There is a lot we don't know about each other, and our word choice in discussing social & political issues matters! Ignorance is not an excuse for cruelty or dismissiveness, but we all make mistakes as we learn, so we should be willing to forgive & learn from these situations.

## CARE for Class Community

Together, we'll decide what it means to show that we CARE about our own education and that of our classmates. CARE stands for Communicative, Accountable, Respectful, and Engaged.

As a class, we'll describe specific behaviors and practices that correspond with those characteristics:

Principles	Students will...	Professor will...
<i>Communicative</i>	Responding when spoken to; Raise your hand to request to speak if someone else has the floor  Use classtime or GroupMe to ask questions that could help the group  Keep in touch about absences, assignments, deadlines	Responding when spoken to  Mediate challenging or provocative conversation to maintain civility
<i>Accountable</i>	Be open to feedback & correction; Owning actions within yourself  Do your best to do what you say you're gonna do (and what you're responsible for); when you make mistakes, own it.	Be open to feedback & correction  Do your best to do what you say you're gonna do; when you make mistakes, own it.
<i>Respectful</i>	Allow every belief or perspective to be heard (without coercion or preaching); Stay open-minded & Be considerate (some, not all)  Address others as requested	Allow every belief or perspective to be heard;
<i>Engaged</i>	Participate in discussions: eye contact (with speaker), listening gestures: taking notes, head nods, facial expressions & hand gestures  Share thoughts & resources on GroupMe!  Come to class prepared	TBD
TBD	TBD	TBD

TBD	TBD	TBD
TBD	TBD	TBD

## Course & Campus Resources

### Study Hours and Tutoring Assistance

TASP's Learning Center is located on the first floor of the Moffett Library, and tutors are available for one-on-one sessions Monday-Thursday from 11 AM-7 PM. You don't need an appointment to use these services. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading. [See TASP's Webpage for more information.](#)

### University Computer Labs

The University provides four open computer labs with Microsoft Office & internet access.

- Clark Student Center: 24 hours (Mon-Sun)
- Dillard 146: Mon-Thurs 6 AM – 7 PM
- Moffett Library: Mon-Thurs 8AM – 10PM; Fri. 8AM-5PM; Sat 10AM-6PM; Sun 2PM-10PM
- Legacy Hall: 24 hours (Mon-Sun)

### Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Explore resources on [Moffett Library's webpage](#) to learn how to best utilize the library.

### D2L & Google Drive

You will use D2L to access course materials including the syllabus, textbook, announcements, schedule updates, assignment sheets, slideshows, feedback on writing, and other materials. You will also submit all assignments on D2L, so check it daily, especially before our class meets. Google Drive will also be used for collaboration and to store class resources.

### Access to Microsoft 365

All students can download Microsoft Office 365 free of charge using their MSU Texas student email address. To acquire Office 365, [visit MSU's Student Resources.](#)

## College Policies

### Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

### Important Dates

Last day for term schedule changes: August 28, 2025

Deadline to file for graduation: September 22, 2025

Last Day to drop with a grade of "W:" November 24, 2025

### Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#).

### Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from MSU may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. For information about refunds, refer to [Drops, Withdrawals & Void](#).

### Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### Campus Carry

For information on the University's Campus Carry policies, visit [Campus Carry](#).

This version of the schedule is a projection. Some items will change throughout the semester, and they will be updated here. Changes will also be discussed in class and posted to D2L. D2L also houses PDFs of readings and details for tasks and assignments not listed here.

# Live Class Schedule

**IWGS** – *Introduction to Women's & Gender Studies*, 3rd Ed. Gillis & Jacobs, 2025.

**DF** - *Data Feminism*, Catherine D'Ignazio & Lauren Klein. MIT Press, 2020.

**RR** = Resource Recommendation

Wk	Date	Do This Before Class	In Class & Due Dates (All 11:59 PM)
1	T 08/26	<a href="#">Complete Survey</a> , <a href="#">Join GroupMe</a>	Introductions, Syllabus, Expectations, <a href="#">Weekly eJournal (&amp; Template)</a> , <a href="#">R. Gay's TED Talk</a>
1	R 08/28	<b>Read:</b> <i>IWGS</i> Ch 1: Sex, Gender and Social Construction	<a href="#">Discuss reading</a> ; <a href="#">Resource Recs</a> ; <a href="#">Update eJournal</a>
2	T 09/02	<b>Read:</b> <i>IWGS</i> Ch 2: Language & Communication, <a href="#">Resource Recommendation</a>	<a href="#">Discuss reading</a> ; <a href="#">RR Examples</a>
2	R 09/04	<b>Read:</b> <a href="#">Kapitan, "The Radical Copyeditor's Style Guide for Writing about Transgender People"</a> & <a href="#">SafeZone Curriculum</a> ; <a href="#">Media Analysis</a>	<a href="#">Discuss Reading</a> ; <a href="#">Discuss Media Analysis</a> ; (RR Selections)
3	T 09/09	<b>Read:</b> <i>IWGS</i> Ch 3: Gender and In/Equality, <a href="#">"The Problem with Girl Power - Its Capitalist Agenda"</a>	<a href="#">Discuss readings</a>
3	R 09/11	Draft RR	Workshop RRs & Discuss Resources; <a href="#">Update eJournal</a> ; <b>RR 1 Due F 9/12</b>
4	T 09/16	<b>Read:</b> <i>IWGS</i> Ch 4: LGBTQQIAA Identities and Challenges; & RR 1 Posts	<a href="#">Discuss readings</a> <b>Important, Surprising, Questions</b>
4	R 09/18	<b>Watch</b> <a href="#">Before Stonewall</a>	<b>eJournal Due F 9/19</b>
5	T 09/23	<b>Read:</b> <i>IWGS</i> Ch 5: Constructions of Homosexualities	Review <a href="#">Media Analysis</a> <a href="#">Ch. 4 &amp; 5 Vocab</a>
5	R 09/25	<a href="#">Broussard, "When Binary Code Can't..."</a> ; Taylor, <a href="#">"Cisgender Privilege"</a>	<a href="#">Discuss readings</a> <a href="#">Update eJournal</a>
6	T 09/30	<b>Read:</b> <i>IWGS</i> Ch 6: Beyond the Mythical Norm: Considering Race, Class, and Gender <a href="#">Gay, "The Solace of Preparing Fried Foods"</a> ; <a href="#">McIntosh "Unpacking the Invisible Knapsack"</a> ;	<a href="#">Discuss readings</a> ; Identity Wheel
6	R 10/02	<b>Read:</b> <i>IWGS</i> Ch 7: Embodiment, Beauty, and The Viewer	<a href="#">Discuss Film/Readings</a> , Exam Review <b>RR 2 Due F 10/3</b>
7	T 10/07	<b>Watch</b> <a href="#">The Illusionists</a> <b>Read:</b> RR 2 Posts & Resources, Review for Midterm	<a href="#">Discuss Exam Review &amp; RRs</a> <a href="#">Update eJournal</a>
7	R 10/09	Review for Midterm	<b>Midterm Exam</b>
8	T 10/14	<b>Read:</b> <a href="#">DF Intro &amp; Ch 1: The Power Chapter (21-47)</a>	<a href="#">Discuss Reading</a>
8	R 10/16	<b>Read:</b> <a href="#">DF Ch 2: Collect, Analyze, Imagine, Teach</a>	<a href="#">Update eJournal</a>
9	T 10/21	<b>Read:</b> <a href="#">DF Ch 3 &amp; 4</a>	<a href="#">Discuss Reading</a>
9	R 10/23	<b>Read:</b> <a href="#">DF Ch 5 &amp; 6</a>	<a href="#">Discuss Reading</a> & Review <a href="#">Media Analysis</a> , <a href="#">Update eJournal</a>
10	T 10/28	<b>Read:</b> <a href="#">DF Ch 7 &amp; Conclusion</a>	<a href="#">Discuss Reading</a>



Wk	Date	Do This Before Class	In Class & Due Dates (All 11:59 PM)
10	R 10/30	<b>Read:</b> /WGS Ch 8: Work, Inequality, and Neoliberalism	<a href="#">Discuss Readings</a> & RRs; <a href="#">Update eJournal</a>
11	T 11/04	<b>Read:</b> /WGS Ch 9: Gender-Based Violence <a href="#">Noble “Google Has a Striking History of Bias...”</a> ; <a href="#">MSU Student Code of Conduct. Title IX</a>	<a href="#">Discuss reading</a>
11	R 11/06	<b>Read:</b> /WGS Ch 10: Human Rights & Global Activism & <a href="#">UDHR</a> <b>Select &amp; Watch Media Artifact</b>	<a href="#">Discuss Readings</a> <b>RR 3 Due F 11/7</b>
12	T 11/11	<b>Read:</b> /WGS Ch 11: History of Women’s Activism in the US, Draft Media Analysis	<a href="#">Discuss Readings</a>
12	R 11/13	<b>Read:</b> /WGS Ch 12: Feminisms: Theories & Practices	<a href="#">Discuss Readings: Types of Feminisms</a>
13	T 11/18	<b>Write:</b> Media Analysis Draft	<a href="#">Media Analysis Peer Review</a> & <a href="#">Space</a>
13	R 11/20	Revise Media Analysis Draft	<b>Media Analysis Due F 11/21 by 5PM</b>
14	T 11/25	Review for Exam	<b>Exam Review;</b> <a href="#">Update eJournal</a>
15	T 12/02	Review for Exam; <a href="#">Update eJournal</a>	Discuss <b>eJournal Submission;</b> <b>Exam Review</b>
15	R 12/04	Review for Exam; Complete eJournal	<b>eJournal Due R 12/4 by 11:59 PM</b>
	Finals	<b>FINAL EXAM: Tues. Dec. 9th at 5:45 PM</b>	