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Office: JO 4.128
Visiting Hours: after class & by appt.

Fall 2024
Class meets in CB 1.219
Monday 4 – 6.45 pm
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Gender in Western Thought GST 3302 / HIST 3302

“... for just as the young of mutilated parents are sometimes born mutilated and sometimes not, so also the young born of a female are sometimes female and sometimes male instead. For the female is, as it were, a mutilated male ...”
-- Aristotle

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights; that among these are Life, Liberty and the pursuit of Happiness.”
-- American Declaration of Independence

“Two persons convening at random is insufficient for the unity and indissolubility of a union, one partner must *yield* to the other and, in turn, one must be superior to the other in some way, in order to be able to rule over or govern him ... In the progress of culture ... the man must be superior to the woman through his physical power and courage, while the woman must be superior to the man through her natural talent for mastering his desire.”
-- Immanuel Kant

“The true man wants two things: danger and play. For that reason he wants woman, as the most dangerous plaything.”
-- Nietzsche

“Gender is the knowledge that establishes meanings for bodily differences”
-- Joan Scott

“Nobody can give you freedom. Nobody can give you equality or justice or anything. If you're a man, you take it.”
-- Malcolm X

In this class we will explore what people have thought and written about gender and gender roles from Homer's time until the present and situate those ideas in a historical context. We will explore how gender has been constructed, and what people have claimed as the source and function of gender and gender differences. We will also outline the major recent schools of thought on what gender is and does and what it should be and do and sort through the main debates between them.

LEARNING OBJECTIVES:

Students will be able to:

Describe gendered aspects of Western thought from antiquity to the present.

Relate changing conceptions of gender to major social, political, and cultural shifts in Western history.

Identify recent trends in gender studies and analyze areas of agreement and conflict between different theorists and theories.

Critically evaluate primary sources.

Construct effective arguments about primary sources both verbally and in writing.

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READING ASSIGNMENTS and DUE DATES

See pages 4-6 of this syllabus – any changes will be posted in eLearning and here:

<https://genderedthought.wordpress.com/schedule/>

REQUIRED READINGS:

Plato, *The Symposium*. Translated by Alexander Nehamas & Paul Woodruff. Indianapolis: Hackett, 1989.

Nicholson, Linda, ed., *The Second Wave*. London; New York: Routledge, 1997. (TSW)

Texts on electronic reserve – Online Course Packet (OCP) at <https://genderedthought.wordpress.com/>
These materials may be downloaded during the course; however, they are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class or uploaded to other online environments except to implement an approved AccessAbility Resource Center accommodation.

ASSIGNMENTS AND GRADING:

Attendance 5%, Participation / class discussion 10%, reading responses 20%, 1 outline (Symposium) 10%, midterm 25%, summary 10% (of the text for your final paper), final paper 20%

Attendance: You get two freebies, but further unexcused absences will lower your attendance grade by one step per missed class (from a to a-, b- to c+, etc), arriving more than 15 minutes late counts like an absence. We do things in class that are impossible to replicate on your own and we need everybody's input and collaboration. If life gets in your way, please reach out to me as soon as possible.

In class discussion: We will work together interpreting and analyzing the various texts, trying to understand the historical context in which they were written and what they say. This is a collaborative intellectual process that requires active participation. Remember that we are trying to understand the texts and see how the arguments hold together, not determine who is right or wrong.

Reading response: For each week there will be a discussion forum where you record responses to the weekly readings. When you are ready to submit your response start a new thread in that week's forum.

You can only write about one text from each week (you may reference other readings for comparison, but keep your focus on one text). The **title** should give the title of the reading, the author, and then the date when known, e.g. from *The Republic* by Plato (ca 380 BC).

By the Thursday after class - respond to at least one other post from that week.

There are 10 opportunities to write reading responses (counting your introduction), you need to submit the intro and at least 8 more. Respond to at least 9 posts (you can respond to more posts, but only one response per week will count).

There is no make-up for these assignments. This exercise should help you nail down what is going on in the texts and let you practice close and attentive reading. It will make class discussions more interesting and responding to the posts of your classmates after we have discussed together should bring additional perspectives.

Outline: no more than 1 single-spaced (or 2 double-spaced) typed page(s) in length. Your outline should capture the major arguments the author makes in the text (and also indicate some of the supporting positions or evidence he or she presents) in the order the argument is made. This exercise should help you understand the reading better and also give you hints about how a good argument is constructed.

An outline should give a clear sense of how the source text is organized and should present the **arguments** rather than just be a list of facts.

Midterm exam: Fill in the blanks, IDs, short answer questions, and maybe one essay question.

Summary: A condensed (1-2 pages) version of a text (the one you are planning to write your final paper on) giving an overview of the topic, thesis, and main arguments of the source text. A summary is a restatement, not an evaluation. It does not have to follow the same order as the source text, but should be written in complete sentences and paragraphs.

Final paper: 5 page (1000-1200 words) paper / book review of a non-fiction book, book chapter, or an article by any one of the writers and thinkers listed here <https://wordpress.com/page/genderedthought.wordpress.com/38>
Relate the review to at least one class reading.

Papers should be typed in 11-12 point legible font, with 1 inch margins, double spaced.

At the top left hand side of your paper, give your name, the name of the class, the submission date (e.g. December 24, 2023), and the name of the instructor, single space.

Include a TITLE that gives the reader a preview of what they will be reading about and a THESIS statement that articulates your evaluation. Follow that with the summary and details about what works and does not work in the text you are reviewing.

Remember to provide a full citation (MLA or Turabian / Chicago style) for the texts you are writing about. Do this on a separate page, under the heading "Works Cited".

More details about this and other assignments can be found in eLearning. This is also where all assignments should be submitted.

COURSE & INSTRUCTOR POLICIES:

--This is a **reading intensive** class. You will be expected to come to class having read the assignment for that day at least once. Look up words you do not understand and take notes as you read.

-- You can be absent twice with no questions asked. More than two absences, persistent tardiness, or failure to actively participate in discussions will lower your final grade.

--If you are not able to submit assignments on time, let me know. I will work with you, but keep in mind that reading responses and other assignments are interactive – you depend on each other.

--**Play nice.** We are all responsible for making the classroom a safe space and a constructive arena for discussion. Engagement with the material is necessary, animated discussion is encouraged; rudeness is unacceptable.

--In this class, we refer to people by the names, pronunciations, and pronouns they have indicated they prefer.

--The syllabus is subject to change at the discretion of the instructor. If you miss class, please contact a classmate to find out what was discussed and what assignments were handed out. Or check the website. Or both.

--While you are welcome to use writing support like spellcheck, Grammarly, or the writing center, note that all assignments in this class are AI free. All work submitted should be your original work created for this class.

--Always **cite your sources**. If you quote someone directly, use quotation marks. If you paraphrase someone, make it clear whose ideas you are using and where they can be found. If you are referencing the weekly reading, you can use the page number of the excerpt.

-- **Some of the readings are controversial; some contain explicit material, graphic language and ideas that may appear odd or disturbing. We are reading these texts not to be persuaded by them, but to understand what the authors believed and why. If you have concerns, talk to me about them.**

CLASS SCHEDULE:

These descriptions and timelines are subject to change at the discretion of the Professor.

Readings listed as OCP are on the website; readings listed as TSW are from the textbook, *The Second Wave*.

August 19 W1

Part 1 Introductions - syllabus, readings, reading

Thinking historically

Part 2 From pre-history to the Greeks

After class – submit your introduction to the discussion forum.

~~–Classical and Biblical thought–~~

August 26 W2 before class, submit your reading response

The *Old Testament* (from Genesis, Numbers, and Deuteronomy) (OCP)

Plato, from *The Republic* and *Timaeus* (OCP)

September 2 NO CLASS (Labor Day)

September 9 W3 Outline of *The Symposium* due by noon

Plato, *The Symposium* (paperback – Hackett)

~~–Medieval/Christian/Reformation thought–~~

September 16 W4 before class, submit your reading response

The *New Testament* (from Corinthians, Galatians, and Timothy) (OCP)

St Augustine, from *On Marriage and Concupiscence* (OCP)

~~Tertullian, from *On the Apparel of Women* (OCP)~~

Nancy Tuana – from *The Less Noble Sex*, Chapter 1 (OCP)

September 23 W5 before class, submit your reading response

Jehan Le Fèvre, from *The Lamentations of Matheolus* (OCP)

Christine the Pizan, from *The Book of the City of Ladies* (OCP)

Anna Bijns, “Happy the Woman Without a Man” (OCP)

Martin Luther, John Calvin, and Martin Bucer, selections from *Not in God’s Image* 194-201(OCP)

~~–Enlightenment ideas on gender and equality–~~

September 30 W6 before class, submit your reading response

John Locke, from *Two Treatises on Government* (OCP)

[summary] Jacques Rousseau, from *Emile* AND from *Discourse* (OCP)

Mary Wollstonecraft, from *A Vindication of the Rights of Women* (OCP)

Nancy Tuana – from *The Less Noble Sex*, p 82-87 (OCP)

October 7 W7 Exam I – Midterm

See eLearning for review, instructions, and exam.

~~–The Nineteenth Century–~~

October 14 W8 before class, submit your reading response

Sojourner Truth, “Ain’t I a Woman?” (OCP)

Karl Marx, from the *Communist Manifesto* and *Capital* (OCP)

Johann Gottlieb Fichte, from *The Science of Rights* (OCP)

Nancy Tuana - from *The Less Noble Sex*, p 164-167 (OCP)

~~–The First Wave?–~~

October 21 W9 before class, submit your reading response (on Mill)
Harriet Taylor Mill, *The Enfranchisement of Women* (OCP)
Dorothy Sayers, *Are Women Human* (OCP)
Cox, *Wild Women Don't Have the Blues* (OCP)

~~–The Second Wave–~~

October 28 W10 **Summary** of article/chapter for final paper due
Simone de Beauvoir, “Introduction” (Woman as Other) from *The Second Sex* (TSW)
Betty Friedan, from *The Feminine Mystique* (OCP)
Germaine Greer, from *The Female Eunuch* – (OCP)

~~–Developmental models–~~

November 4 W11 before class, submit your reading response
Sigmund Freud, “Femininity” from Freud on Women (OCP)
Carol Gilligan, *Woman's Place in Man's Life Cycle* (TSW)

~~–Essentialist v. Deconstructed Identities–~~

November 11 W12 before class, submit your reading response
Luce Irigaray, *This Sex Which is Not One* (TSW)
Monique Wittig, *One Is Not Born a Woman* (TSW)
Judith Butler, *Imitation and Gender Insubordination* (TSW)

~~–Race and gender–~~

November 18 W13 before class, submit your reading response
Barkley Brown, Elsa, *What Has Happened Here* (TSW)
from *Chicana Feminist Thought: The Basic Historical Writings*, Alma M. Garcia ed. (OCP)
Patricia Hill Collins, *Defining Black Feminist Thought* (TSW)

November 25

NO CLASS (work on paper)

~~–Queer/ing Theory–~~

December 2 W14 **check in on paper**
Michael Warner – from *The Trouble with Normal* (OCP)
The Queer Nation Manifesto (OCP)

December 9 – Final paper due– your moment of zen

UTD Policies and Procedures: Full version at <https://go.utdallas.edu/syllabus-policies>

Title IX

The University of Texas at Dallas is committed to maintaining a learning and working environment that is free from discrimination and harassment based on sex in accordance with federal and state laws. The University's commitment to equal opportunity extends its nondiscrimination protections to include sexual orientation, gender expression, and gender identity. For more information or to report a problem, contact the Title IX office.

Sharing Confidential information

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergy person (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students are encouraged to directly report incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled. The academic calendar is available here <https://www.utdallas.edu/academics/calendar/>

Student Grievance Procedures

Procedures for student grievances are found in university policy UTDSP5005 (<http://policy.utdallas.edu/utdsp5005>). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, advisor actions and/or decisions, evaluations, and/or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originated.

Incomplete Grade Policy

A grade of Incomplete may be given, at the discretion of the instructor of record for a course, when a student is currently passing and, according to the academic calendar for that semester, has completed at least 75% of the course. This policy should be considered when a student has made considerable effort to complete required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be completed within the time period specified by the instructor, not to exceed eight weeks from the first day of the subsequent long semester. Upon completion of the required work, the symbol 'I' may be converted into a letter grade (A through F) by the instructor. If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to F.

AccessAbility Resource Center (ARC)

It is the policy and practice of The University of Texas at Dallas (and me) to make reasonable disability-related accommodations and/or services for students with documented disabilities. However, written notification from the Accessibility Resource Center (ARC) is required (see <http://www.utdallas.edu/studentaccess>). If you are eligible to receive disability-related accommodations and/or services and to ensure accommodations will be in place when the academic semester begins, students are encouraged to submit documentation four to six weeks in advance. Contact the Office of Student AccessAbility at: SSB 3.200 (3rd Floor in SSB), 972-883-2098 for a confidential discussion. I will be happy to make accommodations but remember that it is the student's (your) responsibility to notify his/her professor (me) of their needs.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence.

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Accessibility Resource Center (ARC) has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Accessibility Resource Center (ARC) accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).