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

Fall 2025  
Class meets in FN 2.104  
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

“And whereas it is said, *I permit not a Woman to speak, as saith the Law*: But where Women are led by the Spirit of God, they are not under the Law; for Christ in the Male and in the Female is one; and where he is made manifest in Male and Female, he may speak; for *he is the end of the Law for Righteousness to all them that believe.*”  
-- Margaret Fell

“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

“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

“A woman without a man is like a fish without a bicycle”  
-- Irina Dunn

In this class we will explore what people have thought and written about sex, gender, and gender roles from Homer’s time until the 1980’s 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.

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*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 post-WWII 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.

## 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%, Class Participation / class discussion 15%, reading responses 20%, 1 outline (Symposium) 10%, midterm 20%, summary & discussion on text for final paper 10%, 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. If talking in class is scary, talk to me.

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Reading response: Weekly reading responses (submitted on discussion boards): Go to the discussion forum for the week. *Start a new thread to post your response.* A - Submit before class (by noon on Mondays). B. After class (by midnight on Thursdays) respond to the thread of (at least) one other person.

A. 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).

The rest of the response does not need to be organized as a paper or have any particular structure – I want to see you write about what mattered to you about the text, what you struggled to understand and what you sort of understand, maybe, and find worthy of further consideration. Write about one issue in the text or bring up several points, but dig in to the text and try to work through what is going on - what the author is saying. What is the argument? Is it coherent or inconsistent? Pay attention to details, exceptions, and other curlicues. Keep in mind that some of these writings are two thousand years old and come from a very different worldview. What do you learn about that world from the text?

Stay close to the text in your discussion and generally relate your response to gender in some way. Your response should be around three to four hundred words. This part is due before class (by noon Monday) each week.

B. Respond to at least one other person's thread for the week– you can challenge or add to their interpretation of the thesis or the quotes the other person used, or respond to a question someone has asked. Refer to the reading/s to support your analysis. This part is due by midnight on the Thursday after class each 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 and discussion of text for final paper: Probably 300-400 words. Submit as you would a reading response and respond to **two** other posts. This should be a brief summary of the text you are writing your final paper on, and give an overview of what is going on in the text (the topic, thesis, and main arguments). Mention what you find interesting about the text, how it relates to the class, and what you are struggling with. I do not expect polished writing, but I want to see evidence of thinking through the ideas.

Final paper: 4-5 page (1000-1200 words) paper / book review of a scholarly work: 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 ideas in text reviewed 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, 2028), 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 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.

--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 25**                    **W1 Introduction and pre-history**

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.

### **September 1**                    **W2 NO CLASS (Labor Day)**

~~–Classical and Biblical thought–~~

### **September 8**                    **W3 Outline of *The Symposium* due by noon**

Plato, *The Symposium* (paperback – Hackett)

### **September 15**                    **W4 before class, submit your reading response**

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

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

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

### **September 22**                    **W5 before class, submit your reading response**

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

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

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

### **September 29**                    **W6 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–~~

### **October 6**                    **W7 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 13**

**(W8) MIDTERM EXAM**

See eLearning for review, instructions, and exam.

~~–The Nineteenth Century–~~

**October 20**

**W9** 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 27**

**W10** 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–~~

**November 3**

**W11** before class, submit your reading response

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 10**

**W12 Summary** of article/chapter for final paper due

Sigmund Freud, “Femininity” from Freud on Women (OCP)

Carol Gilligan, *Woman’s Place in Man’s Life Cycle* (TSW)

~~–Essentialist v. Deconstructed Identities–~~

**November 17**

**W13** 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 24**

**W14**

NO CLASS (work on paper)

**December 1**

**W15** 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)

~~–Queer/ing Theory–~~

**December 8**

**W16 4 minute paper talk**

Michael Warner – from *The Trouble with Normal* (OCP)

**December 15**

**FINAL PAPER** due – your moment of zen

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

### **Accommodations for Students with Disabilities**

Please review [the section](#) within the UT Dallas Syllabus Policies and Procedures webpage.

### **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/>

### **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](#).

### **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.