

Masculinities and Gender

SOAN 227, Fall 2014

M/W, 12:30-1:40, F, 1:10-2:10 pm

Leighton 426

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Office Hours: Mondays and Wednesdays, 2:30-4:00, and by appointment

"In an important sense there is only one complete unblushing male in America: a young, married, white, urban, northern, heterosexual Protestant father of college education, fully employed, of good complexion, weight, and height, and a recent record in sports. Every American male tends to look out upon the world from this perspective..."

- Erving Goffman, *Stigma* (1963)

"Over-sentimentality, over-softness, in fact washiness and mushiness are the great dangers of this age and of this people. Unless we keep the barbarian virtues, gaining the civilized ones will be of little avail."

- Theodore Roosevelt (1899)

In the study of gender, masculinity has been largely hidden as a social construct; yet masculinity informs and shapes nearly all aspects of social life. In this course, we examine how masculinity operates in institutions such as schools, the workplace, sports, and the family; in social interactions and identities in everyday life; and in popular culture, media, and national and social formations. As a socio-historical construct, there is not one, but multiple masculinities. We will therefore adopt a comparative, intersectional lens, examining how masculinity is simultaneously constructed through categories of difference such as race, nationality, class, and sexuality.

COURSE BOOKS

Men's Lives. 9th Ed. Michael Kimmel and Michael Messner, eds.

Dude, You're a Fag. 2nd Ed. C.J. Pascoe.

POLICIES AND OTHER LOGISTICS

Academic Honesty

As stated in Carleton's academic procedures and regulations: "It is assumed that a student is the author of all course work (quizzes, problem sets, online contributions, tests, papers, lab work, etc.) that he/she submits, whether for a grade or not, and that the work has not been submitted for credit in another class without the instructor's permission. Images, ideas, data, audio clips, or phrases borrowed from others should be fully identified by standard procedures for making such acknowledgment. All permitted collaboration with others must still be acknowledged. [*Academic Honesty in the Writing of Essays and Other Papers*](#) is one source for information on proper citation."

Any act of academic dishonesty will be referred for appropriate action to the Academic Standing Committee (ASC) via the Associate Dean of Students or the Associate Dean of the College.

Further details can be found here:

http://apps.carleton.edu/campus/dos/asc/academic_regs/?policy_id=21359.

Accommodations for Students with Disabilities

Students who require an accommodation due to the impact of a disability should contact me privately to discuss their specific needs. The office of Disability Services for Students will also help coordinate reasonable accommodations for students with documented disabilities. Please visit this URL to learn more:

https://apps.carleton.edu/campus/wellness/disability_services/

Writing

One writing resource to take advantage of is the [Write Place](#), which has locations on the second floor of Scoville and in room 329 at the Libe. Like the course Writing Assistant, student writing consultants at the Write Place can work with you at any point in the writing process. Walk-ins are welcome at Scoville, but students with appointments will have priority. To make an appointment for yourself, you can use the [online scheduler](#). Appointments are not required for sessions in the Libe.

If English is your second language and you think you would benefit from working with a writing consultant on a regular basis, contact Renata Fitzpatrick (rfitzpatri@carleton.edu), the coordinator of Carleton's [Second-Language Writing Program](#). In addition to emailing her, you can call her at x5998 or stop by her office in Scoville 201. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term.

COURSE ASSIGNMENTS

All written work must include your *name*, *this course number*, *assignment type*, and be *page numbered* and *stapled* if necessary.

❖ **Participation and Attendance (5%).**

This course requires your active participation. It is critical that you read *all assigned readings* in order to participate actively in class.

❖ **Moodle Posts / Reflection Posts (3.3%; 3 @ 2.5% each).**

You will be required to write three reflection papers to the readings for any class meeting. Each reflection paper should be posted on Moodle by 7 pm the evening before class.

You should do three things in your reflection paper:

- *Summarize the main points of each reading.* How does the reading contribute to our understanding of masculinity? What points of the reading are especially compelling to you, or are ones that you strongly agree and/or disagree with?
- *Pose a question for class discussion based on the reading.*
- ***DUE dates: Two Before the Midterm***
- ***Length: 1-2 pages single-spaced.***

❖ **Class Discussion Leading (10%).**

Each of you will present the readings for one class meetings in a group of three. Your leading of class and presentation of material should include and/or consider the following:

- ***Content***
 - Cover the main points of the reading.
 - Address how *categories of difference*—such as sexuality, race, class, age, sex, etc.—are important to the reading and topic, whether the reading addresses such differences. Be as specific as you can!
- ***Presentation Style/Use of Powerpoint.***
 - You may use PowerPoint for your presentation, but only for key words, concepts, or brief phrases. The exceptions to this are *quotations*. You should use no more than 5-7 slides, and no more than 3 quotations.
 - Be sure that you divide up the actual talking of the presentation equally between group members.
- ***Leading Class Discussion***
 - You should prepare three discussion questions for class. Don't leave all the questions for the end of your presentation; rather, intersperse your questions in the presentation.
 - Make the discussion happen! Ask questions that will get people talking. It is strongly recommended that at least one of your questions be a question where people break out into small groups; the others are up to you.
 - Your questions should include at least one *academic* question based on the argument of the reading/author.

▪ ***Use of video clip/other media***

- You can use media or video clips in your presentation, but it's not required.
- If you do so, it's important that you *set it up*—tell the class where the clip is taken from, and any other information you think they need to know.
- As a suggestion, clips shouldn't be longer than 3 or 4 minutes.

Your **presentation grade** will be based on how well you cover the points of the reading (4 points), how well your group leads and facilitates class discussion through your discussion questions (3 points), and the overall flow, use of time, and coherence of the presentation (3 point).

❖ **Masculinity Journals (7.5%; 3 @ 2.5% each).**

You will write three masculinity journal entries during the semester, which will consider the way that masculinity is constructed in everyday life and popular culture. The purpose of these journals to examine particular objects, places, activities, images and other “sites” where masculinity is constructed.

You will present one of your masculinity journals in class.

For each journal, you should do the following:

- Describe the image, activity, interaction, situation.
- Analyze it in terms of masculinity:
 - *What is it about the thing you are discussing that is masculine? How is masculinity accomplished or constructed? If so, how? Do particular agents (parents, women, other men) participate in the construction of masculinity?*
 - How do differences such as *class, sexual orientation, race, religion* matter to the construction of masculinity?
 - Would you say the object or image is an example of hegemonic masculinity, a subordinate, complicit, or marginal masculinity, or more than one?
- Link your journal to any class reading; this need be only a few sentences, but can also be more if you like.
- ***DUE Dates:***
- ***Length: Minimum 1-page single-spaced.***

Suggested Topics:

Images: Advertisements, an episode from a TV series, films.

Consumer Products. Clothing, toys, medicine and/or prescriptions, food and/or beverages.

Interactions/Practices/Behaviors: Commercial transactions, conversations, online interactions and identities; the use of space and public spaces, etc.

Politics. Candidates, conventions, debates, statements.

❖ **Exams (50%; 2 @ 25% each).**

There will be two take-home exams, the first due **Saturday, October 18th**, the second due the last day of classes, **Wednesday, November 19th**. Exams will be mainly essay. You will receive the Exam at least 4 days prior to the due date.

❖ **Research paper (20%).**

Each of you will write a research paper on a topic of your interest and choice, in consultation with me. I will meet with each of you individually prior to your submitting the final paper, to give you feedback, suggestions and critique. Papers will be due on the last day of exams, **Monday, November 24th**. Other expectations and details will follow as we get into the course.

SCHEDULE OF READINGS AND TOPICS

* = reading posted on E-Reserve / Moodle.

[] = optional reading

All other readings in *Men's Lives* or as noted.

I. Sociological Perspectives on Masculinity

Week 1 Studying Masculinity, Gender, and Difference

Sep 15 Introduction to Course

Film: Tough Guise 2

Sep 17

- Introduction, pp. x-2
- Article 2: "The Act Like a Man Box," pp. 14-16
- Article 21: "If Men Could Menstruate," pp. 250-252
- * Gerson, "The Social Construction of Gender," pp. 113-121
- * Fausto-Sterling, "The Five Sexes Revisited," pp. 121-128

Optional:

- [* Ore, "Constructing Differences," pp. 1-21]

Sep 19

- * Connell, "The Social Organization of Masculinity," pp. 67-86
- * West and Fenstermaker, "Doing Difference," pp. 19-33

Week 2 Masculinities and Difference; Masculinities and Society

Sep 22

- Article 3: “All Men Are *Not* Created Equal: Asian Men in US History,” pp. 17-25
- [* Pyke, “Class Based Masculinities and Interpersonal Power,” pp. 452-460]
- Article 4: “The Black Male Privileges Checklist,” pp. 26-31
- * Han, “The Darker Shades of Queer,” pp. 255-262
- * Majors, “Cool Pose,” pp. 1-9

Optional:

- * Messner et al, “Gender and Sex through the Prism of Difference,” pp. 147-156

Sep 24

- * Bederman, *Manliness and Civilization*, Ch. 1, “Remaking Manhood through Race and Civilization”
- Article 10: “A War Against Boys?” pp. 93-98
- Article 1: “Caveman Masculinity,” pp. 3-13
 - OR Kimmel, *Angry White Men*

Sep 26

- * Jagose, “Theorising Same Sex Desire,” pp. 7-21
- * Katz, “The Invention of Heterosexuality,” pp.
- * Nardi, “Gay Masculinities: Introduction,” pp. 1-6
- * Halberstam, “Female Masculinity,” pp.

II. Masculinity in Boyhood, Adolescence, and Young Adulthood

Week 3 Boyhood

Sep 29

- Article 28: “Becoming 100 percent Straight,” pp. 255-262
- Article 7: “No Way My Boys Are Going to be like That,” pp. 56-72
- * “Boyhood, Organized Sports, and the Construction of Masculinities,” pp. 119-136

Oct 1

- * Ferguson, “Naughty by Nature,” pp. 439-446
- Article 9: Ferguson, “Making a Name For Yourself,” pp. 80-92
- [* Suarez-Orozco, “Immigrant Boys’ Experiences in US Schools,” pp. 345-357]
- [* Lei, “Those ‘Loud’ Black Girls and those ‘Quiet’ Asian Boys,” pp. 154-168]

Oct 3

- ***Dude, You're a Fag***, Preface and Introduction, pp. vii-xx; Ch. 1, "Making Masculinity," pp. 1-24

Week 4 High School

Oct 6

- ***Dude***, Ch. 2, "Becoming Mr. Cougar: Institutionalizing Heterosexuality," pp. 25-51

Oct 8

- ***Dude***, Ch. 3, "Dude, You're a Fag," pp. 52-84

Oct 10

- ***Dude***, Ch. 4, "Compulsive Heterosexuality: Masculinity and Dominance," pp. 84-115

Week 5 High School

Oct 13

- ***Dude***, Ch. 5, "Look at My Masculinity: Girls Who Act Like Boys," pp. 115-155

Oct 15

- ***Dude***, Ch. 6, "Conclusion," pp. 156-174, Appendix: What if a guy hits on you? Pp. 175-193

Oct 17

- **Work on Midterm**

Week 6

Oct 20

- **MIDTERM BREAK**

Oct 22

- * Ford, "Doing *Fake* Masculinity, Being *Real* Men: Present and Future Constructions of Self Among Black College Men," pp. 38-62
- * Lane-Steele, "Tomboyism within Black lesbian female masculinity," pp. 480-492

Oct 24

- * Bridges, "A Very 'Gay' Straight," pp. 1-25

- Article 49: “Male Commitment to Gender Equity and Antiviolence: a National College Study,” pp. 576-585

III. Masculinity in Social Institutions

Week 7 Work and Families

Oct 27

- Hegemonic Masculinity: Rethinking the Concept
- Article 15: “The Glass Escalator,” pp. 152-165

Oct 29

- Article 18: Schilt, “Just One of the Guys: How Transmen Make Gender Visible at Work,” 193-210
- * Ramirez, “Masculinity in the Workplace: Mexican Immigrant Gardeners,” pp. 97-116

Film: Rosie the Riveter

Oct 31

- * Edin, *Doing the Best that I Can: Fatherhood in the Inner City*, excerpts

Week 8 Bodies: Health, Sports, and Violence

Nov 3

- Article 19: “Masculinities and Men’s Health,” pp. 213-230
- Article 20: “Old Gay Men’s Bodies and Masculinities,” pp. 231-249
- * Calasanti and King, “Firming the Floppy Penis: Age, Class, and Gender Relations in the Lives of Old Men,” pp. 233-244

Nov 5

- * “Men Who Strike, Men Who Submit: Masculinity and Mixed Martial Arts”
- Reading TBA

Nov 7

- Military masculinities: Readings TBA

Week 9 Religion and Nation

Nov 10

- Bederman, “Manhood, Nation, and Civilization,” pp. 170-196

Nov 12

- * Ewing, “The Honor Killing,” pp. in *Stolen Honor: Stigmatizing Muslim Men in Berlin*

Nov 14

- * Flores, ““I am somebody: Barrio Pentecostalism and Chicano ex-gang members,” pp. 996-1016
- “Transformations in Conservative Protestant Masculinity,” pp. 467-484

Week 10 Change and Transformation

Nov 17

- “More Than a Few Good Men,” pp. 622-633
- “Change Among the Gatekeepers,” pp. 587-602
- * Butler, *Undoing Gender*, excerpts

Nov 19

Last Day of Class: Feedback, Reflection, Pizza

Nov 24

Final Papers Due