



Wells College

**MEN AND MASCULINITIES**  
**SOC 315**  
**WF 2:55 – 4:10**  
**SPRING 2013**

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Office Hours: M 11:30-1:00; TH 2:00-4:00  
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### **COURSE DESCRIPTION**

This course presents a critical framework for thinking about what it means to be a “man” or “masculine” in contemporary society. It considers how the meanings of these concepts vary through time and across ethnicities, races, social classes and sexualities. The course examines the matrix of masculinities operating within the Northern/Western hegemony, and the social structures and practices which contribute to the scripting of gender relations, men’s use of power, and the constraints associated with some masculine forms. This course is designed to promote class discussion in a seminar format rather than relying on traditional lecturing. *Please be advised that some of the topics, readings, and films will include frank and explicit language and/or images.* (3 semester hours)

### **COURSE GOALS**

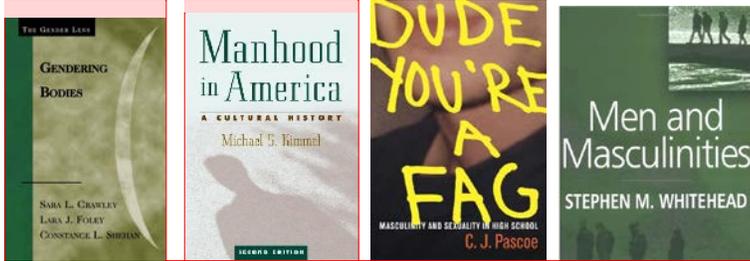
Throughout the semester, we will work toward several goals. All of the assignments will help you:

- Understand and critique four foundational approaches to gender
- Identify and critique the hegemonic, complicit, operative, and subjugated masculinities that exist in everyday life
- Identify how social class, race and other statuses intersect with masculinities to impact people’s life chances, everyday practices, and the workings of social institutions
- Develop sociological questions and strategies for answering them
- Assess the current status of masculinity studies and forecast the future
- Understand the many ways social research can have implications for themes of social justice and equality

### **COURSE TEXTS**

This course is reading intensive, which is appropriate for an upper-division course. If completing the readings will be a problem for you, I suggest you take another course. Assigned readings are indicated on the class schedule. Readings are due for the class session in which I list them. Our required textbooks include:

- Crawley, Sara, Lara Foley, and Constance Shehan. 2008. Gendering Bodies. Rowman and Littlefield. ISBN: 9780742559578
- Kimmel, Michael. 2011. Manhood in America. 2<sup>nd</sup> edition. Oxford University Press. ISBN: 9780199781553
- Pascoe, CJ. 2012. Dude, You’re a Fag! 4<sup>th</sup> edition. University of California Press. ISBN: 049581329x
- Whitehead, Stephen. 2002. Men and Masculinities. Polity. ISBN: 9780745624679



**Comment [DR1]:** This text explicitly addresses Goal 2; Objective 2a and b

**Comment [DR2]:** This text is read throughout semester. It is historical. Goal 1; Objectives 1a and b

I include images of the covers so that you know what the correct editions look like. Selections from these texts are listed on the schedule by authors' last name and chapter.

We also have several online reserve readings as well. These are listed on the schedule and marked with an asterisk (\*). You may access these readings on the course Globe page. Please be aware that I may add to the reading list throughout the semester, and please note that while we may not discuss every reading in class, you should read everything and be prepared for assignments to cover all this material.

*I will also upload additional readings on our Globe page. While these are optional, you may find them helpful as you begin working on writing assignments.*

In addition to readings, we will view (either together or on your own) several films this semester. Please note that you should approach these films as if they are another required text. I will place them on reserve at the library after we watch them.

**PREREQUISITES**

SOC 151 OR SOC 158 OR ANT 161 OR WMS 148

**REQUIREMENTS AND EXPECTATIONS**

This statement has been prepared so that you understand course requirements as well as the learning that will take place this semester. Read it carefully. Mark the important parts. Ask questions about any parts that are unclear to you. Refer back to the syllabus when you have questions later in the semester. I may modify the course requirements and schedule. You are responsible, not only for the deadlines specified in the syllabus, but also for any changes announced in class.

I expect you to bring your knowledge and experience into the classroom and to constructively share your insights. As your instructor, I will primarily serve as facilitator, co-learner and guide in this process.

**General Course Guidelines**

- a. *Class discussions.* I ask that we all abide by the discussion guidelines developed by psychologist, Lynn Weber. These include the following: 1) Acknowledge that racism, classism, sexism, and other institutionalized forms of oppression exist. 2) Acknowledge that one mechanism of institutionalized racism, classism, sexism, heterosexism, etc. is that we are all systematically taught misinformation about our own group and about members of other groups. This is true for members of privileged and oppressed groups. 3) Agree not to blame ourselves and others for the misinformation we have learned, but to accept responsibility for not repeating misinformation after we have learned otherwise. 4) Assume that people—both the people we study and members of the class—always do the best they can. 5) Actively pursue information

about our own groups and those of others. 6) Share information about our groups with other members of the class, and we will never demean, devalue, or in any way “put down” people for their experiences. 7) Agree to combat actively the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit group cooperation and group gain. 8) Create a safe atmosphere for open discussion. If members of the class wish to make comments that they do not want repeated outside of the classroom, they can preface their remarks with a request that the class agree not to repeat the remarks.

- b. *The language we use.* It is a truism that words matter. Please let me know what your preferred name and pronouns are, and I will do my best to see that everyone in class uses them.
- c. *Your written work.* Unless instructions are given to the contrary, all work completed outside of class must be typed, 12 font, double spaced on 8 1/2 and 11 inch white unlined paper. I will **not** accept work turned in via email. Your work should be printed and turned in during class on the scheduled day/time, or as I otherwise instruct. Written work should follow the style guide provided by the students’ major discipline. For example, sociology majors should follow the ASA Style and Guidelines.
- d. *Scheduled days and times.* I expect you to be in class and on time. In order to pass this course, you must complete examinations at the scheduled times and complete all assigned work on the required/assigned days and times. I’ll allow early examinations or assignments only under the most exceptional of circumstances, usually only with prior notification and arrangement confirmed in writing.
- e. *Office Hours.* Appointment times are posted on my office door. Be sure to sign up for an appointment, and speak with me if you can’t make regularly scheduled office hours. I **do not** schedule appointments via email. Throughout the semester, I occasionally will have committee or other meetings scheduled during my office hours. To make sure that I’ll be in during office hours, please check my sign-up sheet.
- f. *Late work.* I will not accept late work for a grade, although all assignments must be completed in order to receive a passing grade for the course. All work, no matter how late, must be completed in order to pass the course.

***You should always make a duplicate copy of your work or be sure that you have one reliable electronic copy as back up. Technology failure is never an acceptable excuse for late work.***

- g. *Course Adaptations/Accommodations.* If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, let me know as soon as possible. Adaptations and accommodations must be recommended by Megan Reidl, Coordinator of Student Achievement, ext. 3432.
- h. *Academic Integrity.* We will follow the honesty policy described in the Wells Student Honor Code regarding student misconduct, cheating and dishonesty, and I will enforce this policy. Any deviations from these principles—including plagiarism, intended or not—will result in severe penalties, including a failing grade on the assignment AND community court sanctions.
- i. *Technology in the Classroom.* Please keep classroom distractions to a minimum. Cell phones should be switched off or silenced. Computers, while useful for keeping notes, should only be

used for class-related activities. If your use of technology becomes a disturbance, I will dismiss you for the day and your technological device for the rest of the semester.

- j. *Incident Weather.* Please register with Wells Express Alerts through the Globe in order to receive information about campus closure due to winter weather conditions. If I decide to cancel class, for any reason, I will send an email to your Wells account.

### LEARNING OPPORTUNITIES

***All course requirements must be completed in order to receive a passing final course grade. Failure to complete any assignment will result in a failing grade (F) in the class, regardless of other performance.***

*Term Papers.* While we will be reading and thinking a great deal about men and masculinities, we will also write on the issue. During this semester, students will write 2 papers (approximately 7-10 pages each). I will provide more details on each paper in the weeks to come (100 points each).

*Class Participation, Discussion Questions, and Discussion Leadership.* Being a successful student at Wells requires that one be engaged with course material and masterful in the art of discussion. In order to be prepared for class, students should complete daily readings and bring a set of 2 discussion questions (typed, of course) to class. These will be turned in at the beginning of class (25 points). Student participation will be evaluated by the quantity and quality of contributions to class discussion (25 points). Also, small groups of students will facilitate discussion on daily readings. Discussions should be at least 40 minutes in length and engage the audience. The goal is to involve your peers – don't just talk at them. Please be creative (50 points).

*Research Project.* This course will give students the opportunity to “do sociology” by designing and completing an original research or applied project. Together, student groups will develop a question to research or social problem to explore, engage with the scholarly and praxis literatures, write up a report, and present their findings and policy recommendations to the community. I will provide more details later in the semester. Students may work alone if they so choose. Students will be assessed on their contribution to the project (eg, self and peer reports) and by the quality of the final paper and presentation (120 points).

### STUDENT LEARNING ASSESSMENT

*Everything counts.* Your overall grade for SOC 315 will come from the following:

		<u>Grade Ranges</u>
Term Papers	200	A 378+
Discussion Exercises	100	B 336-377
Research Project	120	C 294-335
		D 252-293
<hr/> TOTAL	<hr/> 420	F 251 and below

***As evident above, I am not planning to require quizzes or exams. However, if it becomes clear that students are not doing the readings or participating in discussion, I reserve the right to add them as necessary.***

When evaluating your written work this semester, I will use the following general guidelines in addition to the specific criteria I provide for individual assignments:

- An “A” range assignment is both ambitious and successful. It presents a strong, interesting argument with grace, confidence and excellence. It *exceeds* the assignment requirements *and* has a maximum of 2 grammatical errors. The assignment follows the ASA style guide with few to no errors.
- A “B” range assignment is one that is ambitious but only partially successful, or one that successfully achieves modest aims. It meets the assignment requirements and/or has a maximum of 4 grammatical errors. The assignment follows the ASA style guide with some errors.
- A “C” range assignment has significant problems in articulating and presenting its argument, or seems to lack a central argument entirely. It approaches meeting the assignment requirements and/or has multiple grammatical errors. The assignment attempts to follow the ASA style guide but with errors.
- A “D” range assignment fails to grapple seriously with either ideas or texts, or fails to address the expectations of the assignment. It fails to meet the assignment requirements and/or has an abundance of grammatical errors. The assignment makes little attempt to follow the ASA style guide.
- An “F” assignment is like a “D” assignment but is significantly shorter than the assigned length, or doesn’t actually exist. It fails to meet the assignment requirements and/or is unintelligible due to grammatical errors. The assignment makes little or no attempt to follow the ASA style guide.

**Tentative Schedule**

	<b>Wednesday</b>	<b>Friday</b>
Week One: <i>Why Study Men and Masculinities?</i>	Jan 23  Brod, <i>A Case for Men's Studies</i> *  Messner, <i>Men and Masculinities</i> *	Jan 25  Connell, <i>The Big Picture: Masculinities in Recent World History</i> *  Crawley et al. <i>Ch 1.</i>  MacInness, <i>The Crisis of Masculinity</i> *
Week Two: <i>Theorizing Masculinities</i>	Jan 30  Whitehead, <i>Ch. 1</i>  Coltrane, <i>Theorizing Masculinities in Contemporary Social Science</i> *  Kimmel, <i>Biology Constructs the Sexes</i> *  Pleck, <i>The Gender Role Strain Paradigm</i> *	Feb 1  Whitehead, <i>Ch. 2</i>  Kimmel, <i>Psychoanalytic and Developmental Perspectives on Gender</i> *  Kimmel, <i>Culture Constructs Gender Difference</i> *  Nanda, <i>Hijras as Neither Man Nor Woman</i> *
Week Three: <i>Theorizing cont'd</i>	Feb 6  Kimmel, <i>The Social Construction of Gender Relations</i> *  West and Zimmerman, <i>Doing Gender</i> *  Crawley et al., <i>Ch. 2</i>  Connell, <i>The Social Organization of Masculinity</i> *	Feb 8  Connell and Messerschmidt, <i>Hegemonic Masculinity</i> *  Robinson, <i>Radical Revisionings?</i> *  Hearn, <i>From Hegemonic Masculinity to the Hegemony of Men</i> *  Kimmel, <i>Ch. 1</i>
Week Four: <i>Masculinity and Power</i>	Feb 13  Whitehead, <i>Ch. 3</i>  Dennis, <i>Do You Like Girls Yet?</i> *  Butler, <i>Imitation and Gender Insubordination</i> *  Kimmel, <i>Ch. 2</i>	Feb 15  Gutterman, <i>Postmodernism and the Interrogation of Masculinity</i> *  Hanmer, <i>Men, Power and the Exploitation of Women</i> *  Crawley et al., <i>Ch. 3</i>

Week Five: <i>Making Men</i>	Feb 20  Pascoe, <i>Ch. 1, 2, 3, 4</i>  Martino, <i>Cool Boys, Party Animals, Squids, and Poofers*</i>	Feb 22  Pascoe, <i>Ch. 5, 6</i>  Kane, <i>No Way My Boys are Going to be Like That*</i>  Kiesling, <i>Dude*</i>  Johnson, <i>Theorizing Language and Masculinity*</i>  <u>Film</u> : <i>Bro Code</i>
Week Six: <i>Men's Bodies and Embodied Masculinities</i>	Feb 27  Kimmel, <i>Ch. 4, 5</i>  Whitehead, <i>Ch. 6</i>  Sapolsky, <i>Testosterone Rules*</i>	Mar 1  Crawley et al., <i>Ch. 4</i>  Bordo, <i>What's a Phallus?</i>  Bordo, <i>Hard and Soft*</i>  Mora, <i>Do It for Your Pubic Hairs!*</i>  <u>Film</u> : <i>Private Dicks</i>
Week Seven:	Mar 6  Madaras, <i>The What's Happening to My Body? Book for Boys* (Skim)</i>  Moore, <i>In the Beginning, There Was Sperm*</i>  Moore, <i>My Sperm in Shining Armor*</i>	Mar 8  Kimmel, <i>Ch. 6</i>  Simpson, <i>Here Come the Mirror Men*</i>  Hatoum and Belle, <i>Mags and Abs*</i>  Shuttleworth et al., <i>The Dilemma of Disabled Masculinity*</i>
<b>**MARCH 9-17: NO CLASS—SPRING BREAK**</b>		
Week Eight: <i>Trans-ing Masculinities</i>	Mar 20  McKenna and Kessler, <i>Transgendering*</i>  West and Fenstermaker, <i>Doing Difference*</i>  Halberstam, <i>Selections from Female Masculinity*</i>	Mar 22  Johnson, <i>Anomalous Bodies*</i>  Dozier, <i>Beards, Breasts and Bodies*</i>  Bornstein, <i>Which Outlaw? Or "Who Was that Masked Man?"*</i>  <u>Film</u> : <i>Venus Boyz</i>

<p>Week Nine: <i>Masculinities and the Erotic</i></p>	<p>Mar 27 Whitehead, <i>Ch. 7</i> Kimmel, <i>Guilty Pleasures*</i> Jensen, <i>A Pornographic World*</i> Fung, <i>Looking for My Penis*</i></p>	<p>Mar 29 Whitehead, <i>Ch. 5</i> Moore, <i>Overcome*</i> Bordo, <i>Hiding and On Display*</i> Johnson, <i>"Just Getting Off"*</i></p>
<p>Week Ten: <i>Masculinities at the Intersections</i></p>	<p>Apr 3 Espiritu, <i>All Men are Not Created Equal*</i> hooks, <i>Selections from We Real Cool*</i> Major, <i>Cool Pose*</i></p>	<p>Apr 5 Martino and Pallotta-Chiarolli, <i>Selections from So What's a Boy?*</i> Baca Zinn, <i>Chicano Men and Masculinity*</i> Han, <i>They Don't Want to Cruise Your Type*</i> Savin-Williams, <i>Memories of Same Sex Attraction*</i></p>
<p>Week Eleven:</p>	<p>Apr 10 <i>No Class—Celebrating Scholarship and Engagement Day</i></p>	<p>Apr 12 Morris, <i>Rednecks, Rutters, and 'Rithmetic*</i> Morgan, <i>Class and Masculinity*</i> Kimmel, <i>Ch. 3, 7</i></p>
<p>Week Twelve: <i>Men in Relationships</i></p>	<p>Apr 17 Whitehead, <i>Ch. 4</i> Giddens, <i>Intimacy as Democracy*</i> Holland et al., <i>When Bodies Come Together*</i> England et al., <i>Hooking Up and Forming Romantic Relationships on Today's College Campuses*</i></p>	<p>Apr 19 Loe, <i>Fixing Broken Masculinity*</i> Nardi, <i>The Politics of Gay Men's Friendships*</i> Walker, <i>I'm Not Friends the Way She's Friends*</i> <u>Film</u>: <i>Wrestling with Manhood</i></p>

<p>Week Thirteen: <i>Masculinities and Cultural Practice</i></p>	<p>Apr 24</p> <p>Jenkins, "Complete Freedom of Movement"*</p> <p>Beamon, <i>Used Goods</i>*</p> <p>Capraro, <i>Why College Men Drink</i>*</p> <p>Messner and Montez de Oca, <i>The Male as Loser</i>*</p>	<p>Apr 26</p> <p>Lysaght, <i>Dangerous Friends and Deadly Foes</i>*</p> <p>Lambeviski, <i>Suck My Nation</i>*</p> <p>Gerami, <i>Mullahs, Martyrs, and Men</i>*</p> <p>Kimmel, <i>Judaism, Feminism, and Masculinity</i>*</p>
<p>Week Fourteen: <i>Movements of Men and the Politics of Resistance</i></p>	<p>May 1</p> <p>Faludi, <i>Rage of the American Male</i>*</p> <p>Fine et al., <i>(In)Secure Times</i>*</p> <p>Crawley et al., <i>Ch. 5, 6</i></p>	<p>May 3</p> <p>Shilt, <i>Just One of the Guys?</i>*</p> <p>Kimmel, <i>Ch. 8, 9, 10, Epilogue</i></p> <p>United Nations, <i>The Role of Men and Boys in Achieving Gender Equity</i>*</p>

Comment [DR3]: Goal 1; objective 1b

Comment [DR4]: Goal 4; Objectives 4b and c

Papers and Presentations: Wednesday, May 8 at 2pm-5pm