

MASCULINITIES IN AMERICA

Instructor: **Robert Reece**

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Office Hours: **By Appointment**

Monday – 6:15PM-8:45PM

Allen Building 304I

COURSE OVERVIEW

This course will survey masculinity in the United States. It will investigate its origins and development, its expressions (including in sports and pop culture, racial differences, regional differences, masculine women, LGBTQ, etc) and its problematic manifestations (including hegemonic masculinity, violence, sexual assault, health outcomes etc). By the end of the course, you should have an understanding of the ways that masculinity has shaped the lives and choices of men and women, boys and girls; you should be able to identify and question the taken-for-granted aspects of masculinity. It is also important to remember that this is a class on *masculinity* not on *men*. Though men may be the primary participants in masculine practices, women also perform and are affected by masculinity.

RULES OF ENGAGEMENT

Be respectful. Try to avoid yelling at, cursing out, and punching your classmates (or me, for that matter). Support your arguments with evidence (statistics and scholarship, wherever possible); remember that unsubstantiated opinions or opinions based on limited anecdotal evidence are not sufficient grounds to base an argument. Try to leave the phrases “In my opinion” and “It’s just my opinion” at home. These phrases are typically ways to avoid accountability for your words. Be confident in your stance, bring credible evidence to support it, and be open and welcome accountability and you will never have to use these and similar phrases. Remember that no one is perfect, even you overachievers. Making mistakes and being wrong facilitate learning.

GRADE BREAKDOWN

Participation: 40%

Weekly Discussion Questions: 20%

Assignment #1: 20%

Assignment #2: 20%

PARTICIPATION – 40%

This is a seminar, which means that discussion is a key component of the course (also means that the quality of your participation determines the quality of the course to a large degree), and I expect you to participate. Quality engagement facilitates learning and growth so a large part of your grade will be based on the quality of your participation. I will grade participation each week on a scale from 1 to 10

with your grade based on the depth of your participation not necessarily the quantity of comments. A few thoughtful responses and questions will earn a better grade than a myriad of shallow responses (but silence will earn you nothing). Remember, don't be afraid to step outside of the box for fear of being wrong, just present your evidence.

Though I expect everyone to speak a few times per class (and your participation grade will be based largely on this), I recognize that the class is on the larger side and certain personality types tend to be less vocal and engage less. With this in mind, I will also set up a discussion forum on Sakai where you may post your thoughts on the readings or the class discussions or current events related to the readings or anything else you didn't get a chance to say in class. This forum will not sway your grade dramatically, but if used properly, you will be able to earn one or two extra points per week here.

Remember that the readings are a guide, a roadmap to direct your thinking for the week, but class discussion should not focus narrowly on the readings at hand. Class discussion should draw on the ideas presented in the readings to analyze current events and the world at large and build on other literature as necessary.

WEEKLY DISCUSSION QUESTIONS – 20%

Each week I expect you to submit by email a short summary of the themes of the readings (about 50-100 words) accompanied by 5 discussion questions. These questions will also be graded weekly on a scale from 1-10. The questions should be deep and engaging and demonstrate that you have read and seek to make connections between the week's readings. Try to focus less on specific shallow questions about a specific reading and more on questions that draw on the consistent themes between multiple readings and their relationship to the broader social world. Remember, these are not questions for me to answer, or even for us to come to a single "right" answer, but questions that the readings raised for you that will push the in-class discussion forward. I will assemble the best of these questions each week to help guide in-class discussion. **Due: Noon on the *Sunday* before Monday's class.**

ASSIGNMENT #1: EXPLORING MASCULINE ITEMS – 20%

Go to *one section* (electronics, food, toys, etc) of any store (Wal-Mart, Dick's Sporting Goods, Best Buy, Kroger, doesn't matter). Take pictures and write a 1-2page single spaced report on how the items in that section conform to, perpetuate, and display traditional masculinity. Think about things such as the colors, what acts the items conform to, what the words on the packaging imply, how the items contrast with similar feminine items in the same section, etc. Submit your most interesting pictures and essay as email attachments. Be prepared to discuss your findings in class. **Due: March 1 at Noon, which is the *Sunday* before Monday's class.**

ASSIGNMENT #2: INTIMATE CONVERSATION WITH A MAN – 20%

Have an intimate conversation with an important masculine identified person in your life, could be a male spouse, father, a gay sibling, coach, a queer woman teacher, etc. Ask him/her about their idea of masculinity, what they think a "real man" looks like, where they learned those values, etc. Analyze

his/her responses in the context of the ideas we have discussed in the course. Is this person conforming to traditional, hegemonic masculinity? In what ways? Is this person subverting traditional masculinity? In what ways? Did their masculine socialization happen in typical places? Was it atypical? Etc. Present your results in a 1-2 page singled spaced paper, submit your paper by email, and be prepared to discuss them in class. **Due: April 19 at Noon, which is the *Sunday* before class on Monday.**

READING SCHEDULE. (ALL READINGS ON SAKAI)

January 7 – Class Introduction

January 12 – What is Gender? What Is Masculinity?

West, Candace, and Don H. Zimmerman. 1987. "Doing Gender." *Gender & Society* 1(2):125–51.

Connell, Raewyn. 2009. "Accountable Conduct: 'Doing Gender' in Transsexual and Political Retrospect." *Gender & Society* 23(1): 104-111.

West, Candace and Sarah Fenstermaker. 1995. "Doing Difference." *Gender & Society* 9(1): 8-37.

Collins, Patricia Hill, Lionel A. Maldonado, Dana Y. Takagi, Barrie Thorne, Lynn Weber, and Howard Winant. 1995. "Symposium On West and Fenstermaker's 'Doing Difference.'" *Gender and Society* 9(4): 491-506. **Read ONLY Collins, Weber, and Winant.**

Collins, Patricia Hill. 1993. "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection." *Race, Sex, & Class* 1(1): 25-45.

Schrock, Douglas, and Michael Schwalbe. 2009. "Men, Masculinity, and Manhood Acts." *Annual Review of Sociology* 35(1):277–95.

Morris, Edward W. 2011. "Bridging the Gap: 'Doing Gender', 'Hegemonic Masculinity', and the Educational Troubles of Boys." *Sociology Compass* 5(1):92–103.

January 19 – Martin Luther King Jr. Day – NO CLASS – Take a nap

January 26 – Race and Masculinity

Chen, Anthony S. 1999. "Lives at the Center of the Periphery, Lives at the Periphery of the Center: Chinese American Masculinities and Bargaining with Hegemony." *Gender & Society* 13(5): 584-607.

Chua, Peter and Diane C. Fujino. 1999. "Negotiating new Asian-American masculinities: Attitudes and Gender Expectations." *The Journal of Men's Studies*, 7(3): 391-413.

Vasquez, Jessica M. 2014. "Gender across family generations: change in Mexican American masculinities and femininities." *Identities* 21(5): 1-19.

Ramirez, Hernan. 2010. "Masculinity in the Workplace: The Case of Mexican Immigrant Gardeners." *Men and Masculinities* 14(1):97-116.

Wingfield, Adia Harvey. 2009. "Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work." *Gender & Society* 23(1): 5-26.

February 2 – Sexuality and Masculinity

Kane, Emily. 2006. "'No Way My Boys are going to Be Like That!': Parents' Responses to Children's Gender Nonconformity." *Gender and Society* 20(2): 149-176.

Ward, Jane. 2008. "Dude-Sex: White Masculinities and 'Authentic' Heterosexuality Among Dudes Who Have Sex With Dudes." *Sexualities* 11(4): 414-434.

Bird, Sharon R. 1996. "Welcome to the Men's Club: Homosociality and the Maintenance of Hegemonic Masculinity." *Gender & Society* 10(2):120-32.

Bridges, Tristan S. 2013. "A Very 'Gay' Straight?: Hybrid Masculinities, Sexual Aesthetics, and the Changing Relationship between Masculinity and Homophobia." *Gender & Society* 28(1):58-82.

Connell, R. W. 1992. "A Very Straight Gay: Masculinity, Homosexual Experience, and the Dynamics of Gender." *American Sociological Review* 57(6):735-51.

Pascoe, C. J. 2005. "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse." *Sexualities* 8(3): 329-346.

February 9 – Race, Sexuality, and Masculinity w/guest Allison Matthews

Bowleg, Lisa. 2013. "'Once You've Blended the Cake, You Can't Take the Parts Back to the Main Ingredients': Black Gay and Bisexual Men's Descriptions and Experiences of Intersectionality." *Sex Roles* 68(11-12): 754-767.

Hunter, Marcus Anthony. 2010. "All the Gays are White and all the Blacks are Straight: Black Gay Men, Identity, and Community." *Sexuality Research and Social Policy* 7(2): 81-92

Froyum, Carissa M. 2007. "'At Least I'm Not Gay': Heterosexual Identity Making among Poor Black Teens." *Sexualities* 10(5): 603-622.

February 16 – Queerness, Female Masculinity, and Transmen

Schleifer, David. 2006. "Make Me Feel Mighty Real: Gay Female-to-Male Transgenderists Negotiating Sex, Gender, and Sexuality." *Sexualities* 9(1): 57-75.

Halberstam, Judith. 2005. "What's queer about queer studies now?" *Social Text* 23(3-4): 84-85.

Schilit, Kristen. 2006. "Just One of the Guys? How Transmen Make Gender Visible at Work." *Gender & Society* 20(4): 465-490.

February 23 – Region, Place, and Masculinity

Gender chapter of Robinson, Zandria F. 2014. *This Ain't Chicago: Race, Class, and Regional Identity in the Post-Soul South*.

Morris, Edward W. 2008. "'Rednecks,' 'Rutters,' and 'Rithmetic Social Class, Masculinity, and Schooling in a Rural Context.'" *Gender & Society* 22(6):728–51.

Brandth, Berit and Marit S. Haugen. 2005. "Doing Rural Masculinity – From Logging to Outfield Tourism." *Journal of Gender Studies* 14(1): 13-22.

March 2 – Assignment #1: Masculine Items

March 9 – Spring Break

March 16 – Sports and Masculinity

Anderson, Eric. 2011. "Updating the outcome: Gay athletes, straight teams, and coming out in educationally based sports teams." *Gender & Society* 25(2): 250-268.

MacArthur, Heather J and Stephanie A. Shields. 2015. "There's No Crying in Baseball, or is There? Male Athletes, Tears, and Masculinity in North America." *Emotion Review* 7(1): 39-46.

Kidd, Bruce. 2013. "Sports and masculinity." *Sport in Society* 16(4): 553-564.

Fair, Brian. 2011. "Constructing Masculinity through Penetration Discourse: The Intersection of Misogyny and Homophobia in High School Wrestling." *Men and Masculinities* 14(4): 491-504.

Anderson, Eric. 2012. "Examining Media Contestation of Masculinity and Head Trauma in the National Football League." *Men and Masculinities* 15(2): 152-173.

March 23 – Masculinity in Popular Culture

Oware, Matthew. 2011. "Brotherly Love: Homosexuality and Black Masculinity in Gangsta Rap Music." *Journal of African American Studies* 15(1): 22-39.

Palmer-Mehta, Valerie. 2006. "The Wisdom of Folly: Disrupting Masculinity in King of the Hill." *Test and Performance Quarterly* 26(2): 181-198.

Brown, Jeffrey A. 1999. "Comic Book Masculinity and the New Black Superhero." *African American Review* 33(1): 25-42.

Garlic, Steve. 2009. "Taking Control of Sex? Hegemonic Masculinity, Technology, and Internet Pornography." *Men and Masculinities* 12(5): 597-614.

March 30 – Sexual Assault, Violence, and Masculinity

Weiss, Karen G. 2008. "Male Sexual Victimization: Examining Men's Experiences of Rape and Sexual Assault." *Men and Masculinities* 12(3): 275-98.

Piccagallo, Jacqueline R., Terry G. Lilley, and Susan L. Miller. 2012. "'It's Cool to Care about Sexual Violence': Men's Experiences with Sexual Assault Prevention." *Men and Masculinities* 15(5): 507-525.

Ralson, Kevin M. 2012. "An Intersectional Approach to Understanding Stigma Associated with Male Sexual Assault Victimization." *Sociology Compass* 6(4): 283-292.

Anderson, Kristin L. and Debra Umberson. 2001. "Gendering Violence: Masculinity and Power in Men's Accounts of Domestic Violence." *Gender & Society* 15(3): 358-380.

Stanley, Nicky, Benedict Fell, Pam Miller, Gill Thomson, and John Watson. 2010. "Men's Talk: Men's Understandings of Violence Against Women and Motivations for Change." *Violence Against Women* 18(11): 1300-1318.

Durfee, Alesha. 2011. "'I'm not a victim, she's an abuser.': Masculinity, Victimization, and Protection Orders." *Gender & Society* 25(3): 316-334.

April 6 – Health and Masculinity

Watkins, Daphne C., B. Lee Green, Brian M. Rivers, Kyrel L. Rowell. 2006. "Depression and black men: implication for future research." *The Journal of Men's Health & Gender* 3(3): 227-235.

Branney, Peter and Alan White. 2008. "Big boys don't cry: depression and men." *Advances in Psychiatric Treatment* 14: 256-262.

Springer, Kristen W. and Dawne M. Mouzon. 2011. "'Macho Men' and Preventative Health Care: Implication for Older Men in Different Social Classes." *Journal of Health and Social Behavior* 52(2): 212-227.

Courtenay, Will H. 2000. "Constructions of masculinity and their influence on men's well-being: a theory of gender and health." *Social Science & Medicine* 50(10): 1385-1401.

April 13 – Feminism and Masculinity

Breeze, William. 2007. "Constructing a Male Feminist Pedagogy: Authority, Practice, and Authenticity in the Composition Classroom." *Feminist Teacher* 18(1): 59-73.

Flood, Michael. 2011. "Men as Students and Teachers of Feminist Scholarship." *Men and Masculinities* 14(2): 135-154.

Kaufman, Michael. 1999. "Men, Feminism, and Men's Contradictory Experiences of Power." Pp 59-83 in *Men and Power* edited by Joseph A. Kuypers. Halifax: Fernwood Books.

Cornish, Peter. 1999. "Men Engaging Feminism: A Model of Personal Change and Social Transformation." *The Journal of Men's Studies* 7(2): 173-199.

April 20 – Assignment #2: Intimate Conversation with a Man

NO FINAL

SYLLABUS SUBJECT TO CHANGE