

**WGS 377B/677BG: Masculinity, Power, and Sexuality
Fall 2014**

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Office Hours: MF 12:45 pm – 1:45 pm or by appointment

Office Location: Tribble Hall A115

Course Meeting Time: MF 2:00 pm - 3:15 pm

Course Meeting Location: Tribble Hall A4

Course Overview

Conventional masculinity in the United States is defined by strength (emotional and physical), financial success, bravery, control, and independence. These standards of conventional masculinity have major consequences, for men and for women, in the arenas of health, interpersonal violence, international politics, and sexuality, to name a few.

Masculinity Studies focused on understanding different standards of masculinity (both conventional masculinity and alternative standards of masculinity) along with the effect of these standards on actual men and women. According to scholar Michael Kimmel, “Masculinities studies is a vibrant, interdisciplinary field of study broadly concerned with the social construction of what it means to ‘be a man’... Masculinities scholars study the various ways that men are—as a group—privileged, as well as focusing on the costs of those privileges and the ways in which not all men are granted equal access to them.”

This course offers an introduction to the burgeoning interdisciplinary field of Masculinity studies. We will explore the social, historical, and cultural construction of masculinity and male roles (e.g. as fathers, sexual and romantic partners, and workers) and how these constructions differ according to race, class, sexuality, etc. In addition, we will examine how norms about masculinity simultaneously empower men as a group and many individual men, while also disadvantaging many individual men and regulating the behavior of all men. We will explore possibilities for challenging hegemonic forms of masculinity and for creating new types of masculinity.

Course Goals

By the end of the course, you should be able to:

- 1) Analyze how ideas about masculinity and male roles are socially constructed, and how these constructions differ according to race, class, sexuality, nation, ability, etc.
- 2) Understand and explain how norms about masculinity empower men as a group and many individual men, while also disadvantaging many individual men and regulating the behavior of all men
- 3) Demonstrate skill in the areas of critical reading, research, writing, and oral expression

Course Texts

1. Matthew Gutmann (2007). *Fixing Men: Sex, Birth Control, and AIDS in Mexico*. University of California Press.
2. Judith Halberstam (1998). *Female Masculinity*. Duke University Press.
3. All other readings will be available on the course website.

Assignments

Reading Responses (3): 30%
 Reading Quizzes: 10%
 Pop Culture Presentation: 10%
 Film Review: 15%
 Final Paper: 20%
 Class Participation: 15%

Reading Responses: You will be asked to write three 2-3 page responses on our readings this semester. For each response, you will choose one assigned reading to discuss. You will select a quotation from the reading, briefly situate the quotation in the context of the reading, and then analyze the quotation. Additional guidelines will be distributed. At the beginning of the semester, you will be assigned to a group. Members of Group 1 will turn in their responses on **September 12th, October 3rd, and October 31st**. Members of Group 2 will turn in their responses on **September 19^h, October 10th, and November 7th**. Members of Group 3 will turn in their responses on **September 26nd, October 24th, and November 21st**.

Reading Quizzes: It is impossible to have a discussion if students aren't doing the readings. Yet, I have found that because students have so much to do, many don't read for class unless they are encouraged to do so. To provide some encouragement, at least once a week, I will give a short "pop" quiz on the readings. The quiz will assess your understanding of the author's main arguments. Your lowest quiz score will be dropped. There will be no make-up quizzes if you are absent.

Pop Culture Presentation: At the beginning of the semester, you will sign up for one pop culture presentation. For this presentation, you will be asked to choose a "text" from the media or popular culture, such as a movie or TV clip, news article, or music video, and explicitly relate the text you have chosen to at least one reading from the course. Additional guidelines will be distributed.

Film Review: We will be watching the film *Tough Guise* in class. For the film review assignment, you will identify the overall claim(s) that *Tough Guise* is making. Then you are to choose any one film from a list of the "50 Best Guy Movies of All Time" selected by the editors of *Men's Journal* (<http://www.hcpl.net/watch/50-best-guy-movies-all-time>) and apply the insights from *Tough Guise* to the film you have selected. What does the film you have selected reveal about masculinity, and what types of men are addressed/critiqued in the film? The film review will be due on **October 13th**. Additional guidelines will be distributed.

Final Paper: For the final paper, you will be asked to choose a question of interest to you related to the course, and to answer this question drawing on course readings and outside research. Over the course of the semester, you will complete the following: preliminary question (**October 20th**), annotated bibliography (**November 17th**), outline (**December 1st**), informal presentation to class (**December 1st and 5th**), final paper (**due date to be determined**). The final paper length for undergraduates will be 8-12 pages. The final paper length for graduate students will be 15-20 pages. Additional guidelines will be distributed.

Participation: This course is primarily a discussion-based course. Your participation is essential. Quality participation includes both contributing thoughtfully to the discussion and listening and responding respectfully to others. It is important that you not only complete and struggle with the reading for the day, but that you give yourself sufficient opportunity to digest the texts and ponder the ideas and implications of the day's readings. Please expect to be called on at any time.

Policies

Absences: Attendance is required. Each student is allowed three (3) absences with no penalties. For each additional absence, the student's participation grade will be lowered by 0.5 points. Three (3) late arrivals will be counted as one absence. If you must miss class, I do appreciate knowing when and why you are absent, but notifying me doesn't "excuse" the absence.

Late Work: All work is due at the beginning of class on the due date listed. Late work will not be accepted.

Submitting Assignments: All written assignments must be submitted in the following format:

1. Must be typed, double-spaced, 1-inch margins, Times New Roman 12 point font, black ink
2. Pages must be stapled if a hard copy is submitted
3. Must be submitted as a Word document (.doc or .docx) if submitted electronically

Technology in the Classroom: Please do not answer your phone or text in class unless there is a genuine emergency (e.g. an immediate family member is sick). You may bring a laptop, but only for taking notes or accessing material relevant to the class discussion. Please do not use your laptop to check your email, surf the Internet, update your Facebook status, or shop online. I know that it is hard to avoid doing these things, so occasionally I will ask everyone with a laptop to turn their screen to face me; if I see that you are using your laptop for non-course related activities, you will not be allowed to use a laptop in class for the remainder of the semester.

Help and Resources: If you have any questions or concerns at any point, please email me or come to my office hours. Also, please take advantage of the following resources:

- For assistance with your writing, visit the Writing Center (<http://college.wfu.edu/writingcenter/>)
- For assistance with organization, time management and study strategies, visit the Learning Assistance Center (<http://lac.wfu.edu/>)

- For assistance with research or with citing sources, please visit the Reference Desk at the Z. Smith Reynolds Library (<http://zsr.wfu.edu/>)

Academic Integrity: As signatories to the Wake Forest Honor Code, you are required to uphold academic honesty in all aspects of this course. Please familiarize yourself with the details of the Honor Code. In addition, please make sure that you understand what counts as plagiarism (see below).

Definition of Plagiarism: If you use another person's words or ideas in your own work without appropriately acknowledging them, you are committing plagiarism. According to the Purdue Online Writing Lab, "There are some actions that can almost unquestionably be labeled plagiarism. Some of these include buying, stealing, or borrowing a paper (including, of course, copying an entire paper or article from the Web); hiring someone to write your paper for you; and copying large sections of text from a source without quotation marks or proper citation. But then there are actions that are usually in more of a gray area. Some of these include using the words of a source too closely when paraphrasing (where quotation marks should have been used) or building on someone's ideas without citing their spoken or written work" (<http://owl.english.purdue.edu/owl/resource/589/02/>). If you any questions at any point about plagiarism or other issues related to academic integrity, please ask me.

Special Needs: If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center (758-5929) within the first two weeks of the semester.

Revisions to Syllabus: I reserve the right to make changes to this syllabus as needed. Revisions will be posted on the course website.

Course Schedule

8/29: Introductions

9/1: Introductions

- Michael Kimmel and Michael A. Messner (2010). Introduction from *Men's Lives 9th Edition*

9/5: A History of Masculinity in the United States

- Anthony E. Rotundo (1994). Introduction, Chapter 1, Chapter 10, and Epilogue from *American Manhood: Transformations in Masculinity from the Revolution to the Modern Era*

9/8: Growing Up Male

- Kane, E. W. (2006). "No way my boys are going to be like that!" Parents' responses to children's gender nonconformity. *Gender & Society*. 20(2): 149-176.
- C. J. Pascoe (2005). "Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse"

9/12: Growing Up Male

- Michael Kimmel (2008). "Welcome to Guyland" and "Boys and Their Toys: Guyland's Media" from *Guyland: The Inner World of Young Men* (selections)

Group 1 Reading Response 1 Due

9/15: The Media and Masculinity

- Elizabeth Fish Hatfield (2010). "What it Means to Be a Man': Examining Hegemonic Masculinity in Two and a Half Men"
- Deana A. Rohlinger (2002). "Eroticizing Men: Cultural Influences on Advertising and Male Objectification"
- Patricia Hill Collins (2005). "Booty Call: Sex, Violence, and Images of Black Masculinity"

9/19: The Media and Masculinity

- In class screening of *Tough Guise*

Group 2 Reading Response 1 Due

9/22: The Media and Masculinity

- In class screening of *Tough Guise*

9/26: Masculinity and the Workplace

- Darren Nixon (2009). "I Can't Put a Smiley Face On': Working-Class Masculinity, Emotional Labour and Service Work in the 'New Economy'"
- Ruth Simpson (2004). "Masculinity at Work: The Experiences of Men in Female Dominated Occupations"

Group 3 Reading Response 1 Due

9/29: Fathering and Families

- Tina Miller (2011). “Falling Back into Gender? Men’s Narratives and Practices around First-time Fatherhood”
- Dan Berkowitz and William Marsiglio (2007). “Gay Men: Negotiating Procreative, Father, and Family Identities”

10/3: Fatherhood and Masculinity in 19th Century Britain (**with Dr. Melissa Jenkins from English**)

- Melissa Jenkins (2014). “Introduction” from *Fatherhood, Authority, and British Reading Culture*
- Bradley Deane (2014). “Introduction” from *Masculinity and the New Imperialism: Rewriting Manhood in British Popular Literature, 1870–1914*

Group 1 Reading Response 2 Due

10/6: Men, Sexuality and Relationships

- Ken Plummer (2003). “Male Sexualities”
- Meika Loe (2001). “Fixing Broken Masculinity: Viagra as a Technology for the Production of Gender and Sexuality”
- Robert Moeller, et al. (2013). “When the Emotions Really Started Kicking In, Which Ended Up Being a Problem: Sex, HIV, and Emotions among Young Gay and Bisexual Men”

10/10: Masculinity and Health

- Will H. Courtenay (2000). “Constructions of Masculinity and Their Influence on Men’s Wellbeing: A Theory of Gender and Health”
- Nelly Oudshoorn (2004). “Astronauts in the Sperm World: The Renegotiation of Masculine Identities in Discourses on Male Contraceptives”
- Kurt Lindemann and James L. Cherney (2008). “Communicating in and through “Murderball”: Masculinity and Disability in Wheelchair Rugby”

Group 2 Reading Response 2 Due

10/13: Masculinity and Sports

- Eric Anderson (2008). “‘I Used to Think Women Were Weak’: Orthodox Masculinity, Gender Segregation, and Sport”
- Eric Anderson (2011). “Updating the Outcome: Gay Athletes, Straight Teams, and Coming Out in Educationally Based Sport Teams”
- Adi Adams (2011). “‘Josh Wears Pink Cleats’: Inclusive Masculinity on the Soccer Field”

Film Review Due

10/17: Fall Break – NO CLASS

10/20: Masculinity, the Military, Nationalism, and Colonialism (**with Dr. Jarrod Whitaker from Religion**)

- Ramon Hinojosa (2010). “Doing Hegemony: Military, Men, and Constructing a Hegemonic Masculinity”
- Joane Nagel (1998). “Masculinity and Nationalism: Gender and Sexuality in the Making of Nations”
- Jarrod Whitaker (unpublished). “I Boldly Took the Mace for Might: Ritually Weaponizing a Warrior’s Body in Ancient India”

Preliminary Question for Final Paper Due

10/24: Masculinity and Interpersonal Violence (**with Rob Powell from the LGBTQ and Women’s Centers**)

- Jackson Katz (2006). “Violence Against Women Is A Men’s Issue” and “More Than a Few Good Men” from *The Macho Paradox: Why Some Men Hurt Women and How All Men Can Help*

Group 3 Reading Response 2 Due

10/27: Masculinity and Interpersonal Violence

- Michael Kimmel (2002). “‘Gender Symmetry’ in Domestic Violence A Substantive and Methodological Research Review”
- Joan McClennen (2005). “Domestic Violence Between Same-Gender Partners: Recent Findings and Future Research”
- Karen Weiss (2010). “Male Sexual Victimization Examining Men’s Experiences of Rape and Sexual Assault”

10/31: Multicultural and Racialized Masculinities (**with Dr. Ron Neal from Religion**)

- Richard Majors and Janet Mancini Billson (1993). “Cool Pose: Expression and Survival” and “Cool Pose and Masculinity” from *Cool Pose: The Dilemmas of Black Manhood in America*

Group 1 Reading Response 3 Due

11/3: Multicultural and Racialized Masculinities

- In class screening of *Hip-Hop: Beyond Beats and Rhymes*

11/7: Multicultural and Racialized Masculinities

- Matthew Gutmann (2007). Chapters 1, 2, and 3 from *Fixing Men: Sex, Birth Control, and AIDS in Mexico*

Group 2 Reading Response 3 Due

11/10: Multicultural and Racialized Masculinities

- Matthew Gutmann (2007). Chapters 4, 5, and 8 from *Fixing Men: Sex, Birth Control, and AIDS in Mexico*

11/14: Instructor at Conference – NO CLASS

11/17: Female Masculinities

- Judith Halberstam (1998). Chapters 1 and 2 from *Female Masculinity*

Annotated Bibliography for Final Paper Due

11/21: Female Masculinities

- Judith Halberstam (1998). Chapters 5 and 8 from *Female Masculinity*

Group 3 Reading Response 3 Due

11/24: Creating New Masculinities

- R. W. Connell (2005). “Change Among the Gatekeepers: Men, Masculinities, and Gender Equality in the Global Arena”

11/28: Thanksgiving Break – NO CLASS

12/1: Presentations on Final Papers

Outline of Final Paper Due

12/5: Presentations on Final Papers

Due Date for Final Paper TBD