

**WGS 4500**  
**Men and Masculinities**  
**Fall 2009**  
**TR 10:40-12:00**

**Instructor:** Dana Berkowitz, Ph.D.  
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**Course Location:** 218 Stubbs Hall

**Course Description**

This course examines males' diverse experiences as boys/men and public discourses about masculinities in the U.S. The major thrust of the course is to examine how the gendered social order influences men's actions and the way men perceive themselves, other men, women, and social situations. We will be using an intersectionality perspective to explore the relationships between multiple dimensions of social relations and inequalities: gender, race/ethnicity, class, nation, and sexuality. A key focus of this course will be exploring the extent to which masculinities are embodied.

The course format is a combination of lecture, class discussion, student facilitation, in-class small group exercises, and videos. The lectures and discussion supplement the assigned reading material so it is important that students attend class regularly in addition to reading the assignments. Class participation is not only encouraged, it is required! Students will benefit the most from our classes if they keep up with the reading. Given the subject matter of this course, you should be able to relate to much of the material and our class discussions.

As an instructor, I aim to create a learning atmosphere that fosters critical and sociological thinking, writing, and discussion. I want you as students to go beyond merely digesting other people's ideas to engage actively with the material and to assess critically both commonly held assumptions and sociological theories about masculinities. We live in a society where masculinities are created, defined, redefined, and contested all around us on a daily basis. This course is designed to be a catalyst for moving beyond the roles of participant and passive observer toward active sociological analysis of gender processes, patterns, and structures.

**Required Materials for this Course:**

You will be required to purchase the following texts from either the LSU bookstore or the Co-op Bookstore on Burbank (in same shopping plaza as Walk-On's and Hello Sushi).

1. Kimmel, Michael S. & Messner, Michael A. (2009). *Men's Lives* (8<sup>th</sup> edition). Boston: Pearson.
2. Moore, L.J. (2007). *Sperm Counts: Overcome by Men's Most Precious Fluid*.

NYU Press.

There are also supplemental readings that are posted on Moodle that are designated throughout the syllabus as (E). Readings from the text are designated as (T).

**Class Policy:**

I do not discuss grades over e-mail. If you would like to speak with me about an exam, assignment, final grade, or any other graded material you must come to my office and speak with me face-to-face.

**Classroom Environment**

The success of this course depends on the interactions generated between the instructor and the students. I do expect you to participate actively in class, share your ideas and opinions, comment on and assess those of your fellow classmates. However, I do demand that everyone treat each other with respect. Ridicule of any sort will not be tolerated.

**Attendance and Participation**

Attendance is not mandatory. However, as stated above, your daily participation in the class is essential to the success of the course. You are responsible for all material covered in class and in the readings whether you are present or not. I will not provide notes for anybody who is absent.

**Disabilities**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

**Academic Honesty**

The attempt to represent the work of another as the product of one's own thought whether the other's work is published or unpublished, or simply the work of a fellow student is a violation of academic policy. **Plagiarism** is included, but not limited to, quoting oral or written materials or oral presentation for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

**Course Assignments**

**Exams (50%)**

There will be two take home exams. Each will be worth 25% of your final grade. Each exam will consist of multiple choice questions and/or short answer questions. Exams will cover assigned readings, films shown in class, class lectures, and any other material given during class time.

Exams will be given out at the end of a class period and are due at the beginning of the next class. If you are late to class on an exam due day, your exam is considered late and I automatically deduct 10 points from the grade.

The exams will test your understanding of concepts and theories as well of specific data in the readings and/or discussed in class. I expect all students to take the exams during the scheduled class periods. There is no final exam in this course. Although exams are not cumulative, this course is constructed in such a way that many concepts, themes, and ideas are connected and might be reaffirmed or contested in different readings for different weeks.

Make up exams **will only** be given on the rarest of circumstances. Emergency situations will be handled on an individual basis. You **must notify me in advance** that there is a very serious problem and I will decide if you are allowed to take a make-up. If you do not take the scheduled exam, you are given a grade of zero for the exam. If I do administer a make-up exam, I reserve the right to give an exam that is **different** from the exam the class takes. Students who take make-up exams, regardless of their reason for doing so, will **not** be eligible for the class curve if there is one. Please do not take this course if you anticipate that you might miss an exam for any reason.

**Exam 1: October 15, 2009**

**Exam 2: December 3, 2009**

All exams are the property of this course. Students are not permitted to take an exam out of the classroom or office nor may they write down exam questions--failure to comply will result in an "F" since non-compliance is, in effect, cheating. Cheating or copying during an exam also results in an "F" and I will not hesitate to take students to honor court.

NEVER SEND AN EXAM OVER E-MAIL! This means you are explicitly forbidden to send exams to me or to one another through e-mail.

### **Participation (10%)**

This class is based on your thorough participation and critical engagement with text and exercise materials. I expect you to come to class having completed the readings for that day. You should expect that I will ask you a specific question about the reading at any time.

I also expect you to come to class. Homework assignments, in-class assignments, in-class activities, and your vocal contribution to the class will all count toward the participation

portion of your grade; it is worth 10% of your final grade.

### **Discussion Facilitator (10%)**

You will be responsible for leading one classroom discussion based on the day's assigned readings. This assignment includes: a) writing a 2-page **critical** reflection paper synthesizing and critiquing the readings that you are assigned; b) giving a brief oral summary at the beginning of class discussion; and c) coming up with 5-8 thought provoking questions for the class to discuss. Essentially, you will be teaching the course for one day. I will always jump in to assist you, steer you in certain directions, and ensure that the class is given a comprehensive overview of the topic at hand.

I expect for you to be able to address each reading separately, tie them together with a common theme for the day (for example, pop-culture and hegemonic masculinity) and link the entire topic to other weeks (for example, how might pop-cultural representations of masculinity better conceptualized through an understanding of gendered bodies? Intersectionality? Heteronormativity?)

\*\*\*All questions **MUST** be e-mailed to the class (and of course me) 24 hours **PRIOR** to your scheduled discussion. If questions are not e-mailed prior to 24 hours before class I will deduct 10 points automatically (your score will begin at 90 instead of 100). **NO EXCUSES OR EXCEPTIONS!**

### **Semester-Long Project (30%)**

You are to prepare a scholarly paper based on research conducted throughout the semester. The paper should be analytical and shed empirical light on a substantive problem in men and masculinities.

Your project will consist of several tasks:

#### **Getting Started:**

You will need to identify a compelling research question that can be addressed through a research methodology (specifically through observation, interviews, textual analysis, etc...)

#### **Examples of Research Questions:**

1. How is masculinity accomplished in specific settings? (Fraternities, classrooms, sports bars, gay clubs, etc...)

(If you decide to undertake a project like this, you will need to choose a research setting and/or research participants)

2. How does a particular group of men or women perform masculinity? (Older men, gay men, African American men, women in sport, etc...)

(If you decide to undertake a project like this, you will need to choose a sample and construct an interview guide)

3. How do children's books, romance novels, comic books, TV shows, romantic comedy films, etc... depict men and masculinities?

(If you decide to undertake a project like this, you will need to choose a sample of related books, music videos, television shows, or films to analyze)

I will be monitoring your progress throughout the semester to ensure that you do not wait until the last minute to write this paper. Therefore, you have a one-page proposal and a one-page methodological update with 5 scholarly references due at two different times throughout the semester. These will not be graded per se, but will factor into the final grade of your projects.

**October 8: One-page proposals due**

**November 5: Methodological update with 5 scholarly references due**

**December 1: Final projects due**

You should organize your paper in the following manner:

1. Proposal
2. Introduction (include statement of the problem and specific research questions, rationale for studying these issues)
3. Literature review and theoretical orientation (make sure this is clearly focused on your specific concerns, document and critique what other scholars have written, address gaps in research)
4. Research Design (include description of space, statement about data collection, recruitment and sampling)
5. Findings...this is where the analysis comes in!
6. Discussion (limitations, theoretical advancement, policy implications, areas for future research)
7. Reference List
8. Appendix: Interview guide, and other documents if necessary
9. Your text, including the proposal but excluding pages devoted to references (and appendices if you have any), should be 10-12 double spaced pages (Please make every effort not to exceed 12 text pages). **Use 1" top/bottom and side margins and a 12 inch font.**

I expect to receive all student papers by the assigned due dates. I will assign a late penalty

of 10 points per **DAY** (not class period) for papers handed in after the announced due date (regardless of your excuse). If you hand in a paper a day late, for example, and you would have earned a score of 90 out of 100 if you had honored the due date (90%, A-), you will wind up with a score of 80 (80%, B-). A good rule of thumb, then, is to plan to hand the paper in a few days in advance and then spend those last few days making minor changes to it if necessary.

**Extra Credit:**

There will be a few times throughout the course when I will allow you to write critical reflections on happenings in the media, on campus, or in Baton Rouge that are associated with men and masculinities. **These extra credit opportunities are up to my discretion.** Reflections should be approximately two pages long. These reflections are worth 1 point each and you may only do two during the course of the semester. **Therefore, you have the opportunity to earn ONLY 2 extra credit points.**

**Student Responsibilities and Grading**

Exams (2 @ 30% each)	50%
Discussion Facilitator	10%
In-class participation	10%
Term Project	30%
Total	100%

Standard Grading Scale:

A =	90 % or more
B =	80% - 89%
C =	70% - 79%
D =	60% – 69%
F =	59% and below

**VERY IMPORTANT:** Your final point total, and the letter grade associated with it, are **FINAL**. I will **NOT** simply add a point or two to someone's final point total so he or she can get a passing grade or a score that will enable the student to graduate. Students should not ask for preferential treatment; it's unfair to the other students and challenges the integrity of the grading scale. Students must complete all assignments to pass the course.

## Course Outline and Reading Assignments

Please have the readings completed PRIOR to our class sessions. Your familiarity with the material in advance will enhance our class discussions and your learning.

### 8/25: Introduction to the Course and Syllabus

### 8/27: Studying Men from a Feminist Perspective

1. Kimmel, Michael & Messner, Michael. Introduction: *Men's Lives* (xv-xiii) (T)
2. Kivel, Paul. The Act Like a Man Box. (pp. 148-150) In *Men's Lives*. (T).
3. Deutsch, Barry. The Male Privilege Checklist (pp. 14-16) In *Men's Lives*. (T).

### 9/1: Constructing Men and Masculinities

1. Kimmel, Michael. (2006). Introduction: Toward a History of Manhood in America and Chapter 1: The Birth of the Self-Made Man (pp. 1-29) in *Manhood in America: A Cultural History*. New York: Oxford University Press. (E)
2. Kimmel, Michael (2006) Chapter 10: From Anxiety to Anger Since the 1990s: The "Self Made Man" Becomes "Angry White Men" (p. 216-253) in *Manhood in America: A Cultural History* New York: Oxford University Press. (E)

### 9/3: Theorizing Men and Masculinities

1. Connell, R. W. and James W. Messerschmidt (2005). Hegemonic masculinity: Rethinking the concept. *Gender & Society*, 19, 829-859. (E)

### 9/8: Theorizing Men and Masculinities

1. Beasley, Christine. (2008). Rethinking Hegemonic Masculinity in a Globalizing World. *Men & Masculinities*, 11, 86-103. (E)

### 9/10: Theorizing Men and Masculinities

1. Kimmel, Michael. (1994). Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity. In Harry Brod and Michael Kaufman (Eds.), *Theorizing masculinities* (pp. 119-141). Thousand Oaks, CA: Sage. (E)
2. McCaughey, Martha. Caveman Masculinity: Finding an Ethnicity in Evolutionary Science. (pp. 3-13) In *Men's Lives*. (T)

### **9/15: Masculinities Without Men?**

1. Halberstam, Judith. (1998). Chapter 1: An Introduction to Female Masculinity: Masculinity without Men (pp. 1-44) in *Female Masculinity*. (E)
2. Beasley, Chris (2005). (Queer)ing Masculinity Studies: Female Masculinity-Halberstam (pp. 231-240) in *Gender & Sexuality: Critical Theories, Critical Thinkers*. Sage. (E)

### **9/17: Constructing Masculinities: Using Sperm as a Case Study**

1. Moore, Lisa. J. (2007). *Sperm Counts: Overcome by Men's Most Precious Fluid*. Chapters 1, 2, &3 (pp. 1-70)

### **9/22: Socially Constructed Male Development Through the Life Course**

1. Kane, Emily. W. "No Way My Boys are Going to Be Like That!": Parents' Responses to Children's Gender Nonconformity. (pp. 52-69). In *Men's Lives*. (T)
2. Pascoe, C.J. "Dude, You're a Fag": Adolescent Masculinity and the Fag Discourse. (pp. 124-136) in *Men's Lives*. (T)
3. Slevin, Kathleen & Linneman, Thomas J. Old Gay Men's Bodies and Masculinities (pp. 261-279). In *Men's Lives*. (T).

### **9/24: Socially Constructed Male Development: College**

1. Harper, Shaun R. The Measure of a Man: Conceptualizations of Masculinity among High African American College Students. (pp. 41-53) In *Men's Lives*. (T)
2. Yeung, King-To, Stombler, Mindy, & Wharton, Renee. (2006). Making Men in Gay Fraternities: Multiple Dimensions of Hegemonic Masculinity. *Gender & Society*, 20, 5-31. (E).
3. Grazian, David. The Girl Hunt: Urban Nightlife and the Performance of Masculinity as Collective Activity. (pp. 320-337) In *Men's Lives*. (T)

### **9/28: Masculinities and Sport**

1. Pappas, Nick T., McKenry, Patrick C., Catlett, Beth Skilken. Athlete Aggression on the Rink and off the Ice: Athlete Violence and Aggression in Hockey and Interpersonal Relationships. (pp. 535-550) in *Men's Lives*. (T)
2. Anderson, Eric. "I Used to Think Women Were Weak": Orthodox Masculinity,

Gender Segregation, and Sport. (pp. 596-612). In *Men's Lives*. (T)

3. Casper, Monica & Moore, L.J. It Takes Balls: Lance Armstrong and the Triumph of American Masculinity. (pp. 298-300) In *Men's Lives*. (T)

## **FALL HOLIDAY**

**No class 10/1**

### **10/6: Masculinities and Work**

1. Williams, Christine. The Glass Escalator: Hidden Advantages for Men in the "Female" Professions. (pp. 192-207) in *Men's Lives*. (T)
2. Henson, Kevin D. & Rogers, Jackie Krasas.. "Why Marcia You've Changed!": Male Clerical Temporary Workers Doing Masculinity in a Feminized Occupation. (pp. 192-207) in *Men's Lives*. (T)
3. Schilt, Kristen. Just One of the Guys?: How Transmen Make Gender Visible at Work. (pp. 221-240) In *Men's Lives*. (T)

### **10/8: Masculinities and Work**

1. Dellinger, Kristen. (2004). Masculinities in "Safe" and "Embattled" Organizations: Accounting for Pornographic and Feminist Magazines. *Gender & Society*, 18, 545-566. (E)
2. Hall, Alex, Hockey, Jenny, & Robinson, Victorie. (2007). "Occupational Cultures and the Embodiment of Masculinity: Hairdressing, Estate Agency, and Firefighting." *Gender, Work, and Organization*, 14, 534-551. (E)
3. Quinn, Beth A. "Sexual Harassment and Masculinity: The Power and Meaning of 'Girl Watching.'" (pp. 208-220) In *Men's Lives*. (T)

**Proposals Due!!!!!!**

### **10/13: Fatherhood and Families**

1. Deutsch, Francine M. Strategies Men Use to Resist. (pp. 413-419) in *Men's Lives*. (T).
2. Hamer, Jennifer H. (2005). "Gotta Protect my Own": Men Parenting Children in an

Abandoned City. (255-276) In *Situated Fathering: A Focus on Physical and Social Spaces*. Rowman & Littlefield. (E)

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

### **10/15: Fatherhood and Families**

1. Stacey, Judith. Cruising to Familyland: Gay Hypergamy and Rainbow Kinship. (pp. 450-462) in *Men's Lives*. (T)
2. Moore, L.J. (2007). *Sperm Counts: Overcome by Men's Most Precious Fluid*. Chapter 5 (pp. 92—120).
3. Berkowitz, Dana & Marsiglio, William. (2007). "Gay men: Negotiating procreative, father, and family identities." *Journal of Marriage and Family*, 69, 366-381. (E)

### **Exam 1: 10/20**

In class Film: Hip Hop: Beyond Beats and Rhymes

### **10/22: Masculinities and Pop Culture**

1. Haenfler, Ross. (2004). "Manhood in Contradiction: The Two Faces of Straight Edge." *Men and Masculinities* 7, 77-99.(E)
2. Tringali, Julia. (2005). Love Guns, Tight Pants, and Big Sticks: Who Put the Cock in Rock. *Bitch*, 28 (76-82) (E)
3. Rogers, Anna. (2005). Chaos to Control: Men's Magazines and the Mastering of Intimacy. *Men and Masculinities*, 8, 175-193. (E)

### **10/27: Masculinities in Media**

1. Messner, Michael & Montez de Oca, Jeffrey. The Male Consumer as Loser: Beer and Liquor Ads in Mega Sports Media Events. (pp.465-478) in *Men's Lives*. (T)
2. Moore, L.J. (2007). *Sperm Counts: Overcome by Men's Most Precious Fluid*. Chapter 6 (pp. 121-146)
3. Messner, M. A. (2007). "The Masculinity of the Governor: Muscle and

Compassion in American Politics". *Gender and Society*, 21, 461-480. (E)

### **10/29: Masculinities and Sexualities**

1. Bales, Kevin. (2002). Because She Looks Like a Child. In *Global Women: Nannies, Maids, and Sex Workers in the New Global Economy* (pp. 207-229). Ehrenreich, B. & Hochschild, A. (Eds.) (E)
2. Davidson, Julia O'Connell & Taylor, Jaquiline Sanchez. Fantasy Islands: Exploring the Demands for Sex Tourism. (pp. 397-409) In *Men's Lives*. (T)
3. Kimmel, Michael. (2006). Ritualized Homosexuality in a Nacirema Subculture. (E)
4. Beneke, Tim. Men on Rape (559-564) In *Men's Lives*. (T).

### **11/3: Masculinity and Sexualities**

1. Rochlin, M. The Heterosexual Questionnaire. (pp. 377) In *Men's Lives* (T).
2. Han, Chong-suk. They Don't Want to Cruise Your Type: Gay Men of Color and the Racial Politics of Exclusion. (pp. 384-396) In *Men's Lives*. (T).
3. Schacht, S.P. & Underwood, L. 2004. The absolutely fabulous but flawlessly customary world of female impersonators. *Journal of Homosexuality* 46, 3/4, (1-17). (E)
4. Hennen, Peter. (2005). Bear Bodies, Bear Masculinity: Recuperation, Resistance, or Retreat? *Gender & Society*; 19, (25-43). (E)

### **11/5: Men's Sexualized Bodies**

#### **Update on Projects due with Bibliography of 5 (at least) academic sources due**

1. Loe, Meika. (2001). Fixing Broken Masculinity: Viagra as Technology for the Production of Gender and Sexuality. (pp. 282-288). (T)
2. Bordo, Susan. (1998). Pills and Power Tools. *Men and Masculinities*, 1, 87-90. (E)
3. Moore, L.J. (2007). *Sperm Counts: Overcome by Men's Most Precious Fluid*. Chapter 4 (pp. 121-146)

### **11/10: "Men's" Bodies, Men's Health**

1. Steinman, Gloria. (1983). If Men Could Menstruate. (pp. 280-281) in *Men's Lives* (T).
2. Michael S. Kimmel. The Kindest Un-Cut: Feminism, Judaism, and My Son's Foreskin. *Tikkun*, 16(3), May/June 2001 (E)
3. Gerschick, Thomas J. & Miller, Adam Stephen. (1994). Coming to Terms: Masculinity and Physical Disability. (303-316) (E)

### **11/12: "Men's" Bodies, Men's Health**

1. Film: Southern Comfort
2. White Southern Masculinity and Southern Comfort: An Interview with Kate Davis. In Trent Watts (Ed.) *White Masculinity in the Recent South*. (E)

### **11/17: Guest Lecture, Dr. Becker: Masculinities, Crime, & Prisons**

1. Miller, Jody. (2002). The Strengths and Limits of Doing gender for Understanding Street Crime. *Theoretical Criminology*, 46, 433-460 (E)
2. Kate Seymour (2003). Imprisoning Masculinity. *Sexuality and Culture* (27-55) (E)

### **11/19: Military Masculinities**

1. Enloe, Cynthia. Wielding Masculinity Inside Abu Ghraib: Making Feminist Sense of an American Military Scandal. (pp. 565-572) In *Men's Lives*. (T)
2. Hyun- Kyung ,Chung (1996). "Your Comfort Versus my Death": Korean Comfort Women. (pp. 13-25) in *War's Dirty Secret: Rape, Prostitution, and other Crimes against Women*. Anne Llewellyn Barstow (Ed). Pilgrim Press. (E)
3. Chang, Iris. (1997) The Rape of Nanking. (pp. 46-56) in *War's Dirty Secret: Rape, Prostitution, and other Crimes against Women*. Anne Llewellyn Barstow (Ed). Pilgrim Press. (E)

### **11/24: Men in Movements**

1. Ferber, Abby L. (2000). Racial Warriors and Weekend Warriors: The Construction of Masculinity in Mythopoetic and White Supremacist Discourse. *Men and Masculinities*, 3, 30-56. (E)
2. Heath, Melanie. (2003). Soft-Boiled Masculinity: Renegotiating Gender and racial Ideologies in the Promise Keepers Movement. *Gender & Society*, 17, 423-444. (E)

**12/1: Masculinities and Social Change**

**Term Projects Due**

1. Powell, Kevin. (2003). Confessions of a Recovering Misogynist. (E)
2. Wantland, Ross. (2005). Feminist frat boys?: Fraternity men in the (Women's studies) house. *NWSA Journal* 17(2): 15-163. (E).

**12/3: Exam 2**