

Instructor: Mohamed Hassan
Office: Anderson 632
Office Hours: MWF 11-12 pm / 1-2 pm
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Meeting Time: MWF 2-2:50pm
Meeting Room: Anderson 712

**** Course Disclaimer:** This course will discuss materials of a sexually-explicit nature. Anyone enrolling and choosing to remain in the course is expected to engage with fellow students, the professor and the material in a respectful and professional-academic manner. If you are unable to have mature conversations about these topics, please consider an alternative course. ******

Course Description:

This course explores the construction, meaning and gendering of maleness, masculinity, and manhood within the United States. We begin by exploring the origins of the field of Masculinity Studies as a discipline as a social, political, and economic phenomenon – that is – why and when does masculinity studies originate and in what context? We will then survey theories that interrogate the construction of gender and masculinity. We will examine this topic intersectionally: how do race, sex, gender, ethnicity, class, nationality, sexuality, disability, and other identity markers interact to create a uniquely American version of masculinity? The course aims to deconstruct the notion of masculinity, explore the power vectors established through claims to and through masculinity, and explore the different ways in which masculinity manifests in our everyday lives. We will move through the course examining the manifestation of masculinities topics such initiation rituals (into manhood), homosocial environments, sports, family, the government and law, and the media. This course takes the position that there is no one form of masculinity, but, rather, multiple masculinities.

Course Goals:

At the end of this course students will:

- Be familiar with the various discussions about and permutations of masculinities in the academy and lived realities of persons in the United States
- Explore the variances and intersectionalities that work to construct our notions of masculinities
- Examine public medias for and interrogate different ways in which masculinities engage in hegemonic privileges
- Engage in academic research and demonstrate their mastery of the topic through engaged and sustained academic writing

My Expectations for you as students in this course:

- Try. Some of the topics and theories we cover will require extensive reading and re-reading, higher level critical thinking skills.
- Do the readings! This is essential to your success in the course overall, but also, contributes to fruitful and engaging class periods
- Respect each other and myself. This room is a safe space.
- Ask questions! If there's something you don't understand, if there's something I am not explaining thoroughly, ask!
- Come to class. That means not only being physically present, but mentally present - prepared to engage with the course and its materials.
- Be on time! This is a very short class. We have little time for each day's readings.

Course Materials

Most of our course readings will be accessible via BB's Ares Course reserves as PDF documents. Please consult this and the "Course Documents" folder on BB for readings if it is not from our main textbook.

Required Textbook:

The following text is available in our bookstore or via online retailers. We will utilize a majority of these two texts throughout the semester.

R.W. Connell, Ed., *Masculinities* [2nd Edition]. University of California Press, 2005.

Edwards, Tim. *Cultures of Masculinity*. London and New York: Routledge, 2006.

Recommended Readings:

Gardiner, Judith Kegan, Ed. *Masculinity Studies and Feminist Theory: New Directions*. New York: Columbia University Press, 2002.

Kimmel, Michael. *Angry White Men: American Masculinity at the End of an Era*. New York: Nation Books, 2013.

_____. *Guyland: The Perilous World Where Boys Become Men*. New York: Harper, 2008.

Kimmel, Michael, Jeff Hearn and R.W. Connell, eds., *Handbook of Studies on Men and Masculinities* (HSM). Thousand Oaks: Sage Publications, Inc., 2005.

Other course readings can be found on BB via "Ares Course Reserves" link. If you ever have issues finding a reading, please contact me via email and I will do my best to get it to you.

Course Assessment / Grading

- **Course Engagement:** This consists of being prepared, coming to class having completed the readings, actively engaging with myself and your peers and the readings for the day. You should count on being called on at random. This course requires meditation on the arguments, lines of inquiry and points of the assigned readings. If you do not complete the assigned readings and engage in discussing in class about them, you are not engaging in the course.
- **Reading Quizzes:** Quizzes will be randomly administered throughout the semester. You are expected to complete readings for each class. Each quiz will pose a basic, surface question from the reading. There will be a total of 6 quizzes and I will drop your lowest graded quiz. Quizzes will be graded with either a 1, demonstrating limited to no knowledge of the reading, 2 demonstrates that you've read and somewhat understand the reading and 3, demonstrates that you've engagingly and thoroughly thought about the topic covered in the reading.
- **Discussion Facilitator:** Each student is expected to complete every assigned reading. On certain days, we will have one or two discussion facilitators. Each facilitator is responsible for presenting important issues, quotes, arguments and points raised by the reading for our class to consider. You will explore questions such as:
 - 1) What is the main argument of the author? What problems or lacunae in masculinities is the author addressing?
 - 2) What other scholars are they engaging with? Have we discussed them before? How do they speak to each other?

You want to come up with 2-3 questions from the readings for us to explore. But, this is not simply a moment for you to throw questions out to us: you must help us get into your mindset – introduce the reading, author, or topic. How do you want us to approach your question? You do not need to go beyond our assigned readings, but, you are encouraged to introduce other materials that you think might help facilitate enriching discussions in class. (as an aside: even if you're not presenting on this day, you are expected to come prepared to engage with your classmates. They've worked hard to get us thinking about the readings, demonstrate respect for each other by having something to say, responding, and engaging with each other! If I notice a problem with your engagement in the discussion, I will deduct points from your course engagement grade.)

- **Weekly Synthesis Papers:** Each week you will have a synthesis paper due on BB by 2 pm on Friday. For this paper, you will write a 1-2 page (max) double-spaced paper synthesizing and analyzing a point of argument that appears in all three (or 2) of the week's readings. You should provide a title appropriate to the topic you will be analyzing/critiquing in the paper. What should you include? You should include a summary of the main point from the reading(s) and how they relate to the main theme of the week. The paper can focus primarily on one of the week's readings but **MUST** also engage with how at least one of the week's other readings reverberate with the initial reading. The analysis papers seek to demonstrate that 1) you've completed the week's readings and 2) that you've thought about them on a deeper level. You are encouraged to draw connections *between* topics and readings from other weeks, current events, and your own experiences, though the focus should remain academic and analytical. These papers will be graded on a scale of 0 – 3; with zero showing very little analytical engagement with the readings or engagement with only one of the week's readings and 3 demonstrating superior synthesis of the readings, focusing on an astute analysis of one point of interrogation. I will drop 2 of the lowest grades on these.
- **Final Paper:** The course culminates with your research into a pertinent area of interest related to masculinity that we've covered in class. You will propose a paper topic to me in April and we will work over the course of the month with the librarian and colleagues to perfect your research and writing. The paper will be 8-10 pages in length, engaging with peer-reviewed academic sources and popular media production and reifications of masculinities. You will deconstruct how masculinity is produced, reproduced, and congealed in our societies. You will have the chance to apply theory as well as engage in sustained academic discussions with your chosen area of interest.
 - March 24: Submit topic proposal. A paragraph explaining the overall topic, a proposed thesis, and your interest in the specific topic.
 - April 7: First Draft of paper due (2 copies: one to me, one to a peer who will provide comments and suggestions for bettering your paper)
 - April 17: Peer-Review Comments; you will have read your assigned colleagues paper and return it to them in class. You will type up a 1-page point by point analysis/critique and suggestions on how they can better improve their paper and argument (turn one into me and one to the author). We will dedicate this class to a meeting in small groups and talk about our research, clarifying comments and critiques and making further suggestions to each other for bettering papers.
 - May 1: Final Paper Due; Final version; hardcopy and on BB.

Grading:

1. Course Engagement – Attendance / Preparedness / Participation	25 %
2. Discussion Facilitator (3 at 5% each)	15 %
3. Reading Quizzes	10 %
4. Weekly Synthesis Paper (due every Friday)	20 %
5. Final Paper	25 %
6. Peer-Review Write-Up	5 %

General Policies:

Students should consult [Temple University's Undergraduate Bulletin \(2016-2017\)](#) for detailed explanation and guidance on what is expected of them as students. Some of the most pertinent policies can be found below:

Disability Statement:

Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Student and Faculty Academic Rights and Responsibilities:

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.07.02) which can be accessed through the following link: [Academic Rights and Responsibilities](#)

Policy on Religious Holidays

If you will be observing any religious holidays this semester, please let me know within two weeks of the beginning of the semester. With notice, you will have the opportunity to make up missed class work and any assignments.

Policy on Electronic Devices: NO Devices should be used in class unless cleared with professor ahead of time.

Please turn off electronic devices (cell phones, iPods, laptops, etc) during class. Texting, listening to music, surfing the web is prohibited and will count against your “course engagement” points. If you have any concerns about this policy, please come talk to me.

Policy on Academic Honesty: (this is important!) The following is taken straight from the Temple University Undergraduate bulletin. You can access “[Student Responsibilities](#),” for more information.

Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.

Plagiarism is the unacknowledged use of another person’s labor, another person’s ideas, another person’s words, another person’s assistance. Normally, all work done for courses--papers, examinations, homework exercises, laboratory reports, oral presentations--is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources--journals, books, or other media--these resources must be cited in a manner appropriate to the course. It is the instructor’s responsibility to indicate the appropriate manner of citation. Everything used from other sources--suggestions for organization of ideas, ideas themselves, or actual language--must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor’s approval, work in one course which was done for another; helping others to plagiarize or cheat from one’s own or another’s work; or actually doing the work of another person.

So, do not plagiarize and do not cheat. Plagiarizing will result in 0 points on the assignment, and you will be subject to academic disciplinary proceedings.

Writing Assistance:

This course requires a good amount of writing in order to demonstrate your grasp of the material. If you are having difficulty with your writing, please notify me. If you find that you need continued assistance with your writing assignments, please seek help with the [Writing Center](#).

Course Schedule: Masculinities Schedule of Readings and Assignments

All readings must be completed for the day under which it is listed. Readings can be found via course texts or on BB under Course Reserves.

Though I do not anticipate it, this schedule is subject to change. I will provide appropriate notice via E-mail and on BB of any changes. Please check your e-mails consistently.

	<u>Masculinities</u>	<u>Assignment and/or readings due</u>
<u>Week 1: Introductions</u>	<u>Wed, Jan 18:</u>	Syllabus overview; getting to know each other; setting up a safe space for conversation
	<u>Fri, Jan 20:</u>	Invisible knapsack; privileges activity <u>Read:</u> Peggy McIntosh, “White Privilege and Male Privilege,” and Eve Sedgwick, “Christmas Effect”
<u>Week 2: Origins of masculinity Studies</u>	<u>Mon, Jan 23</u>	<u>Read:</u> Connell, “Introduction” and “The History of Masculinity,” (Chapter 8) of textbook

		Film: Tough Guise 2
	Wed, Jan 25	Read Edwards “‘Crisis, what Crisis?’ Sex Roles Revisited” (Chapter 1) Film: Tough Guise 2
	Fri, Jan 27	Read: Edwards, “Femenism” (Chapter 2)
<u>Week 3: Theories of masculinity</u>	Mon, Jan 30	Read: R. W. Connell, “The Social Organization of Masculinity” (chapter 3)
	Wed, Feb 1	Read: R. W. Connell and James Messerschmidt, “Hegemonic Masculinity: Rethinking the Concept.”
	Fri, Feb 3	Read: bell hooks, “Being a Boy” in <i>The Will to Change: Men, Masculinity and Love</i> (chapter 3: 35-54)
<u>Week 4: Stages of Masculinities – Childhood & Adolescence</u>	Mon, Feb 6	Read: Martin, Karin, “Becoming a Gendered Body: Practices of Preschools” <i>American Sociological Review</i>
	Wed, Feb 8	Film: Beyond Beats and Rhymes (in class) Read: ‘How to Bring Your Kids Up Gay: The War on Effeminate Boys’, in <i>Tendencies</i>
	Fri, Feb 10	Read: Pascoe, CJ (2005) “Dude, you’re a fag’: Adolescent Masculinity and the Fag Discourse,” <i>sexualities</i> , 8, 329-346
<u>Week 5: Stages of masculinities – College and Adulthood</u>	Mon, Feb 13	Read: James Burns and Michael Kehler, “Boys, Bodies, and Negotiated School Spaces: When Boys fail the litmus test,”
	Wed, Feb 15	Read: Kimmel, “‘Bros Before Hos’: The Guy Code” in <i>Guyland</i>
	Fri, Feb 17	Film: <i>Fight Club</i> Rec Read: Brian Locke, “‘The White Man’s Bruce Lee’: Race and the Construction of White Masculinity in David Fincher’s <i>Fight Club</i> ”
<u>Week 6: Male Bodies and</u>	Mon, Feb 20	Read: Connell, Chapter 2, “Men’s Bodies”
	Wed, Feb 22	Read: Calvin Thomas, “ReEnfleshing the Bright Boys; or, How Male Bodies Matter to Feminist Theory,” in <i>Masculinity Studies and Feminist Theory</i> , chapter 2 (60-89)
	Fri, Feb 24	<i>Disability and the Body</i> Read: Chris Bell, “I’m not the Man I Used to Be” & Leo Bersani, “Is the Rectum a Grave”
<u>Week 7: Racialized and Colonialized Masculinities</u>	Mon, Feb 27	Read: Merida, Kevin. (2007). <i>Being a black man: At the corner of progress and peril</i> . New York: Public Affairs.
	Wed, Mar 1	Read: Frantz Fanon, “The Lived Experience of the Black Man” in <i>Black Skin, White Masks</i> Shyam Selvadurai, “Pigs Can’t Fly”
	Fri, Mar 3	Read: Connell, R.W., “Globalization, Imperialism, and Masculinities,” chapter 5 in <i>HSMM</i> , p. 71-89
<u>Week 8: Masculinity in popular culture</u>	Mon, Mar 6	Read: Jim McKay, Janine Mikosza, and Brett Hutchins, “‘Gentlemen, the Lunchbox has Landed’: Representations of Masculinities and men’s Bodies in Popular Culture” in <i>HSMM</i> , p. 270-288
	Wed, Mar 8	Read: Michael P. Jeffries, “The Meaning of Hip-Hop” Click: Hilton Als, “White Noise” Click: Carrie Battan, “We Invented Swag. NYC’s Queer Rap” Videos: Eminem, “The Real Slim Shady”

		DJ Snake + Lil Jon, “Turn Down for What?” Zebra Katz, “Ima Read”
	<u>Fri, Mar 10</u>	Read: Jones, J. “Hedwig’s Six Inches: Gender Without Genitals” Other Pop Culture and Politics for the New Outcasts”
<u>Week 9: Spring Break</u> <u>March 13 – March 19</u>		
<u>Week 10: Homosocial Spaces and Masculinities</u>	<u>Mon, March 20</u>	Read: Michael Kimmel, “Sports Crazy”
	<u>Wed, Mar 22</u>	Read: Richard Majors, “Cool Pose: Black Masculinity and Sports”
	<u>Fri, Mar 24</u>	Read: TBA **Final Paper Topic Proposals due**
<u>Week 11: Gay men and Their Masculinities</u>	<u>Mon, Mar 27</u>	Read: Connell, Chapter 6: “A Very Straight Gay”
	<u>Wed, Mar 29</u>	Read: Michael Messner, “Becoming 100 Percent Straight,”
	<u>Fri, Mar 31</u>	Read: Martin F. Manalansan IV, “Double Minorities: Latino, Black and Asian Men who have Sex with Men” in <i>The Lives of Lesbians, Gays and Bisexuals: Children to Adults</i> edited by Ritch C. Savin-Williams and Kenneth M. Cohen (1996): p. 393-412
<u>Week 12: Women and Their masculinities</u>	<u>Mon, April 3</u>	Film: <i>Mind If I Call You Sir (2004)</i> Read: Judith Halberstam, “An Introduction to Female Masculinity: Masculinity without Men”
	<u>Wed, Apr 5</u>	Read: Noble, J.B. (2004), “Alibis of Essence and Enemies Within,” in <i>Masculinities without Men? Female Masculinity in Twentieth-Century Fictions</i>
	<u>Fri, Apr 7</u>	Read: **First Draft of Final Paper Due (2 copies)**
<u>Week 13: Queer Masculinities</u>	<u>Mon, Apr 10</u>	Read: Bobby Noble, “Making it Like a Drag King,” in <i>The Ashgate Companion to Queer Theory</i> , (Chapter 5)
	<u>Wed, Apr 12</u>	Read: Halberstam, “F2M: The Making of Female Masculinity” in L. Doan <i>The Lesbian Premodern</i>
	<u>Fri, Apr 14</u>	Read: Kristen Schilt “Just One of the Guys? How Transmen Make Gender Visible at Work”
<u>Week 14: Religions and Masculinities</u>	<u>Mon, Apr 17</u>	Read: Boyarin, Introduction and Chapter 2 of <i>Unheroic Conduct: The Rise of Homosexuality and the Invention of the Jewish Man</i> Rec Film (on NetFlix): <i>Yossi and Jagger</i> **Peer-Review Comments due** (2 copies)
	<u>Wed, Apr 19</u>	Read: Sean Gill, “Christian Manliness Unmanned: Masculinity and Religion in 19 th and 20 th Century Western Society.” In <i>Men and Masculinities in Christianity and Judaism: A Critical Reader</i> (ch 22)
	<u>Fri, Apr 21</u>	Read: Amanullah De Sondy, “The Failed Search for a Single Qur’anic Masculinity,” in <i>The Crisis of Islamic Masculinities</i> (chapter 3)
<u>Week 15: Masculinities: Changing the Social Structure</u>	<u>Mon, Apr 24</u>	Read: Joane Nagel, “Masculinity and Nationalism: Gender and Sexuality in the Making of Nations”
	<u>Wed, Apr 26</u>	<i>Gender Based Violence</i> Read: (TBD)

		<p>Ryan Barone, Jennifer R. Wolgemuth and Chris Linder, “Preventing sexual Assault through Engaging College Men” & Michael Kaufman, “The Day the White Ribbon Campaign Changed the Game: A New Direction in Working to Engage Men and Boys”</p> <p>OR Flood, Michael (2011). Involving men in efforts to end violence against women. <i>Men and Masculinities</i>, 14, 358-377</p>
	<u>Fri, Apr 28</u>	<u>Read:</u> Paul Higate and John Hopton, “War, Militarism, and Masculinities,” chapter 25 (p 432 – 447) in <i>handbook of Studies on Men and Masculinities</i>
<u>Week 16:</u>	<u>Mon, May 1</u>	Last day of classes, Final Paper Due ESFF Forms in Class