

Sociology of Masculinities and Manhood

SOC 328 / WS 328

Spring 2005

T-Th 11:00 to 12:20 – 160 Heady Hall

Instructor: Dr. Sharon R. Bird
email: sbird@iastate.edu

Office: 217B East Hall
Phone: 515.294.9283

ABOUT THE COURSE:

This is a course about how gender, and masculinity in particular, organizes and influences individuals, social interaction, organizations, social institutions and cultures. Masculinity, or more precisely, masculinities, shapes the lives of *both* men and women. The influence that masculinities have is sometimes very subtle, sometimes glaringly obvious. Characteristics, beliefs and attitudes stereotypically associated with masculinity permeate every social institution, including education, work, government, religion, sports, family, and the media. Because gender *is* so ingrained in our daily lives, however, we often have difficulty understanding the socially constructed nature of gender in our society. This course is designed to provide you with the tools for understanding how gender, and especially masculinity, is constructed, and why it is so central to culture and society.

MAJOR QUESTIONS:

Some of the questions we will be addressing include the following. What is masculinity? How are idealized images and imperatives of masculinity constructed? What influences do these constructs have on how we organize social life? How do social constructs of masculinity shape how men develop a sense of self and identity, and on how women view men? How do men differ in the ways they conceptualize masculinity? How do masculinities differ by race, class, ethnicity, sexual orientation, class and nationality? How might conceptualizations of masculinity change over time? In what ways are constructions of masculinity entwined with other social constructs, like nationalism and globalism? Our discussions in class will center on these and other topics, including: boyhood and adolescent masculinities; masculinity in the workplace; masculinity in personal relationships and family; and masculinity and conversation.

OBJECTIVES:

Our objectives will include: (1) problematizing gender as a social construct; (2) understanding processes through which masculinities are constructed; (3) understanding how masculinities shape individual lives, groups, organizations, and institutions; and (3) understanding the relationship between masculinities, femininities, and the broader “gender order.”

REQUIREMENTS:

Class Participation - This course is designed to promote maximum participation on the part of the student. Participation is not only encouraged, it is expected. Questions and comments are always welcome. Class discussions (in small groups, and with the class as a whole) will be conducted regularly to help familiarize students with important concepts and to clarify critical issues. Class participation is worth up to 50 points of your grade.

Assigned Reading Materials - You will find the following books (in paperback) for sale at the Iowa State University Book store(s). All are required.

***Men’s Lives** (6th Edition). Edited by Michael S. Kimmel and Michael A. Messner.

(2004, Boston: Allyn and Bacon).

***Nine Lives: Adolescent Masculinities, the Body and Violence.** James W. Messerschmidt (2000, Boulder, CO: Westview Press).

***Queer Man on Campus.** Patrick Dilley (2002, New York: Routledge).

Discussion Leader Group Project. In addition to the participation expectations outlined above, each student (as a member of a small group) will be responsible for a class presentation over an assigned reading on men and masculinities supplemented by related research articles. Your duties as a member of a discussion leader group will involve (a) doing a verbal presentation of an assigned research article and a related research article (identified by group member(s)), (b) presenting the class with key questions about the most important issues of the article, and (c) writing and turning in an independent review of the assigned reading. ***See *Directions for Discussion Leader and Research Paper*** handout. The presentation/research assignment is worth up to 100 points of your overall grade.

Examinations - There will be one mid-term and a final exam for this course. Exam dates are listed in the class schedule. You are responsible for being in class to receive the mid-term and final exams and for turning each in by scheduled due dates. Each exam is worth up to 100 points.

Homework Assignment – There will be 1 homework assignment. This assignment is designed to help you further develop your interests in and understanding of particular issues regarding gender. This assignment represents up to 50 points of your overall grade. Specific instructions for these assignments will be distributed in class.

Spelling and Grammar - Students are expected to use correct spelling and grammar on all assignments. The instructor reserves the right to deduct points from homework assignment for incorrect spelling.

CLASS POLICIES:

1. Discussion of issues is **ALWAYS** welcome. Feel free to ask questions, raise relevant points, and otherwise contribute to class discussion at any time.
2. Class participation is vital for this course. Failure to attend will negatively affect your grade for the course.
3. Reading the newspaper, sleeping, random chit-chat, or any other behavior that is distracting to the class will not be tolerated.
4. You are responsible for all information (including *handouts*, *announcements*, etc.) given in class. Failure to obtain information or receive announcements in class is no excuse for missing assignments or for turning assignments in late.
5. Assigned readings **MUST** be completed before the student comes to class. It is the student's responsibility to have all of the reading completed on time.
6. **NO EXTRA CREDIT.** No late assignments accepted.
7. Cheating is unwise. If you are caught cheating or helping someone else cheat, you will:
 - a. receive an F on the test/assignment.
 - b. receive an F for the class.

8. Plagiarism is a form of cheating. Under no circumstances should you even think about plagiarizing. The penalty for plagiarism is indicated above (#7). If you are uncertain as to what *plagiarism* means, just ask me!
9. If you have a disability, either temporary or permanent, that might affect your ability to perform in this class please inform me as soon as possible so that we can work together to ensure that appropriate accommodations are made.
10. The Sociology Code of Ethics for Human Relations states: "The Department of Sociology is committed to providing a professional and educational environment free of discrimination and harassment. The department's Code of Ethics for Human Relations and procedures for filing complaints of discrimination or harassment are posted on bulletin boards on all five floors of East Hall. For more information, see also the ISU Student Handbook: http://www.public.iastate.edu/~deanstdt_info/hand5.html.
11. Course lectures, readings, and discussions will, from time to time, include potentially sensitive materials. We will, for example, talk about men and women as victims of hazing, abuse, and rape. We will also discuss sexually explicit language and male cultures, and links between homosexuality, masculinity, and hate crimes. Students who wish to avoid these issues entirely are strongly encouraged to reconsider their enrollment in the course. Any student who finds a particular issue too sensitive will not be required to participate in discussions, but is nonetheless responsible for learning the material.
12. Grading:

<u>POINT DISTRIBUTION</u>			<u>GRADE SCALE</u>	
<i>Participation</i>			<i>Grade Assigned</i>	<i>Point Range</i>
▪ In-Class Assignments and Participation	50 points		A	419 - 450
<i>Discussion Leader</i>	100		A-	405 - 418
<i>Written Assignment</i>	50		B+	387 - 404
			B	374 - 386
<i>Quizzes</i>			B-	360 - 373
▪ Quiz 1	25		C+	342 - 359
▪ Quiz 2	25		C	329 - 341
<i>Exams</i>			C-	315 - 328
▪ Mid-Term	100		D+	297 - 314
▪ Final	<u>100</u>		D	284 - 296
TOTAL	450 points		F	283 & below

Sociology of Masculinities and Manhood

COURSE SCHEDULE

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PART I: MASCULINITIES IN SOCIOLOGICAL PERSPECTIVE

Fifteen years ago, male social scientists finally realized that we had a gender, and that masculinity could be constructed as problematic. . . Those early works generalized from a white, middle-class, heterosexual masculinity so that *that* masculinity was cast as normative and individual experiences were measured against that construction. . . We've begun to understand that the construction of masculinity contains a political dynamic, a dynamic of power, by which 'the other' is created and subordinated. (Kimmel 1990, 95)¹

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| Jan. | 11 | Tu | <p><i>Introduction (Course Goals and Objectives): Studying Men and Masculinities in Sociological Perspective</i></p> <ul style="list-style-type: none">• <u>READ</u>: Introduction, pp. ix – xvii in <i>Men's Lives</i> (Kimmel and Messner)• <u>DISCUSS</u>: Theories and research methods for studying gender. |
| | 13 | Th | <p><i>The Social Construction of Gender</i></p> <ul style="list-style-type: none">• <u>READ</u>: "How to Build a Man" by Fausto-Sterling, Pp. 342-346 in <i>Men's Lives</i>.• <u>READ</u>: "What it Means to be Gendered Me" by Betsy Lucal (reserve)• <u>DISCUSS</u>: We, as a society, construct what it means to be a woman or man, feminine or masculine, through an elaborate system of practices, physical and symbolic structures, and ideologies. What are the costs and benefits of how we (society) construct gender? |
| | 18 | Tu | <p><i>How Gender Organizes Social Life / How Masculinities Organize Social Life</i></p> <ul style="list-style-type: none">• <u>DISCUSS</u>: How do institutionalized social practices and arrangements encourage women and men to pursue different daily routines and long term goals? How do structures of class and race shape gender relations (and visa versa)? |
| | 20 | Th | <p><i>Hegemonic and Other Forms of Masculinity</i></p> <ul style="list-style-type: none">• <u>READ</u>: "Lives at the Center of the Periphery. . . Chinese American Masculinities . . ." by Chen. Pp. 48-65 in <i>Men's Lives</i>.• <u>READ</u>: "Coming to Terms: Masculinity and Physical Disability" by Gerschick and Miller. Pp. 349-362 in <i>Men's Lives</i>.• <u>DISCUSS</u>: Dominant constructions of masculinity encourage men to evaluate themselves and others in relation to ideals that few men actually attain. Why don't more men overtly resist dominant ideals of masculinity? Do women also support these ideals? If so, why/how? |

PART II: GENDERING BOYS' LIVES

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| Jan. | 25 | Tu | <p><i>Theorizing Identity: How Do Individuals Come to Understand Dominant Gender Ideals?</i></p> <ul style="list-style-type: none">• <u>READ</u>: "Warrior Narratives in the Kindergarten Classroom: Renegotiating . . .?" by Jordan and Cowan. Pp. 103-115 in <i>Men's Lives</i>. [Student Presentation] |
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¹ Kimmel, Michael. 1990. "After Fifteen Years: The Impact of the Sociology of Masculinity on the Masculinity of Sociology." Pp. 93-109 in *Men, Masculinities, and Social Theory*, edited by Jeff Hearn and David Morgan. London: Unwin Hyman.

Jan.	27	Th	<p><i>Theorizing Identity: How Do Individuals Come to Understand Dominant Gender Ideals?</i></p> <ul style="list-style-type: none"> • <u>READ</u>: “Barbie Girls versus Sea Monsters” by Messner. Pp.87-102 in <i>Men’s Lives</i>. • VIDEO: <i>Small Ball: A Little League Story</i>
Feb.	1	Tu	<p><i>Theorizing Identity: How Do Individuals Come to Understand Dominant Gender Ideals?</i></p> <ul style="list-style-type: none"> • <u>READ</u>: “Memories of Same-Sex Attractions” by Savin-Williams. Pp. 116-132 in <i>Men’s Lives</i>. [Student Presentation] • <u>HOMEWORK #1 DISTRIBUTED</u>
	3	Th	<p><i>Theorizing Identity: Constructing Self Through Narrative and Practice</i></p> <ul style="list-style-type: none"> • <u>READ</u>: “Making a Name For Yourself” by Ferguson. Pp.154-166 in <i>Men’s Lives</i>. • <u>DISCUSS</u>: What stories about yourself give your life coherence? Do boys and men engage in particular practices that construct and give coherence to personal self concept?
	8	Tu	<p><i>Case Study: Identity, The Body, Sexuality and Power</i></p> <ul style="list-style-type: none"> • <u>READ</u>: “Ch. 1: Introduction” by Messerschmidt. Pp.1-24 in <i>Nine Lives</i>. • <u>DISCUSS</u>: What is Structured Action Theory? What are “oppositional” masculinities? Why does Messerschmidt use life history analysis to explore links between family relationships, schools and adolescent male sexual violence? How did Messerschmidt collect his data?
	10	Th	<p><i>Case Study: Identity, The Body, Sexuality and Power</i></p> <ul style="list-style-type: none"> • <u>READ</u>: “Chapter 2: Sam, John and Zach” and “Chapter 3: Hugh, Perry and Lenny” by Messerschmidt. Pp. 25-80 in <i>Nine Lives</i>. • <u>DISCUSS</u>: What similarities and differences describe the family and school lives of these adolescent boys? Are adolescent girls and boys socialized to confront emotional problems in the same ways?
	15	Tu	<p><i>Case Study: Identity, The Body, Sexuality and Power</i></p> <ul style="list-style-type: none"> • <u>READ</u>: “Chapter 4: From Predisposition to Violent Event” by Messerschmidt. Pp. 81-106 in <i>Nine Lives</i>. • <u>DISCUSS</u>: Messerschmidt argues that a “culture of cruelty” exists among adolescent males in schools. Why? How do boy’s relations in families support or undermine the culture of cruelty in schools? What’s the difference between a <i>solitary</i> and a <i>social</i> offender? Why are the body and sexuality so central to adolescent relations of power among boys?
	17	Th	<p><i>Case Study: Identity, The Body, Sexuality and Power</i></p> <ul style="list-style-type: none"> • <u>READ</u>: “Chapter 6: Nonviolence and Social Change” by Messerschmidt. Pp. 133-145 in <i>Nine Lives</i>.
	22	Tu	<p><i>Summary: Masculinity and Identity</i></p> <ul style="list-style-type: none"> • <u>VIDEO</u>: <i>Boys Will be Men: A Documentary</i> • Review for <u>FIRST EXAM</u>
	24	Th	FIRST EXAM

PART III: MASCULINE SUBCULTURES AND MEN'S RELATIONSHIPS

- Mar. 1 Tu ***Men in College: Heterosexual Male Bonding and Power Relations***
- READ: "The Fraternal Bond as a Joking Relationship: A Case Study..." by Lyman. Pp. 169-178 in *Men's Lives*.
 - READ: "Fraternities and Collegiate Rape Culture: Why Are Some Fraternities More Dangerous Places for Women?" by Boswell and Spade. Pp. 179-189 in *Men's Lives*.
 - DISCUSS: How and why, according to Lyman, do bonds of friendship between young men differ from bonds of friendship between women? What makes some social settings more or less dangerous for women?
- 3 Th ***Men in College: Anti-Rape and Anti-Violence Initiatives***
- GUEST SPEAKER: MacGarret Becker, Men's Outreach - ISU Women's Center.
 - READ: "AntiRape Rules" by Schultz. Pp. 218-223 in *Men's Lives*.
 - **HOMEWORK #1 DUE**
- 8 Tu ***Men in College: Gay Men and Masculinity***
- READ: *Queer Man on Campus* by Dilley, chapter 2.
 - NOTE: This chapter will require more than one reading.
- 10 Th ***Men in College: Gay Men and Masculinity***
- READ: *Queer Man on Campus* by Dilley, chapter 4.
- Mar. 14-18 **SPRING BREAK!!**
- 22 Tu ***Men in College: Gay Men and Masculinity***
- READ: *Queer Man on Campus* by Dilley, chapter 5. **[Student Presentation]**
- 24 Th ***Men in College: Gay Men and Masculinity - Summary***
- READ: *Queer Man on Campus* by Dilley, chapter 6.
- 29 Tu ***Heterosexual Men's Adult Friendships***
- READ: "I'm Not Friends the Way She's Friends': Ideological and Behavioral Constructions of Masculinity in Men's Friendships" by Walker. Pp. 389-401 in *Men's Lives*. **[Student Presentation]**
- 31 Th ***Heterosexual Men's Relationships with Women***
- READ: "The Approach-Avoidance Dance: Men, Women, and Intimacy" by Rubin. Pp. 383-388 in *Men's Lives*.
 - READ: "Strategies Men Use to Resist" by Deutsch. Pp. 469-475 in *Men's Lives*. **[Student Presentation]**

PART IV: MASCULINITY, WORK, NATION-BUILDING, AND NATIONALISM

- April 5 Tu ***Centrality of Work to Imperatives of Hegemonic Masculinity / Centrality of Masculinity to Nation-Building: Historical Background***
- DISCUSS: How have economic transformations under industrial and post-industrial capitalism influenced constructs of masculinity and femininity? How and which conceptualizations of masculinity support popular conceptualizations of "patriotism" and what it means to be a "good American?"

- April 7 Th ***Centrality of Work to Imperatives of Hegemonic Masculinity: Race and Class***
- Read: “(In) Secure Times: Constructing White Working-Class Masculinities in the Late 20th Century” by Fine, Weis Addeleston and Hall. Pp. 66-78 in *Men’s Lives*. [Student Presentation]
- 12 Tu ***Centrality of Work to Imperatives of Hegemonic Masculinity: Professions***
- READ: “Rambo Litigators: Emotional Labor in a Male-Dominated Occupation” by Pierce. Pp. 241-257 in *Men’s Lives*. [Student Presentation]
- 14 Th ***Centrality of Work to Imperatives of Hegemonic Masculinity: Professions***
- GUEST SPEAKER: Shaun Keister, ISU Foundation
- 19 Tu ***Masculinity and Nationalism***
- READ: “Masculinity and Nationalism: Gender and Sexuality in the Making of Nations” by Joane Nagel. Source: *Ethnic and Racial Studies* (journal) volume 21, no. 2, pp. 242-269. Article available on-line (from computers linked to Parks Library, on campus): <http://www.metapress.com/media/7PAB6QGBAG2UPVB81AD3/Contributions/C/C/4/R/CC4RWMH559U3JA41.pdf>

By definition, nationalism is political and closely linked to the state and its institutions. Like the military, most state institutions have been historically and remain dominated by men. It is therefore no surprise that the culture and ideology of hegemonic masculinity go hand in hand with the culture and ideology of hegemonic nationalism . . . Mosse notes that nationalism ‘was a movement which began and evolved parallel to modern masculinity’ in the West about a century ago.
(Nagel 1998, 248-9)²

- 21 Th ***Masculinity and Nationalism: Global View***
- READ: “Male Fantasies in Ukraine: ‘Fucking Women and Building Nation” by Zherebkin. (reserve)
 - DISCUSS: Zherebkin explains that in Ukrainian society during Soviet rule (before Ukrainian independence in 1991), the concept manhood was constructed as having no efficacy, and masculinity as “suppressed” and dependent on the state. What gender construct and corresponding movement, according to Zherebkin, is prevalent now in Ukraine?
- April 26 Tu ***Masculinity and Nationalism***
- READ: “Gender, Class and Terrorism” by Kimmel. Pp. 79-83 in *Men’s Lives*.
 - VIDEO / INTERNET: Recent World Events – Ukraine, Palestine, Iran.

PART VII: GENDER AND SOCIAL CHANGE

- 28 Th ***Creating Change: A Social Project***
- VIDEO: “Tough Guise” (Jackson Katz)
 - “Men: Comrades in Struggle” by hooks. Pp. 527-538 in *Men’s Lives*.
 - Review for FINAL EXAM
- May 2-6 **FINAL EXAM** on date designated in FINAL EXAM schedule (see university web site).

² Nagel, Joane. 1994. "Masculinity and Nationalism: Gender and Sexuality in The Making of Nations." *Ethnic and Racial Studies* 21(2):242-269.