

**GEN & WS 310**  
**Masculinities**  
**Summer 2012**

**Instructor:** Michael Gill  
**Office Hours:** By appointment  
**Office:** 3312 Sterling Hall  
**Email:** mikegill4@gmail.com

**Class:**           **8:55 to 12:10 Monday, Tuesday, Wednesday, and Thursday**  
                          **Sterling Hall 3425**  
                          **The class meets from May 29<sup>th</sup> to June 14<sup>th</sup>**

**Course Description:** This course explores the meaning of masculinity and how maleness is gendered. There is not one version of masculinity but rather multiple masculinities influenced by gender, race, ethnicity, class, nationality, sexuality, disability and subcultures. As such, we will be conducting an intersectional exploration into how masculinity is embodied and lived out in American culture. Fatness, disability, female and transgender masculinities are also explored. The system of masculinity and its dominant form are also not created in isolation. We will explore how notions of femininity interact and influence masculinity and vice versa. The course is interdisciplinary and will use popular cultural texts, history, creative writing, art, and autobiography to aid our exploration.

**Course Texts:**

All course readings will be made available through a Learn@UW course site. These readings are indicated with a (UW) in the syllabus.

**All readings should be completed before class.**

**Requirements:**

- 1. Class Participation and Attendance including discussion postings (15% of grade)**
- 2. Reading Quizzes (15% of grade)**
- 3. Drug Store / Mall Assignment or Media Analysis (25% of grade)**
- 4. Cultural Artifact (10% of grade)**
- 5. Final Paper (35% of grade)**

**Class Participation and Attendance:**

The success of this class depends on your participation. As such, students are expected to come to class having read all of the assigned materials. You do not have to agree with the arguments in the readings. However, you are required to critically engage with the authors we are reading during the semester. Class is a place for formulating ideas and applying them to specific examples with reference to the course materials. It will be a time for us to go back and forth between the abstract and the concrete, and raise questions rather than propose final answers. The class is designed for

you to explore aspects related to masculinities in relation to your personal experiences, the assigned texts, current social situations, and the lectures. Each student's active participation is crucial for a productive in-class experience. Students are expected to be respectful of other students, the instructor, and guests as well as the people in the readings and the films. The class acknowledges and challenges prejudice, discrimination, and privilege based on gender, race, ethnic and national background, language, social class, sexuality, religion, physical appearance, and disabilities existing inside the classroom. Students are required to attend class and finish readings before the class and prepare to discuss the contents.

### **Discussion Questions/Reading Response:**

You will post discussion questions/reading responses to our course Learn@UW course discussion board based on the daily reading 5 times throughout the semester. Discussion questions and reading responses must be posted by 9pm the night before class. Your discussion question/reading responses are part of your attendance and participation grade.

### **Reading Quizzes:**

Throughout the semester, I will be giving 4 quizzes on the contents of the assigned readings. These will consist of short answer, true/false, and multiple choice questions. These quizzes are given to insure that you are keeping up with and comprehending the course readings. The dates for these quizzes are in the syllabus. I will be dropping your lowest quiz score. There will be no makeup quizzes allowed. **Each quiz is worth 5% of your final grade, for a total of 15%.**

## **Paper 1 - Media Analysis or Mall/Drug Store Assignment (Choose 1)**

### ***Media Analysis***

For this paper, you will examine television, movies, or music videos targeted towards men, especially young adult men (16 to 26 yrs old). Examples of these include *South Park*, *Family Guy*, *Hot Tub Time Machine*, *The Expendables*, *The Hangover*, *Pimp My Ride*. Choose one type of media and write a 4 to 5 page paper examining the ways that masculinity and femininity are represented. If you choose a television show, make sure to watch at least 3 episodes before writing your paper. For music videos, choose a specific genre of music (country, hip hop, rock) and watch at least 8 videos from 3 to 4 artists. Likewise, for movies pick a specific genre (action, comedy) and watch at least two movies to complete your analysis. This paper is not an opportunity for plot summary but rather your chance to critically engage with the materials to determine how and why masculinity is represented a certain way. How do the materials present men? What sorts of men are represented? What are they doing? What are the women in these materials doing? Pay attention to the race, class, nationality, and disability status of the individuals represented. Do these characters reflect your own experiences of masculinity and/or femininity? You might find it helpful to also look at how film, television, and music critics have responded to these materials as you formulate your paper.

### ***Mall/Drug Store Assignment***

For this paper, I am asking you to spend time in a local mall and drugstore. In the mall, look at the various stores. What types of merchandise are being sold? Who is buying these products? Go into a couple of clothing stores. What types of clothes are being sold in the men's and women's sections? Do these clothing styles reflect trends in representing masculinity and femininity? Other

than for shopping, how else is the mall space used? What sort of activities can you observe in the mall? Is there masculinity and femininity on display? Next, go into a drug store. Pay attention to the types of products marketed towards men and women. What claims do these products make regarding masculinity and femininity? Which products (if any) are supposedly essential to act masculine and feminine? After you have completed your observation, write a 4 to 5 page paper explaining your findings. You are expected to critically engage with the products and the built environment you interacted with.

**This paper is worth 25% of your final grade and is due on June 4<sup>th</sup> in class.**

### **Cultural Artifact:**

Twice during the semester, you will bring in a cultural artifact of masculinity to class. These artifacts can be anything that conveys a message of masculinity including a newspaper article, advertisement in a magazine, piece of junk mail, photo of graffiti, found item on the ground, etc. When it is your turn to bring an artifact to class, you will briefly explain in a 3 to 5 minute presentation your artifact to the class as well as how the artifact expresses masculinity and femininity. On the second day of class we will sign up for days to bring artifacts. **Each artifact presentation is worth 5% of your final grade.**

### **Final Paper:**

You are expected to write a 6 to 8 page paper on one aspect of masculinity. **Graduate students are expected to write a 10 to 12 page paper.** This is your chance to research what interests you regarding masculinity (and its relation to femininity). You are expected to use at least 5 scholarly sources. You can use the course readings for this paper as well. **This paper is worth 35% of your final grade and is due on Friday June 15<sup>th</sup> at 10:00am. You should deliver your paper to my office.** Additionally, you will give a 5-10 minute interactive presentation about your paper on June 14<sup>th</sup> in class.

### **Course Policies:**

**Attendance** – You are strongly encouraged to attend every class. If you wish you get an absence excused, you will need to provide documentation. If you are having trouble attending class for whatever reason, please talk to me when the problem first arises. If you do miss a class, it is your responsibility to obtain the missed information from a fellow student in the class. Remember, since this is an accelerated course, missing one class period is the equivalent of missing one week during a traditional semester.

**Assignments** – **Late assignments are not accepted.** You are required to turn your assignments in person.

### **Grading Policy**

A Excellent 93-100	AB Intermediate 88-92	B Good 83-87
BC Intermediate 78-82	C Fair 70-77	D Poor 60-69
F below 60		

If you have questions about a grade, speak first to your instructor. If the question is not resolved,

speak with the Chair, Jane Collins <jcollins@ssc.wisc.edu>, or the Associate Chair, Judith Houck <jahouck@wisc.edu>. They will attempt to resolve the issue informally and inform you of the Appeals Procedures if no resolution is reached informally.

**Papers** – All papers are to be completed using a word processing program, in 12 point Times New Roman font. The papers should be double-spaced with one inch margins and page numbers. All papers should be proofread and utilize consistent citing formats (e.g. MLA, APA, Chicago). A separate works cited page is required. Papers will be graded for grammar, readability, a coherent and persuasive argument, and connections to the course materials. The writing center is available to help you with improving your writing ability: <http://www.writing.wisc.edu/>

**Plagiarism** – Plagiarism is a serious violation of university codes on academic integrity. Plagiarizing material from the web, printed sources, other students' work, or any other source constitutes grounds for failure in this course. Incidents of plagiarism may also be brought before the university judiciary board resulting in further disciplinary action. Students uncertain of the definition of plagiarism must ask the instructor prior to submitting their work. Information about the university policy on academic integrity can be found at here: <http://www.library.wisc.edu/inst-services/plagiarism/> If you have any questions about what constitutes plagiarism ask the instructor.

**Students with Disabilities-** To obtain accommodations for this course, students with disabilities should contact the McBurney Disability Resource Center and the instructor in charge as soon as possible. The student will need to contact the center at 608-263-2741 (voice) or 608-225-7956 (text). I also recognize that at times the class might not be accessible, despite efforts to ensure universal access. Please contact me if you find that lecture or discussion format to be inaccessible to your learning style. Additionally, if the facilities are inaccessible please let me know. I am committed to making your learning experience as accessible as possible.

**Cell phones, Facebook, Laptops** – As a matter of courtesy and for your educational purpose, please refrain from answering your cell phone in class or using your phone to send text messages. Phones should be silenced or turned off during class. Laptops should be used to take notes for the class, not accessing your Facebook page, surfing the Internet, checking emails or chatting with friends. I reserve the right to ban laptops if surfing the Internet becomes a problem.

### **Course Schedule:**

#### **May 29th: Course Descriptions / Memories of Masculinity / “Male” and “Female” Brains**

- Introduction to Course

#### **May 30th: Theorizing Masculinity / Hegemonic Masculinity**

- Connell, “The Social Organization of Masculinity” from *Masculinities* (UW)
- Connell, “Globalization and Men’s Bodies” from *The Men and the Boys* (UW)
- Reeser, “Introduction: The Study of Masculinity” and “Theorizing Masculinity” from *Masculinities in Theory: An Introduction* (UW)
- Tarrant, “Constructing Masculinity: Putting the How and the Why in the XY” from *Men and Feminism* (UW)

### **May 31st: A Brief Cultural History of Masculinity in America since the 1950s**

- Kimmel, “Introduction: Toward a History of Manhood In America,” “The Masculine Mystique,” “Whimps, Whiners and Weekend Warriors” and “From Anxiety and Anger Since the 1990s” from *Manhood In America* (UW)
- Quiz #1
- Artifact Group #1

### **June 4<sup>th</sup>: Privilege and Hegemonic Masculinities**

- hooks, “Understanding Patriarchy” (UW)
- hooks, “Feminist Manhood” (UW)
- Powell, “Confessions of a Recovering Misogynist” (UW)
- Tarrant, “Gender Advantage: Checking In on a Masculine Privilege” (UW)
- Artifact Group #2
- **Paper #1 Due**

### **June 5th: Sports, Toys, Booze, and Hooking Up**

- Epstein and colleagues, “Anything from Making Out to Having Sex: Men’s Negotiations of Hooking Up and Friends with Benefits Scripts” (UW)
- Grazian, “The Girl Hunt: Urban Nightlife and the Performance of Masculinity as Collective Activity” (UW)
- Messner, “Becoming 100 Percent Straight” (UW)
- Ray and Rosow, “Getting Off and Getting Intimate: How Normative Institutional Arrangements Structure Black and White Fraternity Men’s Approaches Toward Women” (UW)
- Sabo, “Doing Time, Doing Masculinity: Sports and Prison” (UW)
- Ward, “Dude-Sex: White Masculinities and ‘Authentic’ Heterosexuality Among Dudes Who Have Sex with Dudes” (UW)
- In class screening of *The Bro Code*
- Artifact Group #3

### **June 6th: High Schools, Homophobia, Bullying / Pornography and Violence**

- Pascoe, “Dude You’re a Fag: Adolescent Masculinity and the Fag Discourse” (UW)
- Hurt, “Daytona Beach: Beyond Beats and Rhymes” (UW)
- Jensen, “A Pornographic World” (UW)
- Katz, “Guilty Pleasures: Pornography, Prostitution, and Stripping” (UW)
- Katz, “Violence Against Women Is a Men’s Issue” (UW)
- Ravarino, “Being a Social Justice Ally” (UW)
- Class Screening of *Hip Hop: Beyond Beats and Rhymes*
- Quiz #2
- Artifact Group #4

### **June 7th: Multiplying Masculinities**

- Clare, “Gawking, Gaping, Staring” (UW)
- Clare, “Stolen Bodies, Reclaimed Bodies: Disability and Queerness” (UW)
- Lindemann and Cherney, “Communicating In and Through ‘Murderball’: Masculinity and Disability in Wheelchair Rugby” (UW)
- Estes, “Introduction: Am I Not a Man and Brother,” “Freedom Summer and the Mississippi Movement,” and “God’s Angry Men” from *I Am a Man: Race, Manhood and the Civil Rights Movement* (UW)
- Class screening of clips from *Murderball*
- Artifact Group #1

### **June 11th: Challenging Hegemonic Masculinities?**

- Halberstam, “An Introduction to Female Masculinity: Masculinity Without Men” (UW)
- Kimmel, “Masculinity in the Age of Obama” from *Manhood In America* (UW)
- Le Espiritu, “All Men Are *Not* Created Equal: Asian Men in U.S. History” (UW)
- Mirande, “Hombres Y Machos” (UW)
- Neal, “New Black Man” (UW)
- Ramirez and Flores, “Latino Masculinities in the Post-9/11 Era” (UW)
- Shaw and Watson, “Obama’s Masculinities: A Landscape of Essential Contradictions” (UW)
- Class Screening of *I’m Just Anneke* and *The Family Journey: Raising Gender Nonconforming Children*
- Class Screening of *Barack and Curtis*
- Quiz #3
- Artifact Group #2

### **June 12th: Queer and Trans Masculinity**

- Cavanagh, “Trans Subjects and Gender Misreadings in the Toilet” (UW)
- Chong-suk Han, “Darker Shades of Queer: Race and Sexuality at the Margins” (UW)
- McBride, “Why I Hate Abercrombie and Fitch” (UW)
- Rubin, “Of Catamites and Kings: Reflections on Butch, Gender, and Boundaries” (UW)
- Class Screening of *Still Black: A Portrait of Black Transmen*
- Guest Speaker: Liam Lair, PhD Student in Women, Gender, and Sexuality Studies at the University of Kansas
- Artifact Group #3

### **June 13th: Embodiment, Masculinity, and Technology**

- Bell and McNaughton, “Feminism and the Invisible Fat Man” (UW)
- Monaghan, “Big Handsome Men, Bears, and Others: Visual Constructions of Fat Male Embodiment” (UW)
- Loe, “Fixing Broken Masculinity: Viagra as a Technology for the Production of Gender” (UW)

- Casper and Moore, “It Takes Balls: Lance Armstrong and the Triumph of American Masculinity” (UW)
- Artifact Group #4
- Quiz #4

**June 14<sup>th</sup>: Learning from Each Other**

- Student Presentations on Final Paper
- Course Evaluations

**June 15<sup>th</sup>: Final Paper Due by 10am. Deliver to my office.**