

MEN AND MASCULINITIES (Spring, 2012)
(SYD 4820, Section 01h0)

This section is NOT a Writing Requirement section for the 24,000 word writing requirement

Note: Because this is an upper division course. You should have taken at least one (preferably more than one) introductory course in sociology, women's studies, or psychology.

When: Tues, 4th period (10:40 - 11:30); Thurs, 4th and 5th (10:40 a.m.- 12:35 a.m.)
Where: Matherly 016

Dr. William Marsiglio
Office: Turlington Hall 3108-A
Office Phone: 392-0251, ext 233
E-mail: marsig@soc.ufl.edu
Home Page: <http://web.clas.ufl.edu/users/marsig/>

Office Hours:
Tuesday 11:45 a.m. - 1:30 p.m.
Thursday 9:30 a.m. - 10:30 a.m.
And by appointment

TA: Justin Hendricks
Office Hours: Monday: 12:00 noon - 1:30 p.m., Tuesday 11:45 a.m. - 1:30 p.m.
Office: Turlington 3305
Office Phone: 392-0251, ext 121

There will be times when I place [announcements for students](#) on my home page link for Student Information which I will mention in class.

COURSE DESCRIPTION

This course examines males' diverse experiences as boys/men and public discourses about masculinities primarily 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 use an intersectionality perspective to explore the relationships between multiple dimensions of social relations and inequalities: gender, race/ethnicity, class, and sexual orientation. We will also consider how masculinities are produced in various physical/social sites. This course evaluates the prospects for social change in how men think, feel, and act. It addresses issues such as: male socialization and boyhood/guyland culture, male body image, male friendship, male sexuality and fertility, men's experiences as fathers, men's involvement in volunteer and paid youth work, male aggression and violence, African American and Latino males' experiences, men's commitments to sports and work, media representations of boys and men, the social construction of masculinities in different historical and cultural contexts, and men's movements and networks.

CLASS FORMAT AND ETIQUETTE

Given the subject matter of this course, you should be able to relate to much of the material and our class discussions. The course format is a combination of lecture, class discussion, in-class small group exercises, and videos. The lectures supplement the assigned reading material so it is important that students attend class regularly in addition to reading the assignments. I encourage student participation and portions of many classes will be set aside specifically for class discussions on selected topics. Students will benefit the most from our classes if they keep up with the reading.

Students should also feel free to think about how their personal experiences are relevant to our class discussions and group exercises; however, it is essential that students attempt to understand how their experiences illustrate sociological concepts and general patterns or represent exceptions to those patterns.

Because many students are likely to have strong personal opinions about the issues we will cover in this course, we need to create an environment in which students feel comfortable expressing their ideas and disagreeing with one another in a civil manner. My teaching philosophy is grounded on the assumption that it is better to "allow" students to take unpopular or unconventional stands on gender issues than to try and police speech. However, I expect students to direct their comments toward a specific idea or philosophy, rather than personalizing attacks against other students. So long as the comment does not reflect a personal attack, I will expect students to take the initiative to defend their own position in a civil way if they are offended by another student's way of thinking.

If all goes as planned, we should have a lot of fun and learn from each other!

REQUIRED READINGS

1. Course Packet: I have compiled a collection of readings (articles and book chapters) that can be purchased from Orange & Blue Textbooks, 309 N. W. 13th St. (across from the Krispy Kreme donut shop), phone 375-2707. It is critical to acquire this material quickly so you can stay on top of the readings.

2. Books:

hooks, bell (2004). *We real cool: Black men and masculinity*. New York: Routledge.

Kimmel, M. (2008). *Guyland: The Inner World of Young Men, 18-27*. New York: HarperCollins.

Marsiglio, William (2008). *Men on a Mission: Valuing youth work in our communities*. Baltimore, MD: Johns Hopkins University Press.

You should be able to find used copies of each on line--but please make sure you acquire them in time to read before we discuss them in class.

OTHER REQUIRED MATERIALS

There is one item to download from the Internet and it is marked for week 11.

COURSE OBJECTIVES

1. Show students, both men and women, how an understanding of gender issues can provide them with fresh insights about their personal lives.
2. Clarify for students how they can interpret men's issues using various theoretical perspectives (e.g., life course, intersectionality, social constructionism, social psychological, and sociohistorical).
3. Stress the idea that there are multiple versions of masculinity that are shaped by age, race/ethnicity, social class, and sexual orientation.
4. Demonstrate how the expressions of gender and masculinities are embedded within a sociopolitical and sociohistorical context.
5. Introduce students to various substantive topics relevant to men's lives (e.g., sex, work, fatherhood, friendship, sports).
6. Encourage students to appreciate how the gender order is fundamentally affected by men's orientation towards children, both as fathers and men more generally (e.g., relatives, workers, volunteers, neighbors, friends, and strangers).

COURSE REQUIREMENTS AND GRADING

1. (10%) In-class projects/attendance.
2. (25%) The midterm exam will be primarily multiple choice but students may be required to answer an essay question as well (specific details about the exam will be given later). Exam format will be contingent on class size.
3. (10%) Mentor essay.
4. (35%) Personal journal essay OR interview-based project (see details below). Includes a graded proposal.
5. (20%) A final exam will be given during the scheduled exam period. As with the midterm, it will be primarily a multiple choice format although an essay question may also be included. It will cover the final 7-8 weeks of the semester and it may also include a small amount of material

from the first part of the course (specific details about the exam will be given later.)

	<u>Due Date</u>	<u>Possible Points</u>	<u>Percent of Final Grade</u>
In-Class Projects, Reading Assignments, and Attendance	Week 2 -- Week 16	100	10
Midterm	March 1 (Thursday)	250	25
Mentor Essay	April 10 (in class--Tuesday)	100	10
Proposal Photo Journal Essay (Option A)	March 27 (hard copy in-class)	50	5
Proposal Interview Project (Option B)	March 27 (hard copy in-class)	50	
Photo Journal Essay (Option A)	April 17 (in class--Tuesday)	300	30
Interview Project (Option B)	April 17 (in class--Tuesday)	320	
Final	May 2 (Wednesday 3:00 - 5:00 p.m.)	200	20
	Total	1,000 [1020]	100%

EXAM, PAPER, AND GRADING POLICIES

The exams will include multiple choice questions that will require you to understand the meaning of concepts and theories. 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 "E" since non-compliance is, in effect, cheating. Cheating or copying during an exam also results in an "E" and I will not hesitate to take students to honor court.

I expect all students to take the exams during the scheduled class periods. I do not give make-up exams except under the rarest of circumstances. You **MUST NOTIFY ME IN ADVANCE** that there is a very serious problem and I will decide if you are allowed to take the make-up. If you do not take the scheduled exam, you are given a grade of zero for the exam and will fail the course. If I do administer a make-up exam, I reserve the right to give an exam that is different from the exam the class took and to give an essay exam. 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. My policy is designed to promote fairness for students taking the exam during the scheduled period because those who might take it late have additional time to study. Please do not take this course if you anticipate that you might miss an exam for any reason.

I expect to receive all student papers by the assigned due dates. I will assign a late penalty of 20 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 315 out of 350 if you had honored the due date (90%, A-), you will wind up with a score of 295 (84%, 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.

Your final grade will be based on your attendance, performance on the in-class projects and reading assignments, mentor essay, two exams, and a personal journal essay assignment or interview-based term project. In addition, I may, on rare occasions, award a student from 1-10 additional points if he/she has done an EXCEPTIONAL job in class discussions and has stellar attendance. Offering insightful comments and asking thought provoking questions on a regular basis throughout the course is required--simply talking a lot does not suffice nor will an occasional brilliant comment earn you any of the points. Being present and being prepared EVERY day (having read the material) is part of EXCEPTIONAL participation in my mind. To clarify my philosophy regarding these potential points, I'll describe a specific student I once had who would have risen to the level of being awarded some EXCEPTIONAL participation points (she actually earned an A so she didn't need them). The person attended class EVERY day; she was on time EVERY day; she did her readings on time throughout the ENTIRE semester; she actually read them early in the morning prior to each class period; she was able to answer EVERY question regarding the readings that other students could not; she offered insightful commentary on a consistent basis throughout the ENTIRE semester--not in spurts; she asked thought provoking questions at various points throughout the ENTIRE semester; and she was a leader in her small in-class group projects. This student is the standard I use to assess EXCEPTIONAL participation. There are some classes in which no students distinguish themselves as being eligible for these participation points.

There is absolutely NO additional extra credit for this course. Please do not ask me if you can do extra credit.

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 that semester. 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.

SPECIAL CONSIDERATIONS

Students are not permitted to sell class notes or tapes of lectures, presentations, or discussions.

I encourage students who have arranged a special needs accommodation letter through the Office of Student Disability Services (SDS) to see me immediately to present their paper work and to figure a plan of action. The SDS office is located in 001 Reid Hall, phone: 392-8565.

Students interested in seeking writing assistance should consider visiting the UF Reading & Writing Center (RWC). It provides 30-minute consultations. The RWC is located in SW Broward Hall. Phone 392-6420. <http://www.at.ufl.edu/rwcenter>

FINAL GRADE DISTRIBUTION

In accordance with the Faculty Senate resolution of December 14, 2006, The University of Florida's grading scale has been changed to include minus grades effective summer 2009 term. The distribution I've listed below shows the new range of grades, the grade point value in terms of how a student's grade will be calculated into his or her GPA, the percentage range I will be using to assign final grades, and the point value range that I'll use to determine final grades. If you have taken a course with me in the past, note that I've modified my grade distribution to make it consistent with the university regulations. PLEASE ALSO NOTE THAT IF YOU EARN A GRADE OF "C-" OR BELOW IT WILL NOT BE COUNTED TOWARD YOUR GENERAL EDUCATION REQUIREMENTS OR YOUR SOCIOLOGY MAJOR REQUIREMENTS. In other words, you will need at least 730 total points in this class in order for it to count toward your Gen Ed or sociology major requirements.

Grade	Grade Points	Percent	Points
A	4.0	93-100	930-1000
A -	3.67	90-92	900-929
B+	3.33	87-89	870-899
B	3.0	83-86	830-869
B-	2.67	80-82	800-829
C+	2.33	77-79	770-799
C	2.0	73-76	730-769
C-	1.67	70-72	700-729
D+	1.33	67-69	670-699
D	1.0	63-66	630-669
D-	.67	60-62	600-629
E	0	Below 60	599 and below

UNIVERSITY OF FLORIDA HONOR CODE

Found at <http://www.dso.ufl.edu/judicial/honorcode.php>

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: We, the members of the University of Florida, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

(1) All students are required to abide by the Student Honor Code.

(2) The conduct set forth hereinafter constitutes a violation of the Student Honor Code. Those adjudged to have committed such conduct shall be subject to sanctions provided in Rule 6C1-4.016, F.A.C.

Any form of "paper sharing," electronic paper purchasing, or plagiarism will not be tolerated. I will fail students for the entire COURSE for any form of academic misconduct regarding the preparation of their paper. Please do your own work!

ASSIGNMENT DESCRIPTIONS

In-Class Projects, Reading Assignments, Attendance (worth 100 points)

At various times throughout the course (11 times total--scores from the highest 10 I will count) I will ask students to complete projects during the class period or I will have students answer questions that they will need to bring to class. I will NOT accept assignments as EMAILS for attendance related assignments after the class is over because they are ATTENDANCE-related. I want to encourage and reward students to read their assigned readings on time in order to improve the quality of our interactive class discussions. Some of the in-class projects will involve small group exercises.

Students who miss class will be responsible for checking their email for any possible questions I may post. In general, if you miss an announcement that I make at the beginning of class because you are late or did not attend, it is your responsibility to know what's going on in class. All students should make several "class-buddies" to keep them informed if they are late or miss a class. This is especially true for courses held twice a week—missing the double block session is like missing two classes of the MWF variety.

I will award up from 1-10 points for those persons who participate and satisfactorily complete their small group projects. Fewer points will be awarded to groups/persons who do only a mediocre job. For the written assignments on the readings, I will assign 0-10 points to students' work based on its quality.

You cannot make-up these in-class projects under any circumstances. Hence, if you miss class that day, you forfeit those 10 points (1% of your final grade). Do NOT email answers to me. If

one of these in-class project days falls on a day when you have a UNIVERSITY AUTHORIZED absence for travel or illness, you must show me written documentation of this conflict and I will add 1% to the weight of your final exam for each instance.

In some instances I will simply take attendance and those who are present for the ENTIRE period(s) will receive 10 points. In fairness to the punctual students, if you come in late or leave early you will only receive partial credit. It is every student's responsibility to sign the attendance sheet when they are present. If your name does not appear, you will be marked absent.

Honor code: Students should NEVER sign the name of another student to the attendance list. This is considered academic misconduct and will result in dismissal from the course.

Mentor Essay

You are responsible for developing a 2.5 - 3 page (double-spaced, NO extra spaces between paragraphs) essay that integrates your gendered analysis of a male mentoring experience that affected your life. You should explicitly incorporate insights gleaned from the book *Men on a Mission: Valuing Youth Work in Our Communities* and apply them to your real life experience. You should think of a nonfamily male person (e.g., school/music teacher, neighbor, coach, camp counselor, youth minister) who you interacted with at some point in your life and left an impression on you (good/bad/mixed). Some students will be able to identify such a person easily; others may have to focus on someone who wasn't as central to their youth or young adulthood. In either case, students need to choose someone and think about how this person interacted with you--and perhaps others.

You should develop a thematic essay that focuses explicitly on issues discussed in *Men on a Mission*. For example, you might explore how you perceived this person treating you as a male/female differently than others who were not male/female. Perhaps you looked toward this person as a quasi-father figure. In some instances, you might have felt this person helped create masculinity validating rituals in sports or wilderness survival. Some may choose to focus on dimensions associated with physical and social places and how this man's interactions with you were gendered. The male mentor might have helped you cope with a critical life course experience or enabled you to develop your confidence in some area. Alternatively, the person might have violated your trust or angered you with how poorly he treated you based on some type of gendered dynamic. You may have wanted this person to mentor you, but you felt that he did not follow through. My examples are only meant to stimulate your thinking; there are plenty of other options.

Make sure you include a separate cover page. Also, in your essay, **bold** and underline all key concepts and perspectives relevant to our course. My evaluation will be based largely on how well students systematically incorporate course material into their analyses. Papers should clearly demonstrate that students have learned something in this course and from reading *Men on a Mission* in particular.

Please note that I will collect, read, and return your essays in a confidential manner in case you want to deal with an experience you perceive to be personal.

Term Project

Option A: Personal Photo Journal Essay: worth 350 total points (proposal=50, paper=300)

You will be responsible for completing a personal photo journal assignment relevant to the first and second course objectives. Your journal entry is to be submitted on the designated due date listed above. Late essays will be subject to a late penalty (see above). These essays are to be at least 7 pages and no more than 8 pages in length, double-spaced and typed (Times Roman, 12" font, 1 inch top and bottom margins, number your pages). The page length does NOT include pages devoted to your appendix that will include copies of your photos.

You will need to interpret a personal life event, process, situation, or relationship from a particular **theoretical perspective/framework** discussed in class (e.g., social psychological, life course, sociohistorical, social constructionist, situated fathering) directly relevant to the course material (either lectures or readings). You may combine and integrate theoretical perspectives, but you must **explicitly** show how you are applying the perspective(s). I will discuss the "theoretical focus" part of the assignment in class.

You MUST demonstrate your ability to use material effectively from this course to explore and make sense of your personal experience. Stream of consciousness papers that could have been written prior to taking this course will receive low grades. You will earn a higher score by demonstrating more rigor and creativity in incorporating ample material from the class into your analysis. I am NOT looking for you to just describe an experience; you need to ANALYZE your particular life experience using ideas from the course.

In most cases, you will be focusing on an experience you've observed relevant to your father, grandfather, husband/partner, or son--but you must still show how this experience implicates you specifically. In other words, I want you to be immersed in the experience in some way, so your personal standpoint is relevant. Note that some women might be permitted to choose a project that focuses on their own production of masculinity in specific types of contexts (e.g., intersexed person, person in a traditional male work environment)--students interested in exploring this route should chat with me BEFORE submitting a proposal for a grade.

The one basic question you should ask yourself is: How does one or more of the theoretical perspectives/frameworks, and various concepts associated with men and masculinities (as discussed in this class), help me interpret and make sense of my journal topic? You should keep in mind the types of issues we will address in class (work, sports, sexuality, fertility, aging, health, socialization, violence, etc.). You are free to focus on any issue that we address in the course. You should choose readings/issues that are meaningful to you.

A useful way of approaching this assignment is to pose a question or a series of closely related questions about yourself as a man, a woman who interacts with a particular man/men, or a woman exposed to masculine constructions that influence her life (e.g., woman rugby player).

This question should be framed by your recognition that aspects of the gender order shape your perceptions and experiences (or those of the significant other(s) you're writing about). This strategy will direct you to the most relevant literature in the course readings.

Photo Dimension (Appendix): Because I'm asking you to incorporate a "photo" dimension into your analysis, some topics may be more suitable than others because you either have photos you can copy or you can easily take new photos (and then copy) that will provide you an opportunity to narrate your autoethnographic account. You should include at least 3 photos but you are free to include more if you like. Ideally, choosing and thinking about pre-existing photos will jog your memory and your analytic mind to reconstruct an account of a previous experience(s) that you can explore using a gender lens. If you take new photos for this assignment, the process of selecting particular photos should be guided by your memory and analysis as to what would be important to capture visually in order for you to present your particular narrative/analysis. The photos can be of place and/or people (individual, group, or a combination) directly relevant to you. Ideally, you'll want to choose photos that have distinct features that illustrate critical points (e.g., social processes of aggression or cooperation; playful gendered scenes; visually moving/revealing image of aspects of work setting--hard, dangerous, socially interactive; emotionally compelling elements imbedded in a particular place--grandfather's rocking chair sitting outside his farm house). Use your imagination!

Label your photos (Appendix A, B, C...), refer to them in your narrative, and include them at the end of your paper. PLEASE DO NOT GIVE ME ORIGINALS--MAKE PHOTO COPIES, OR PRINT ELECTRONIC IMAGES (it is fine if they are black and white).

Examples of Questions: the following are examples of the types of things that might be relevant for your assignment. You can choose one of these if you like, or modify one, or choose something else--so long as it's relevant to the course!

How did/does my father or father/mother interact with me in gendered ways based on particular places (athletic venues, part of the house, wilderness/nature, commercial sites, etc.)?

How are my same gender (applicable only to males) or opposite gender (applicable to males or females) friendships influenced by different types of settings that are gendered in some way?

Compared to my grandfather, how did my father construct his sense of masculinity relative to his work? [If you were to address a question like this one, you would need to also show how their experiences relate to your own perspective on work, or how you were able to relate to your grandfather and father interpersonally]

As a woman, how did I have to negotiate my experiences as an ROTC cadet?

Proposal: You MUST obtain my approval for your paper topic PRIOR to submitting your final paper. This can be accomplished by submitting a brief (300 words) TYPED proposal of what you plan to write about. This proposal should:

- a) briefly describe your topic,

- b) **explicitly** show how you plan to apply a **specific** theoretical perspective(s) (e.g., symbolic interactionism, social constructionism, life course) to your project,
- c) **explicitly** identify some of the key concepts and course readings you plan to incorporate into your analysis, and
- d) discuss how you plan to analyze your material.

On a **separate sheet** you should **list and describe the types of photos** you plan to incorporate (you do not have to have them ready yet). If for some reason you wish to change your topic, after you have had a paper topic approved, you **MUST** clear this with me prior to submitting your final paper and submit another proposal. Only the grade you receive on the first proposal will count. Your initial proposal will be graded out of 50 points. You should therefore put careful thought into your proposed project **BEFORE** submitting your proposal.

Guidelines and Grading: In order to receive an "A" grade for this paper you will need to raise and systematically address a question relevant to this course while demonstrating your ability to show how the gender social order and masculinity issues are relevant to your discussion. Your paper will need to be well-written and organized in a logical fashion. Creative and original thinking will be rewarded.

I will collect and return the Journal Assignment in a private fashion in case students wish to write about something they consider exceptionally personal. I will be the only one who reads these papers. I may ask a few students if they would like to talk about their project in class, but that would be strictly voluntary and **NOT** a graded feature of the assignment--just a fun opportunity to share.

You are expected to prepare this assignment in a professional manner. The following guidelines should be followed:

1. The proposal needs to be handed in on time and tailored according to the comments listed above. Proposals need to be 275-300 words, double-spaced (not including citation listings)--essentially one full page. A separate page should include a listing and description (a couple sentences) of the photos you plan to include.
2. When you turn in your final paper include a title page which includes the title of your report, your name, UF ID #, course title, date, and E-MAIL address. Attach to the end of your paper a copy of your proposal that I approved with my handwritten marks. I will **NOT** grade your paper unless you attach this sheet so make sure you don't lose it! Do **NOT** use binders of any kind--staple your paper together. You should make three copies of this paper. You will need to hand-in **TWO COMPLETE COPIES**--the master copy will include the attached proposal (I will return the one that I grade).
3. Papers should be neatly typed, double spaced (7-8 pages, **NO** extra spaces between paragraphs) not including tables or references and make sure you **NUMBER** your pages.
4. Five references needed. You should use **AT LEAST 2** solid, scholarly references (academic peer-reviewed journals or books) **IN ADDITION** to your class readings. You can cite popular

press magazine articles from Newsweek, Time, etc., but you should NOT count them as part of your required 2 outside references. You will need to use at least 3 readings from the course readings but they must be in addition to the 2 outside references. Your grade will not be affected by including additional references beyond these 5 references. It is best to make the most out of the limited references I've asked you to identify, rather than citing lots of references in a superficial way.

5. You may use whatever standard referencing format you prefer but please make sure that you reference your materials completely and consistently. **YOU MUST HAVE A REFERENCE LIST WITH FULL CITATION INFORMATION.**

6. Do NOT use extensive direct quotes in your paper. You may want to use a quote or two at some point (of the short variety), but the text should reflect your own synthesis of the material. Thus, you should paraphrase material and then include a citation at the end of the sentence or paragraph. If an entire paragraph is based on ideas from a particular source, reference that source at the beginning of the paragraph--you then won't have to reference that source after each sentence in the paragraph.

7. Place in bold and underline all key sociological concepts you used from the readings and lectures so that I can easily notice them..

8. Enjoy the process!

I will assess your completed research paper on the following specific criteria (use this as a check list):

1. Quality of literature review (breadth, depth, relevance) [40 points]

- have you found an adequate number of relevant and compelling articles/books
- have you located relevant materials
- have you identified recent materials
- have you incorporated the material into your analysis in a meaningful way

2. Degree and quality of analytic effort (MOST IMPORTANT) [200 points]

- how insightful is your analysis, i.e., does it go beyond a superficial treatment of the subject and get at underlying themes and patterns
- do you present your ideas in a logical fashion
- does your analysis integrate key concepts in meaningful ways
- do you compare/contrast key ideas in a way that demonstrates your deep understanding
- have you used concepts and a theoretical perspective(s) accurately
- have you incorporated your visual images effectively into your paper and developed your narrative analysis around them

3. Organizational structure and writing style [25 points]

- is your paper easy to read, are your sentences lucid and without grammatical mistakes
- is your paper well organized with topic sentences and logical transitions between paragraphs
- is there a sense of continuity from the beginning to the end
- have you included a strong opening and conclusion?

4. Creativity of thought and presentation [20 points]

- do you keep my interest and motivate me to turn the pages
- do you include thought provoking passages or questions that demonstrate original thinking
- do your photos and analysis stimulate insightful thinking

5. Quality of professional presentation [15 points]

- have you submitted your proposal and paper on or before the due date
- is your paper the appropriate length
- have you double and triple checked your paper to eliminate typos and misspellings
- is your paper printed with neat and clear ink (no faded type please)
- have you followed my directions for preparing your paper including the photo dimension
- attached a separate page to the end of your paper and assigned a letter grade (e.g., A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E) to your effort for each of the five criteria I describe above. In other words, I want you to evaluate your own work.

	Student	Dr. Marsiglio
1. Breadth and depth of literature review	_____	_____
2. Analytic effort	_____	_____
3. Organization and writing style	_____	_____
4. Creativity	_____	_____
5. Professional presentation	_____	_____

Option B: Interview-based Project: worth 370 total points (proposal=50, paper=320)

Mandatory attendance at interviewing workshop: DATE AND TIME TO BE DETERMINED

(Note: Because this assignment requires much more work than the other project, I will evaluate your work based on a 370 point scale, i.e., if you do work that I would assign a grade equivalent to 92% on the personal photo journal paper you would receive 322 points, whereas the same quality of work on the interview project would garner you 340 points).

In this interview-based project, students should identify an important research question that is clearly relevant to our class discussions and readings. For example:

- How, to what extent, and why, do men present themselves in particular ways in sporting or friendship contexts?
- In what ways do older men's perceptions of self change after they retire from their jobs/careers?
- How do men manage their experiences with betrayal in relationships?
- What types of turning points have affected how men define themselves as men?

Students should think of a question that is of interest to them and one which they will feel comfortable asking others about. This question **MUST** draw upon one of the theoretical perspectives we've talked about in class.

After receiving **ORAL APPROVAL** for their general research question from me (ideally prior to our workshop meeting), students will need to develop a brief list of OPEN ended interview questions (6-7) and related probes that will be used to conduct personal face-to-face interviews with three men. The proposal should include a brief description of the topic, general research question, and a list of the specific semi-structured interview questions and probes.

These interviews must be tape recorded (do **NOT** record participants' names). Students must attend the workshop meeting and turn in their proposal by the deadline in order to have a chance of receiving approval for this project.

I will meet with the students doing this project as a group pending a discussion with all students contemplating doing the interview project to review research issues involving in-depth interviewing and qualitative paper writing. I suspect that a very early time is necessary to accommodate students' diverse schedules. The meeting is mandatory and students not attending will be required to pursue the personal photo journal option for the term paper (no exceptions).

Once their project is approved, students will conduct three qualitative interviews and develop an analytic essay that attempts to answer their question. Students will need to identify useful quotes from their participants and incorporate them into their analysis to illustrate their points. Several techniques can be used in this regard. First, a short phrase might be lifted from the interview to convey a point in the respondent's own words. This phrase might make use of a metaphor or a unique way of capturing an idea. Second, students might quote a full sentence or two which clearly illustrates an important theme. Third, students might on occasion quote a participant at length if the quote is rich with information and ties together several points. These extensive quotes, if they are used at all, should be used sparingly. Whatever combination of quotes is used, they should represent only about 15-20% of the entire text of a student's essay. At the workshop I will distribute more detailed suggestions for how you should write this paper.

I will evaluate your project by using basically the same criteria I described in connection with the other paper assignment (please review those criteria). In addition, I will pay attention to:

- student's ability to work independently and creatively throughout the proposal, interview construction, analysis, and writing phases, those who require fewer revisions to their proposal will receive higher grades
- student's ability to incorporate quoted material into their analysis in an analytically meaningful fashion
- the quality of the questions the student's asked
- quality of the interview (please arrange to do the interviews in a quiet, private place)

You should:

- Download and read the set of documents that pertain to conducting qualitative interviews: [conducting.qual.interviews.PDF](#)
- Complete a paper that is AT LEAST 8 but no more than 9 double-spaced typed pages in length.
- Complete memos on three interviews as instructed in the handouts you download and that will be discussed in the workshop
- Use AT LEAST 4 solid, scholarly references (at least 3 of these should be SCHOLARLY JOURNAL ARTICLES). You can cite popular press magazine articles from Newsweek, Time, etc., but you should not count them as part of your required 4 references).
- Single space and indent direct quotes if they are more than 40 words in length.
- Include fictitious names for respondents.
- You will need to demonstrate to me clearly that you completed the taped interviews (I'll discuss options during our group session).
- Include your paper and attach the original sheet of paper with your proposal and questions and my written approval. I will NOT grade your paper without this signed note.
- The paper should be organized in the following manner: Introduction, Literature Review, Sample Description, Analysis (use additional subheadings to capture key themes), Conclusion, References
- Attach a separate page to the end of your paper and assign a letter grade (e.g., A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E) to your effort for each of the four criteria I describe below. In other words, I want you to evaluate your own work.

- | | |
|--------------------------------------|-------|
| 1. Focused on appropriate literature | _____ |
| 2. Analytic effort | _____ |
| 3. Organization and writing style | _____ |
| 4. Creativity | _____ |
| 5. Professional presentation | _____ |

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.

Week 1 (January 9-13): INTRODUCTION:

1. Kimmel, Michael (2004). Masculinities. In Michael Kimmel and Amy Aronson (Eds.) *Men and masculinities: A social, cultural, and historical encyclopedia*, Vol. II (pp. 503-507). Santa Barbara, CA: ABC Clio.
2. Schrock, Douglas and Schwalbe, Michael (2009). Men, masculinity, and manhood acts. *Annual Review of Sociology*, 35, 277-295.

Week 2 (January 16-20): INTRODUCTION (continued)

1. Kahn, Jack S. (2009). Social context and masculinities. Pp. 21-46, chapter in (Jack Kahn, author) *An Introduction to Masculinities*. United Kingdom: Wiley-Blackwell.
2. Connell, R. W. and James W. Messerschmidt (2005). Hegemonic masculinity: Rethinking the concept. *Gender & Society*, 19, 829-859.
3. Anderson, Eric. (2009). Inclusive masculinity theory. Chapter 6 (pp. 93-101) in *Inclusive masculinity: The changing nature of masculinities*. New York: Routledge.

Optional Relevant Readings:

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.

Schwalbe, Michael and Wolkomir, Michelle. (2002). Interviewing men. In Jaber F. Gubrium and James A. Holstein (Eds.), *Handbook of interview research: Context & method*. Thousand Oaks, CA: Sage.

Week 3 (January 23-27): CONSTRUCTING MASCULINITIES: HISTORICAL TIME AND PLACE

1. Kimmel, Michael. (1996). Introduction: Toward a history of manhood in America. Chapter 1 in Michael Kimmel *Manhood in America: A cultural history* (pp. 1-10). New York: The Free Press.
2. Anderson, Eric. (2008). Inclusive masculinity in a fraternal setting. *Men and Masculinities*, 10, 604-620.
3. Hinojosa, Ramon. (2010). Doing Hegemony: Military, Men, and Constructing a Hegemonic Masculinity. *Journal of Men's Studies*, 18(2), 179-194.

Optional Relevant Readings:

1. Sabo, Don, Kupers, Terry A., and London, Willie (2001). Gender and the politics of punishment. Chapter in Don Sabo, Terry A. Kupers, and Willie London (Eds.), *Prison masculinities* (pp. 3-18). Philadelphia. Temple University Press.

Week 4 (January 30 – February 3): SOCIALLY CONSTRUCTED MALE DEVELOPMENT: BOYHOOD AND GUYLAND

1. Kimmel, M. (2008). *Guyland: The Inner World of Young Men, 18-27*. New York: HarperCollins.

Optional Relevant Readings:

1. Jordan, Ellen and Cowan, Angela. (2004, reprinted). Warrior narratives in the kindergarten classroom: Renegotiating the social contract. Chapter 9 in Michael Kimmel and Michael A. Messner (Eds.), *Men's Lives* (pp. 103-115). Boston: Allyn and Bacon.

2. Hasbrook, Cynthia and Harris, Othello. (2000). Wrestling with gender: Physicality and masculinities among inner-city first and second graders. In Jim McKay, Michael A. Messner, and Don Sabo (Eds.) *Masculinities, gender relations, and sport* (pp. 13-30). Thousand Oaks, CA: Sage.

3. Pascoe, C. J. (2005). Dude, you're a fag: Adolescent masculinity and the fag discourse. *Sexualities*, 8, 329-346.

Week 5 (February 6 – 10): SOCIALLY CONSTRUCTED MALE DEVELOPMENT: BOYHOOD AND GUYLAND (continued)

1. Kimmel, M. (2008). *Guyland: The Inner World of Young Men, 18-27*. New York: HarperCollins.

Week 6 (February 13 – 17): MALE BODIES: PERCEPTIONS AND HEALTH ISSUES

1. Courtenay, Will H. (2000). Constructions of masculinity and their influence on men's well-being: A theory of gender and health. *Social Science and Medicine*, 50, 1385-1401.

2. Gerschick, Thomas J. and Miller, Adam Stephen. (2004, reprinted). Coming to terms: Masculinity and physical disability. Chapter 29 in Michael Kimmel and Michael A. Messner (Eds.), *Men's Lives* (pp. 349-362). Boston: Allyn and Bacon.

3. Marsiglio, William (2009). healthy dads, healthy kids. *Contexts*, 8, 22-27.

Optional Relevant Reading:

1. Hennen, Peter. (2005). Bear bodies, bear masculinity: Recuperation, resistance, or retreat? *Gender & Society*, 19, 25-4

2. Loe, Meika (2006). The Viagra blues: Embracing or resisting the viagra body. In Dana Rosenfeld and Christopher A. Faircloth (Eds.), *Medicalized masculinities* (pp. 21-44). Philadelphia: Temple University Press.

Week 7 (February 20– 24): MEN AND SPORTS

1. Messner, Michael. (2005). Still a man's world? Studying masculinities and sport. In Michael Kimmel, J. Hearn, and R. W. Connell (Eds.), *Handbook on Men and Masculinities* (pp. 313-325). Thousand Oaks, CA: Sage.

2. Hirose, Akihiko and Pih, Kay Kei-ho. (2010). Men who strike and men who submit: Hegemonic and marginalized masculinities in mixed martial arts. *Men and Masculinities*, 13, 190-209.

3. Anderson, Eric. (2011). Updating the outcome: Gay athletes, straight teams, and coming out in educationally based sports teams. *Gender & Society*, 25, 250-268.

Optional Relevant Reading

1. Anderson, Eric (2005). Sport, masculinity, and hegemonic oppression. Chapter 2 in Eric Anderson (author) *In the game: Gay athletes and the cult of masculinity* (pp. 19-38). Albany State University of New York Press.

2. Hartmann, Douglas (2003). The sanctity of Sunday football: Why men love sports. *Contexts*, 2, 11-19.

3. Adams, Adi, Eric Anderson, and Mark McCormack. (2010). —Establishing and Challenging Masculinity: The Influence of Gendered Discourses in Organized Sport, *Journal of Language and Social Psychology* 29(3): 278-300.

Week 8 (February 27 – March 2): SEXUALITY

1. Flood, Michael (2007). Men, sex, and homosociality: How bonds between men shape their sexual relations with women. *Men and Masculinities*, 10, 339-359.

2. Mutchler, Matt G. (2000). Seeking sexual lives: Gay youth and masculinity tensions. In Peter Nardi (Ed.), *Gay Masculinities* (pp. 12-43). Thousand Oaks, CA: Sage.

3. Garlick, Steve. (2010). Taking control of sex?: Hegemonic masculinity, technology, and internet pornography. *Men and Masculinities*, 12, 597-614.

Week 9 (March 5 – 9) SPRING BREAK: NO CLASSES

Week 10 (March 12 – 16): PROCREATIVE CONSCIOUSNESS AND FATHERING

1. Marsiglio, William and Sally Hutchinson (2002). Becoming aware, being Aware. Chapter 3 in William Marsiglio and Sally Hutchinson (authors). *Sex, Men, and Babies: Stories of Awareness and Responsibility* (pp.61-109). New York: New York University Press.

Week 11 (March 19 - 23): PROCREATIVE CONSCIOUSNESS AND FATHERING (continued)

1. Smith, Jeremy A. (2009). The astonishing science of fatherhood, or three more myths about male caregiving. Chapter 7 (pp. 120-145) in J. A. Smith's *The daddy shift: How stay-at-home dads, breadwinning moms, and shared parenting are transforming the American family*. Boston: Beacon.

2. Catlett, Beth S. and McKenry, Patrick C. (2004). Class-based masculinities: Divorce, fatherhood, and the hegemonic ideal. *Fathering*, 2, 165-190.

3. Aumann, Kerstin, Galinsky, Ellen, and Matos, Kenneth. (2011). The New Male Mystique. Families and Work Institute National Study of the Changing Workforce.

<http://www.familiesandwork.org/site/research/reports/newmalemystique.pdf>

Optional Relevant Reading:

1. Coltrane, Scott (2004). Fathering: Paradoxes, contradictions, and dilemmas. In Marilyn Coleman and Lawrence Ganong (Eds.) *Handbook of contemporary families: Considering the past, contemplating the future* (pp. 224-243). Thousand Oaks, CA: Sage.

2. Marsiglio, William and Pleck, Joseph H. (2005). Fatherhood and masculinities. In Michael Kimmel, J. Hearn, and R. W. Connell (Eds.), *The handbook of studies on men and masculinities*. (pp. 249-269). Thousand Oaks, CA: Sage.

3. Pleck, Joseph H. (2010). Fatherhood and masculinity. Chapter 2 in M. E. Lamb (Ed). *The role of the father in child development (5th edition)* (pp. 27-57). Hoboken, NJ: John Wiley.

4. Marsiglio, William. and Roy, Kevin (in press, 2012). *Nurturing dads: Social initiatives for contemporary fatherhood*. New York: Russell Sage Foundation.

5. Harrington, Brad, Van Deusen, Fred, and Humberd, Beth. (2011). The new dad: Caring, committed and conflicted. Center for Work & Family. Boston College.

<http://www.bc.edu/content/dam/files/centers/cwf/pdf/FH-Study-Web-2.pdf>

6. Harrington, Brad, Van Deusen, Fred, and Ladge, Jamie. (2010). The new dad: Exploring fatherhood within a career context. Center for Work & Family. Boston College.

http://www.bc.edu/content/dam/files/centers/cwf/pdf/BCCWF_Fatherhood_Study_The_New_Dad1.pdf

Week 12 (March 26 – March 30): MEN AND WORK

1. Cooper, Marianne (2000). Being the "go-to-guy": Fatherhood, masculinity, and the organization of work in Silicon Valley. *Qualitative Sociology*, 23, 379-405.
2. Schilt, Kristen. (2006). Just one of the guys? How transmen make gender visible at work. *Gender & Society*, 20, 465-490.
3. Walker, Gregory W. (2006). Disciplining protest masculinity. *Men and Masculinities*, 9, 5-22.
4. Marsiglio, William (2008). *Men on a Mission: Valuing Youth Work in Our Communities*. Baltimore, MD: Johns Hopkins University Press. [BEGIN TO READ]

Week 13 (April 2 - 6): MEN AND KIDS IN PUBLIC PLACES

1. Marsiglio, William (2008). *Men on a Mission: Valuing Youth Work in Our Communities*. Baltimore, MD: Johns Hopkins University Press.

Week 14 (April 9 - 13): MASCULINITIES, AGGRESSION, AND CRIME

1. Kilmartin, Christopher (2000). Chapter 12: Boys will be boys: Men and violence. In *The masculine self* (author, 2nd edition). Boston: McGrawHill.
2. Flood, Michael. (2005). Men's collective struggles for gender justice: The case of anitviolence activism. In Michael Kimmel, J. Hearn, and R. W. Connell (Eds.), *Handbook of studies on men & masculinities* (pp. 458-466). Thousand Oaks, CA: Sage.

Optional Reading:

1. Abrams, Laura S., Anderson-Nathe, Ben, and Aguilar, Jemel (2008). Constructing masculinities in juvenile corrections. *Men and Masculinities*, 11, 22-41.
2. Felson, Richard B. (2006). Is violence against women about women or about violence? *Contexts*, 5, 21-25.

Week 15 (April 16 - 20): MEN OF COLOR

1. hooks, bell (2004). *We real cool: Black men and masculinity*. New York: Routledge.
2. Gradilla, Alexandro J. and Torres, Rodolfo D. (2004). Latino masculinities. In Michael Kimmel and Amy Aronson (Eds.). *Men & Masculinities: A social, cultural and historical encyclopedia, Vol II*. (pp. 460-463). Santa Barbara, CA: ABC Clio.

Optional Relevant Reading:

- Klein, Alan (2000). Dueling machos: Masculinity and sport in Mexican baseball. In Jim McKay,

Michael A. Messner, and Don Sabo (Eds.) *Masculinities, gender relations, and sport* (pp. 67-85). Thousand Oaks, CA: Sage.

Week 16 (April 23 - 27): MASCULINITIES, SOCIAL STRUCTURE, AND SOCIAL CHANGE

No Readings—prepare for final.
No class on April 26

Optional Relevant Reading:

1. Messner, Michael. (1997). Men and masculinities (chapter 1, pp. 1-15) in *Politics of masculinities: Men in movements*. Thousand Oaks: CA: Sage.
2. Connell, R. W. (2005). Change among the gatekeepers: Men, masculinities, and gender equality in the global arena. *Signs: Journal of Women in Culture and Society*, 30, 1801-1825.
3. Marsiglio, William and Hutchinson, Sally (2002). Looking Forward. Chapter 7 in William Marsiglio and Sally Hutchinson (authors) *Sex, Men, and Babies: Stories of Awareness and Responsibility* (pp. 209-240) New York: New York University Press.

RESOURCES

An extensive and up-to-date bibliography compiled by Michael Flood for various book and article/chapters related to men's issues can be found at :

<http://mensbiblio.xyonline.net/>

Journals

Men and Masculinities

See also website <http://www.mensstudies.com/mspjournals.html> for information on:
Journal of Men's Studies International Journal of Men's Health Fathering: A Journal of Theory, Research, and Practice About Men as Fathers Psychology of Men and Masculinity.

Many other journals include articles that address men's issues, often using a gender lens (e.g, *Gender and Society, Journal of Marriage and Family, Journal of Family Issues, Sociology of Sport*)

Selected Books and Edited Journal Volumes Relevant to Men's Studies

Abalos, David T. (2002). *The Latino male: A racial redefinition*. Boulder, CO: Lynne Rienner Publishers.

Abdullah-Khan, N. (2008). *Male Rape: The Emergence of a Social and Legal Issue*. Hampshire,

UK, and New York, NY: Palgrave MacMillan

Alan Guttmacher Institute. (1996). *Readings on men: From Family Planning Perspectives 1987-1995*. New York, NY: The Alan Guttmacher Institute.

Alan Guttmacher Institute. (2002). *In their own right: Addressing the sexual and reproductive health of American men*. New York, NY: The Alan Guttmacher Institute.

Arendell, Terry (1995). *Fathers and divorce*. Thousand Oaks, CA: Sage.

American Behavioral Scientist (1986, May/June). *Researching male roles*. Edited by Michael S. Kimmel, Volume 29 (5): Sage.

Anderson, Eric. (2005). *In the game: Gay athletes and the cult of masculinity*. Albany: State University of New York Press.

Anderson, Eric. (2009). *Inclusive masculinity: The changing nature of masculinities*. New York: Routledge.

Belton, Don (1995). *((Speak my name)): Black men on masculinity and the American dream*. Boston: Beacon Press.

Beneke, Timothy (1997). *Proving manhood: Reflections on men and sexism*. Berkeley, CA: University of California Press.

Blumenfeld, Warren J. (1992). *Homophobia: How we all pay the price*. Boston: Beacon Press.

Booth, Alan and Crouter, Ann C. (1998, edited). *Men in families: When do they get involved? What difference does it make?* Mahwah, N.J.: Lawrence Erlbaum Associates.

Bordo, Susan. (1999). *The male body: A new look at men in public and in private*. New York: Farrar, Straus and Giroux.

Bowker, Lee H. (1997). *Masculinities and violence*. Thousand Oaks, CA: Sage.

Brittan, Arthur (1989). *Masculinity and power*. New York: Basil Blackwell.

Brod, Harry (1987). *The making of masculinities: The new men's studies*. Boston: Allen and Unwin.

Brod, Harry and Michael Kaufman (1994). *Theorizing masculinities*. Thousand Oaks, CA: Sage.

Brooks, S. N. (2009). *Black men can't shoot*. Chicago: University of Chicago Press.

Bronstein, Phyllis and Carolyn Pape Cowan (1988). *Fatherhood today: Men's changing role in the family*. New York: John Wiley & Sons.

Carnes, Mark C. and Clyde Griffen. (1990). *Meanings for manhood: Constructions of masculinity in Victorian America*. Chicago: University of Chicago.

- Clatterbaugh, Kenneth (1997). *Contemporary perspectives on masculinity: Men, women and politics in modern society* (2nd ed.). Boulder, Colorado: Westview Press.
- Cleaver, Frances (2003). *Masculinities matter: Men, gender and development*. New York: Palgrave.
- Coates, Jennifer (2002). *Men talk: Stories in the making of masculinities*. Malden, MA: Blackwell
- Colapinto, John (2001). *As nature made him: The boy who was raised as a girl*. New York: Perennial (Harper Collins).
- Collier, Richard (1998). *Masculinities, crime, and criminology: Men , corporeality, and the criminal(ized) body*. Thousand Oaks, CA: Sage.
- Coltrane, Scott (1996). *Family man: Fatherhood, housework, and gender equity*. New York: Oxford University Press.
- Connell, R. W. (1995). *Masculinities*. Berkeley, CA: University of California Press.
- Connell, R. W. (2000). *The men and the boys*. Berkeley, CA: University of California Press.
- Craig, Steve (1992). *Men, masculinity, and the media*. Newbury Park, CA: Sage.
- Crowley, Jocelyn Elise (2008). *Defiant dads: Fathers' rights activists in America*. Ithaca: Cornell University Press.
- Daniels, Cynthia R. (2006). *The science and politics of male reproduction*. Oxford: Oxford University Press.
- Davis, Larry (1998). *African American males: A practice guide*. Thousand Oaks, CA: Sage.
- Dienhart, Anna (1998). *Reshaping fatherhood: The social construction of shared parenting*. Thousand Oaks, CA: Sage.
- Donaldson, Mike, Raymond Hibbins, Richard Howson, and Bob Pease. (2009). *Migrant men: Critical studies of masculinities and the migrant experience*. New York: Routledge.
- Dowd, Nancy (2000). *Redefining fatherhood*. New York: New York University Press.
- Dubbert, Joe L. (1979). *A man's place: Masculinity in transition*. Englewood Cliffs, N.J.: Prentice-Hall.
- Ehrenreich, Barbara (1983). *The hearts of Men: American dreams and the flight from commitment*. Garden City, New York: Anchor Press/Doubleday.
- Ervo, Soren and Thomas Johansson. (2002, edited). *Among men: Moulding masculinities, Volume 1*. Burlington, VT: Ashgate.

- Ervo, Soren and Thomas Johansson. (2002, edited). *Bending bodies: Moulding masculinities*, Volume 2. Burlington, VT: Ashgate.
- Farrell, Michael P. and Stanley D. Rozenberg (1981). *Men at midlife*. Boston: Auburn House.
- Ferber, Abby, L. (1998). *White Man Falling: Race, Gender, and White Supremacy*. Lanham, MD: Rowman & Littlefield.
- Christopher E. Forth. (2008). *Masculinity in the Modern West. Gender: Civilization and the Body*. Palgrave.
- Franklin, Clyde W., III. (1988). *Men and society*. Chicago: Welson-Hall.
- Franklin, Clyde W., II. (1984). *The changing definition of masculinity*. New York: Plenum Press.
- Gerson, Kathleen (1993). *No man's land: Changing commitments to family and work*. New York: Basic Books.
- Ghousoub, Mai and Sinclair-Webb, Emma. (2000). *Imagined masculinities: Male identity and culture in the modern Middle East*. London: Sagi Books.
- Gilbert, R. and Gilbert, Pam. (1998). *Masculinity goes to school*. London: Routledge.
- Gilmore, David D. (1990). *Manhood in the making: Cultural concepts of masculinity*. New Haven, CONN: Yale University Press.
- Greif, Geoffrey L. (2009). *Buddy system: Understanding male friendships*. Oxford: Oxford University Press.
- Griffin, Sandra Taylor (2000). *Successful African American men: From childhood to adulthood*. Hingham, MA: Kluwer.
- Griswold, Robert. L. (1993). *Fatherhood in America: A history*. New York: Basic Books.
- Guttman, Matthew C. (1996). *The meanings of macho: Being a man in Mexico City*. Berkeley: University of Berkeley Press.
- Guttman, Matthew C. (2003). *Changing men and masculinities in Latin America*. Durham, NC: Duke University Press.
- Hagedorn, J. M. (2008). *A World of Gangs: Armed Young Men and Gangsta Culture*. Forward by Mike Davis. Minneapolis: University of Minnesota Press.
- Hamer, Jennifer. (2001). *What it means to be daddy: Fatherhood for Black men living away from their children*. New York: Columbia University Press.
- Hanson, Shirley M. H. and Bozett, Fredrick, W. (1985). *Dimensions of fatherhood*. Beverly Hills, CA: Sage.

- Harris, Ian M. (1995). *Messages men hear*. Bristol, PA: Taylor & Francis.
- Hatty, Suzanne E. (2000). *Masculinities, violence and culture*. Thousand Oaks, CA: Sage.
- Hearn, Jeff (1987). *The gender of oppression: Men, masculinity, and the critique of Marxism*. New York: St. Martin's Press.
- Hearn, Jeff (1998). *The violences of men: How men talk about and how agencies respond to men's violence to known women*. Thousand Oaks, CA: Sage.
- Hobson, Barbara (2002, edited). *Making Men into Fathers: Men, Masculinities and Social Politics of Fatherhood*. Cambridge: Cambridge University Press.
- Hood, Jane C. (1993). *Men, work, and family*. Newbury Park, CA: Sage.
- hooks, bell (forthcoming). *We real cool: Black men and masculinity*. Routledge.
- Hooper, Charlotte. (2001). *Manly states: Masculinities, international relations, and gender politics*. New York: Columbia University Press.
- Horowitz, R. (2001, edited). *Boys' toys: Masculinity, class, and technology in America*. NY: Routledge.
- Howson, Richard (2005). *Challenging hegemonic masculinity*. New York: Routledge.
- Irwin, Robert M. (2003). *Mexican masculinities*. Minneapolis: University of Minnesota Press.
- Jesser, Clinton J. (1996). *Fierce and tender men: Sociological aspects of the men's movement*. Westport, CONN: Praeger.
- Johnson, Allan G. (1997). *The gender knot: Unraveling our patriarchal legacy*. Philadelphia: Temple University Press.
- Jones, Deborah and Roy Evans. (2009). *Men in the lives of young children: An international perspective*. New York: Routledge.
- Journal of Social Issues (1978, Winter). *Male Roles and the Male Experience*. Edited by Joseph H. Pleck and Robert Brannon, Volume 34 (1): Society for the Psychological Study of Social Issues.
- Journal of Family Issues (1993, December). *Fatherhood*. Edited by William Marsiglio, Volume 14 (4): Sage.
- Journal of Family Issues (1994, March). *Fatherhood: Results from National Surveys*. Edited by William Marsiglio, Volume 15 (1): Sage.
- Kemper, Theodore D. (1990). *Social structure and testosterone*. New Brunswick: Rutgers University Press.
- Kendall, Lori (2002). *Hanging out in the virtual pub: Masculinities and relationships online*. Berkeley: University of California Press.

- Kimmel, Michael S. (1987). *Changing men: New directions in research on men and masculinity*. Newbury Park, California: Sage.
- Kimmel, Michael S. (1990). *Men confront pornography*. New York: Crown Publishers, Inc.
- Kimmel, Michael S. (1995). *The politics of manhood: Profeminist men respond to the mythopoetic movement (and the mythopoetic leaders answer)*. Philadelphia: Temple University Press.
- Kimmel, Michael S. (1996). *Manhood in America: A cultural history*. New York: The Free Press.
- Kimmel, Michael S. (2008). *Guyland: The Inner World of Young Men, 18 – 27*. New York: HarperCollins.
- Kimmel, Michael S., Hearn, J, and R. W. Connell. (2005). *The handbook of studies on men and masculinities*. Thousand Oaks, CA: Sage.
- Kimmel, Michael S. and Michael A. Messner (2004, 6th edition). *Men's lives*. New York: Pearson.
- Kimmel, Michael S. and Thomas E. Mosmiller (1992). *Against the tide: Pro-feminist men in the United States, 1776-1990 a documentary history*. Boston: Beacon Press.
- Kimmel, Michael S. and Amy Aronson. (2004). *Men & Masculinities: A social, cultural, and historical encyclopedia Vol I and Vol II*. Santa Barbara, CA: ABC -CLIO.
- Kiselica, Mark S. (1995). *Multicultural counseling with teenage fathers: A practical guide*. Thousand Oaks, CA: Sage.
- Klein, Alan M. (1993). *Little big men: Bodybuilding subculture and gender construction*. New York: State University of New York Press.
- Lamb, Michael (1997 3rd edition, edited). *The role of the father in child development*. New York: John Wiley & Sons.
- LaRossa, Ralph (1997). *The modernization of fatherhood: A social and political history*. Chicago: University of Chicago Press.
- Lawson, Erma Jean and Aaron Thompson (1999). *Black men and divorce*. Thousand Oaks, CA: Sage.
- Lesko, Nancy. (1999). *Masculinities at school*. Thousand Oaks, CA: Sage.
- Levant, R. and W. S. Pollack (1995, Eds.), *A new psychology of men*. NY: Basic Books.
- Lewis, Charlie and Margaret O'Brien (1987). *Reassessing fatherhood: New observations on fathers and the modern family*. London: Sage.
- Lewis, Robert A., and Salt, Robert E. (1986). *Men in families*. Beverly Hills, CA: Sage.

- Lewis, Robert A. (1981). *Men in difficult times: Masculinity today and tomorrow*. New Jersey: Prentice Hall.
- Lindsay, Lisa A. and Miescher, Stephan F. (2003). *Men and masculinities in modern Africa*. Portsmouth, NH: Heinemann.
- Loe, Meika. (2004). *The rise of Viagra: How the little blue pill changed sex in America*. New York: New York University Press.
- Louie, Kam and Low, Morris. (2003). *Asian masculinities: The meaning and practice of manhood in China and Japan*. London: RoutledgeCurzon.
- Lupton, Deborah and Barclay, Lesley (1997). *Constructing fatherhood: Discourses and experiences*. Thousand Oaks, CA: Sage.
- Mcaan Gahail, Mairtin (1996). *Understanding masculinities*. Bristol, PA: Open University.
- Majors, Richard G. and Janet Mancini Billson (1992). *Cool pose: The dilemmas of Black manhood in America*. New York: Lexington Books.
- Majors, Richard G. and Jacob U. Gordon. (1993). *The American black man: His present status and his future*. Chicago: Nelson-Hall.
- Martino, Wayne and Meyenn, Bob. (2001). *What about the boys? Issues of masculinity in schools*. Buckingham: Open University Press.
- Martino, Wayne and Pallotta-Chiarolli, Maria. (2003). *So what's a boy? Addressing issues of masculinity and schooling*. Maidenhead, England: Open University Press.
- Marriage and Family Review (1986, Winter), *Men's Changing Roles in the Family*. Edited by Robert A. Lewis and Marvin B. Sussman, Volume 9 (3/4): Haworth Press.
- Marsiglio, William. (1995, edited). *Fatherhood: Contemporary theory, research, and social policy*. Thousand Oaks, CA: Sage.
- Marsiglio, William. (1998). *Procreative man*. New York: New York University Press.
- Marsiglio, William. (2004). *Stepdads: Stories of love, hope, and repair*. Lanham, MD: Rowman & Littlefield.
- Marsiglio, William (2008). *Men on a mission: Valuing youth work in our communities*. Baltimore, MD: John Hopkins University Press.
- Marsiglio, William and Hutchinson, Sally. (2002). *Sex, men, and babies: Stories of Awareness and Responsibility*. New York: New York University Press.
- Marsiglio, William, Roy, Kevin, and Fox, Greer Litton (2005). *Situated fathering: A focus on physical and social spaces*. Lanham, MD: Rowman & Littlefield.

- McDowell, Linda (2003). *Redundant masculinities: Employment change and white working class youth*. Malden, MA: Blackwell.
- McKay, Jim, Messner, Michael A., and Sabo, Don. (2000). *Masculinities, gender relations, and sport*. Thousand Oaks, CA: Sage.
- Mechling, Jay. (2004). *On my honor: Boy scouts and the making of American youth*. Chicago. University of Chicago Press.
- Messerschmidt, James W. (2000). *Nine lives: Adolescent masculinities, the body, and violence*. Boulder, CO: Westview.
- Messerschmidt, James W. (1993). *Masculinities and crime: Critique and reconceptualization of Theory*. Lanham, Maryland: Rowman and Littlefield.
- Messner, Michael A. (1992). *Power at play: Sports and the problem of masculinity*. Boston: Beacon Press.
- Messner, Michael A. (1997). *Politics of Masculinities: Men in Movements*. Thousand Oaks, CA: Sage.
- Messner, Michael A. (2002). *Taking the field: Women, men, and sports*. University of Minnesota Press.
- Michigan Quarterly Review (1993, Fall). *The Male Body, Volume 32 (4)*, edited by Laurence Goldstein.
- Michigan Quarterly Review (1994, Winter). *The Male Body, Volume 33 (1)*, edited by Laurence Goldstein.
- Middleton, Peter (1992). *The inward gaze: Masculinity and subjectivity in modern Culture*. New York: Routledge.
- Monaghan, Lee F. (2009). *Men and the war on obesity: A sociological study*. New York: Routledge.
- Morgan, David (1992). *Discovering men: Sociology and masculinities*. New York: Routledge.
- Nardi, Peter M. (1992, edited). *Men's friendships*. Newbury Park, CA: Sage.
- Nardi, Peter M. (1999, edited). *Gay masculinities*. Newbury Park, CA: Sage.
- Newburn, Tim and Elizabeth A. Stanko (1994). *Just boys doing business: Men, masculinities and crime*. London: Routledge.
- Nicholas L. (2009). *Syrett, The Company He Keeps: A History of White College Fraternities*. The University of North Carolina, USA Press.
- Nock, Steven (1998). *Marriage in men's lives*. New York: Oxford University Press.

- Nurse, Anne M. (2002). *Fatherhood arrested: Parenting from within the juvenile justice system*. Nashville: Vanderbilt University Press.
- Paechter, Carrie. (2007). *Being Boys, Being Girls: Learning Masculinities and Femininities*. Maidenhead, UK: Open University Press.
- Pease, Bob. (2000). *Recreating men: Postmodern masculinity politics*. Thousand Oaks, CA: Sage.
- Pease, Bob and Keith Pringle. (2001). *A man's world: Changing men's practices in a globalized world*. London: Zed Books.
- Petersen, Alan (1998). *Unmasking the masculine: "Men" and "identity" in a sceptical age*. Thousand Oaks, CA: Sage.
- Pleck, Joseph H. (1981). *The myth of masculinity*. Cambridge, Massachusetts: MIT Press.
- Pleck, Elizabeth H. and Joseph H. Pleck (1980). *The American man*. Englewood Cliffs, C.A.: Prentice Hall.
- Polk, Kenneth (1994). *When men kill*. Cambridge: Cambridge University Press.
- Pollack, William (1998). *Real boys: Rescuing our sons from the myths of boyhood*. New York: Henry Holt and Company.
- Porter, David (1992). *Between men and feminism*. New York: Routledge.
- Pringle, (1995). *Men, masculinities and social welfare*. Bristol, PA: Taylor and Francis.
- Ramirez, Rafael L. , Garcia-Toro, Victor, I., and Cunningham, Ineke. (2002). *Caribbean masculinities: Working papers*. San Juan: University of Puerto Rico.
- Risner, Doug. (2009). *Stigma and Perseverance in the Lives of Boys Who Dance: An Empirical Study of Male Identities in Western Theatrical Dance Training* Lewiston, NY: The Edwin Mellen Press, Ltd.
- Rosenfeld, Dana and Christopher Farcloth. (2006). *Medicalized masculinities*. Philadelphia: Temple University Press.
- Rotundo, E. Anthony (1993). *American manhood: Transformations in masculinity from the Revolution to the modern era*. New York: Basic Books.
- Rubin, Henry. (2003). *Self-made men: Identity and embodiment among transsexual men*. Vanderbilt University Press.
- Ruxton, Sandy. (2002). *Men, masculinities, and poverty in the UK*. Oxford: Oxfam.
- Sabo, D. and Gordon, D. F. (1995, edited). *Men's health and illness: Gender, power, and the body*. Thousand Oaks, CA: Sage.

Sabo, D., Kupers, Terry A., and London, Willie. (2001, edited). *Prison masculinities*. Philadelphia: Temple University Press.

Sanday, Peggy Reeves (1990). *Fraternity gang rape: Sex, brotherhood, and privilege on Campus*. New York: New York University Press.

Scientific American (1999). *Men: The scientific truth about their work, play, health and passions*. Vol 10.

Seidler, Victor J. (1989). *Rediscovering masculinity: Reason, language and sexuality*. New Jersey: Routledge, Chapman and Hall.

Shostak, Arthur B. and Gary McLouth (1984). *Men and abortion: Lessons, losses, and love*. New York: Praeger.

Skelton, Christine (2001). *Schooling the boys: Masculinities and primary education*. Buckingham: Open University Press.

Smith, Jeremy Adam. (2009). *The daddy shift: How stay-at-home dads, breadwinning moms, and shared parenting are transforming the American family*. Boston: Beacon.

Smith, Paul (1996). *Boys: Masculinities in contemporary culture*. Boulder, CO: Westview Press.

Tarrant, S. (2009). *Men and Feminism*. Berkeley, CA: Seal Press.

Thompson, Edward H., Jr. (1994). *Older men's lives*. Thousand Oaks, Sage.

Townsend, Nicholas. W. (2002). *The Package Deal: Marriage, Work and Fatherhood in Men's Lives*. Philadelphia: Temple University Press.

Waller, Maureen R. (2002). *My baby's father: Unmarried parents and paternal responsibility*. Cornell University Press.

Wellard, Ian. (2009). *Sport, masculinities and the body*. New York: Routledge.

Whannel, Garry (2002). *Media sport stars: Masculinities and moralities*. London: Routledge.

Wilcox, W. Bradford (2004). *Soft patriarch, new men: How christianity shapes fathers and husbands*. Chicago: University of Chicago Press.

Williams, Christine L. (1993, edited). *Doing "women's work": Men in nontraditional occupations*. Newbury Park: Sage.

Williams, Christine L. (1995). *Still a man's world: Men who do "women's work."* Berkeley, CA: University of California Press.