



Faculty of Arts

School of Social Sciences, Media & Communication

Men and Masculinities

SOC350



Subject Outline:

Autumn 2011

Subject Coordinator & Lecturer	Dr Michael Flood
phone	4221 4063
e-mail	mflood@uow.edu.au
office	Building 19 Room 2014
consultation times	Tue. 10.30 – 12.30 Wed. 2.30 – 4.30 Other times by appointment

SOC350 Subject Schedule

Wk	Begins	Lecture Topic	Tutorial Topic	Deadlines & Dates
1	28 Feb	<i>PART A: Men's positions in gender relations</i> Overview of the subject and an introduction to men and masculinities		No tutorials this week
2	7 Mar	Studying men: Scholarship on men and gender	<i>PART A: Men's positions in gender relations</i> Overview of the subject and an introduction to men and masculinities	Tutorials commence. Please bring subject guide (and reader) to tutorial.
3	14 Mar	Men's lives changing	Studying men: Scholarship on men and gender	(Bring reader to every tutorial.)
4	21 Mar	<i>PART B: The social organisation of masculinities</i> Theoretical frameworks for understanding men and gender	Men's lives changing	Student-led tutorials commence
5	28 Mar	Making men: The social construction of masculinities among boys and young men	<i>PART B: The social organisation of masculinities</i> Theoretical frameworks for understanding men and gender	
6	4 April	Intersections of masculinity, race, and ethnicity	Making men: The social construction of masculinities among boys and young men	Critical Summary Essay 1 due (April 7)
	11 April	MID SESSION RECESS	MID SESSION RECESS	No lecture or tutorials
7	**18 April	Intersections of masculinity and sexuality	Intersections of masculinity, race, and ethnicity	
8	**25 April	No lecture	No tutorials	(No lectures or tutorials on Monday 25 th or Tuesday 26 th)
9	2 May	Intersections of masculinity, class, and work	Intersections of masculinity and sexuality	
10	9 May	Men, feminism, and gender politics	Intersections of masculinity, class, and work	
11	16 May	<i>PART C: Diverse and shifting men</i> Alternative masculinities	Men, feminism, and gender politics	
12	23 May	Changing men: Gender activism, policy, and programming	<i>PART C: Diverse and shifting men</i> Alternative masculinities	Critical Summary Essay 2 due (Thursday May 26)
13	30 May	The future of men	Changing men: Gender activism, policy, and programming	Research Paper or Reflective Journal due Friday June 3 rd
	6 June	STUDY RECESS	STUDY RECESS	
	11 – 23 June	EXAMS PERIOD	EXAMS PERIOD	

****NB: Lectures/Tutorials that fall on the following Public Holidays will be cancelled:**

Week 7 - Friday 22nd April (Good Friday)

Week 8 - Monday 25th April (Anzac Day)

Week 8 - Tuesday 26th April (Easter Monday – substituted holiday)

SOC350: Week-by-week subject guide and Schedule of readings

The following provides a guide to the tutorial topics and required readings for each week.

Further, suggested readings are listed at the end of each week's topic. These are particularly useful places to start in reading for your written assessment. The further readings also will be used for your Critical Summary Essays. I have tried as far as possible to place in the Library's Short Loan system those further readings which are not available in journals, that is, chapters in books.

PART A: MEN'S POSITIONS IN GENDER RELATIONS

Part A of the subject introduces the field of scholarship on men, masculinities, and gender. How have men's lives changed, and what does this mean for gender roles and relations? Why should scholarship on gender include the study of men and masculinities?

Week 2 Tutorial: An introduction to men and masculinities

In this week's tutorial, we will run through the subject administration, get to know each other a little, and begin to familiarise ourselves with scholarship on men, masculinities, and gender. What is masculinity? How are idealised images and imperatives of masculinity constructed?

REQUIRED READING

- Kimmel, Michael. (2004). Masculinities. In Michael Kimmel and Amy Aronson (Eds.). *Men & Masculinities: A social, cultural, and historical encyclopedia*, Vol. II (pp. 503-507). Santa Barbara, CA: ABC Clio.
- Whitehead, Stephen M., and Frank J. Barrett. (2001). The Sociology of Masculinity. In Stephen M. Whitehead and Frank J. Barrett, (eds). *The Masculinities Reader* (pp. 1-26). Cambridge: Polity Press.
- Hearn, Jeff. (2007) Masculinity / Masculinities. In *The International Encyclopedia of Men and Masculinities* (pp. 390-94). Ed. M. Flood, J.K. Gardiner, B. Pease, and K. Pringle. Taylor & Francis.

FURTHER READING

- Beynon, John. (2002). What is Masculinity? Chapter 1 in *Masculinities and Culture*. Buckingham; Philadelphia: Open University Press.
- Connell, R. W. (1995). The social organization of masculinity. Chapter 3 in Connell's *Masculinities* (pp. 67-86, 249-250). Sydney: Allen & Unwin. [UOW: 155.332/10]
- Connell, R. W. (2000). New directions in theory and research. Chapter 2 in *The Men and the Boys* (pp. 15-36). Sydney: Allen & Unwin. [UOW: 305.31/45]
- Connell, R. W. (2000). Debates about men, new research on masculinities. Chapter 1 in *The Men and the Boys* (pp. 3-14). Sydney: Allen & Unwin. [UOW: 305.31/45]
- Kimmel, Michael S., and Michael Messner. (1998). Introduction. In Michael S. Kimmel and Michael Messner, (eds). *Men's Lives*. New York/Toronto: Macmillan/Maxwell (4th edition). [UOW: 305.31/22]
- Kaufman, Michael (1994). Men, feminism, and men's contradictory experiences of power. In Harry Brod and Michael Kaufman, (eds.), *Theorizing Masculinities* (pp. 142-163). Thousand Oaks, CA: Sage. [UOW: 305.32/10]

Schrock, Douglas, and Michael Schwalbe. (2009). Men, Masculinity, and Manhood Acts. *Annual Review of Sociology*, 35: 277-295.

Journals:

Men and Masculinities

Journal of Men's Studies

Psychology of Men & Masculinity

Further works on men and masculinities:

<http://mensbiblio.xyonline.net/bestreading.html#Heading1>

Academic websites:

<http://www.xyonline.net/links#a3>

Week 3 Tutorial: Scholarship on men and gender

How does scholarship on men and masculinities fit into Gender Studies? Is this “Men’s Studies”, and should it be the ‘equivalent’ of Women’s Studies? What should be its relationship to feminism and women’s movements? Is Gender Studies anti-male? Who should teach critical scholarship on men and gender?

REQUIRED READING

- Pease, Bob. (2002). The Politics of Studying Men. Chapter 1 in *Men and Gender Relations*. Melbourne: Tertiary Press (pp. 1-10).
- Martin, Shelley. (2007) Women’s Studies / Gender Studies / Feminist Studies. In *The International Encyclopedia of Men and Masculinities* (pp. 635-39). Ed. M. Flood, J.K. Gardiner, B. Pease, and K. Pringle. Taylor & Francis.

FURTHER READING

- Flood, Michael. (in press). Men as Students and Teachers of Feminist Scholarship. *Men and Masculinities* (in-press, accepted February 2010). [Copy available from author]
- Gardiner, Judith Kegan. (2002). Introduction. In Judith Gardiner, (ed.) *Masculinity Studies and Feminist Theory: New Directions*. Columbia University Press.
- Gardiner, Judith Kegan. (ed.). (2002). *Masculinity Studies and Feminist Theory: New Directions*. Columbia University Press.
- Includes;
1. Robyn Wiegman, Unmaking: Men and Masculinity in Feminist Theory. (pp. 31-59)
 5. Sally Robinson, Pedagogy of the Opaque: Teaching Masculinity Studies. (pp. 141-160)
 6. Harry Brod, Studying Masculinities as Superordinate Studies. (pp. 161-175)
 7. Judith Newton, Masculinity Studies: A Longed For Profeminist Movement for Academic Men? (pp. 176-192)
- Messner, Michael A. (2000). White Guy Habitus in the Classroom: Challenging the Reproduction of Privilege. *Men and Masculinities*, 2(4), April.
- Richardson, Diane, and Victoria Robinson. (1994). Theorizing Women’s Studies, Gender Studies and Masculinity: The Politics of Naming. *European Journal of Women’s Studies*, 1(1): 11-27.
- Robinson, Victoria. (2003). Radical Revisionings?: The theorizing of masculinity and (radical) feminist theory. *Women’s Studies International Forum*, 26(2): 129-137.

Further references: <http://mensbiblio.xyonline.net/mensstudies.html#Heading1>

Week 4 Tutorial: Men's lives changing

How are men's lives changing? How might conceptualisations of masculinity changed over time? What shifts have taken place in the social, political, and economic dimensions of gender relations? How have gendered expectations of men shifted? Is gender inequality finished?

REQUIRED READING

- Flood, Michael. (2008). Bent Straights: Diversity and flux among heterosexual men. In *Intimate Citizenships: Gender, Subjectivity, Politics*. Ed. E.H. Oleksy. Routledge.
- Romano, Andrew, and Tony Dokoupil. (2010). Men's lib. *Newsweek*, September 20.
- Rosin, Hanna. (2010). The End of Men. *The Atlantic*, July / August.

FURTHER READING

- Beynon, John. (2002). *Masculinities and Culture*. Buckingham; Philadelphia: Open University Press (Chapters 5 and 6 in particular).
- Connell, R. W. (2002). Gender Relations. Chapter 4 in Connell, *Gender* (pp. 53-75). Sydney: Allen & Unwin. [UOW: 305.3072/4]
- Connell, R. W. (2006). Globalization, Imperialism and Masculinities. In Michael Kimmel, Jeff Hearn, and R.W. Connell, (eds.). *The Handbook of Studies on Men and Masculinities*. Thousand Oaks, CA: Sage. [UOW: 305.31/53]
- Institute of Development Studies. (2008). Papers from *Politicising Masculinities: Beyond the personal*. [Available by searching at <http://www.siyanda.org/>.]
- Includes;
- Men And The Search For Gender Equity: South African Conversations With My Sister / Robert Morrell.
- 'Brothers Are Doing It For Themselves': Remaking Masculinities In South Africa / Steven Robins.
- Are Men Interested In Engaging In The Struggle For Gender Justice And Broader Social Change - Or What Would Make Them Interested? / Margrethe Silberschmidt.

PART B: THE SOCIAL CONSTRUCTION AND ORGANISATION OF MASCULINITIES

Week 5 Tutorial: Theoretical frameworks for understanding men and gender

How are masculinities socially constructed and organised? How do men 'do' gender? What about power and inequality? What similarities and differences are there among men? How are constructions of masculinity entwined with other social constructs and forces such as nationalism and globalisation? What is the value of the plural word 'masculinities' vs. the singular 'masculinity'?

REQUIRED READING

Connell, R. W. (1995). The social organization of masculinity. Chapter 3 in Connell's *Masculinities* (pp. 67-86, 249-250). Sydney: Allen & Unwin. [UOW: 155.332/10]

FURTHER READING

On men and masculinities

Kimmel, Michael S. (2000). Inequality and Difference: The Social Construction of Gender Relations. Chapter 5 in *The Gendered Society*. New York & Oxford: Oxford University Press.

Connell, R. W. (2000). New directions in theory and research. Chapter 2 in *The Men and the Boys* (pp. 15-36). Sydney: Allen & Unwin. [UOW: 305.31/45]

Journals:

Men and Masculinities

Journal of Men's Studies

Psychology of Men & Masculinity

Further references: <http://mensbiblio.xyonline.net/bestreading.html#Heading1>

On the Sociology of gender in general

Alexander, Jeffrey C., and Kenneth Thompson. (2008). Gender. Chapter 9 in *A Contemporary Introduction to Sociology*. Boulder & London: Paradigm. [UOW: 301/569]

Brickell, Chris. (2007). Gendering. In S. Matthewman, C.L. West-Newman, and B. Curtis (2007) *Being Sociological*. Palgrave. [UOW: 301/582]

Bilton, T., K. Bonnett, P. Jones, T. Lawson, D. Skinner, M. Stanworth, and A. Webster (2002). Gender Relations. Chapter 6 in *Introductory Sociology*. 4th edition. Basingstoke and New York: Palgrave Macmillan (pp. 128-156). [UOW: 301/303]

Giddens, Anthony. (2005). Sexuality and Gender. Chapter 12 in *Sociology*. 5th edition. Polity Press. [UOW: 301/411]

Holmes, D., K. Hughes, and R. Julian (2003). *Australian Sociology*. Sydney: Pearson Education. (Chapter 4: Sex, gender and sexualities, pp. 125-150). [UOW: 301.0994/10]

Macionis, John C., and Ken Plummer (2002) The Gender Order and Sexuality. Chapter 12 in *Sociology: A global introduction*. 2nd ed., Prentice Hall (pp. 286-319). [UOW: 301/512]

Newman, David M. (2004). The Architecture of Inequality: Sex and gender. Chapter 12 in *Sociology: Exploring the architecture of everyday life*. 5th edition. Thousand Oaks, CA: Pine Forge Press. [UOW: 301/523]

Richardson, Diane. (2008). Conceptualising Gender. In Diane Richardson and Victoria Robinson (eds) *Introducing Gender and Women's Studies*. Third Edition. Palgrave Macmillan.

Walby, Sylvia. (2001). Developments in the Sociology of Gender and Women's Studies. Chapter 6 in R.G. Burgess and A. Murcott. (eds.) (2001). *Developments in Sociology*. Harlow, Scotland: Pearson Education. [UOW: 301/524]

Further references: <http://mensbiblio.xyonline.net/feministworks.html#Heading1>

Week 6 Tutorial: Making men: The social construction of masculinities among boys and young men

How do boys and young men learn to be 'real' men? What role do peer cultures, schools, and other settings play in the social construction of masculinities among boys and young men? Are there diversities in norms and practices of gender among young men?

REQUIRED READING

Pease, Bob. (2002). Growing Up Male: Masculinities and boyhood. Chapter 4 in *Men and Gender Relations*. Melbourne: Tertiary Press.

Swain, Jon. (2004). The resources and strategies that 10-11-year-old boys use to construct masculinities in the school setting. *British Educational Research Journal*, 30(1): 167-185.

FURTHER READING

Adams, Michele, and Scott Coltrane. (2005). Boys and Men in Families: The Domestic Production of Gender, Power, and Privilege. In Michael Kimmel, Jeff Hearn, and R.W. Connell. (eds). (2005). *The Handbook of Studies on Men and Masculinities*. Thousand Oaks, CA: Sage. [UOW: 305.31/53]

Connell, R.W. (1996). Teaching the Boys: New Research on Masculinity, and Gender Strategies for Schools. *Teachers College Record*, 98(2).

Jordan, Ellen, and A. Cowan. (1995). Warrior Narratives in the Kindergarten Classroom. *Gender and Society*, 9(6): 727-743.

Kane, Emily W. (2006). "No Way My Boys Are Going to Be Like That!": Parents' Responses to Children's Gender Nonconformity. *Gender & Society*, 20(2): 149-176.

Levant, Ronald F. (2004). Boyhood. In Michael Kimmel and Amy Aronson (Eds.). *Men & Masculinities: A social, cultural, and historical encyclopedia*, Vol. I (pp. 101-5). Santa Barbara, CA: ABC Clio.

Messner, M.A. (2000). Barbie Girls Versus Sea Monsters - Children Constructing Gender. *Gender & Society*. 14(6): 765-784, Dec.

Renold, Emma. (2001). Learning the 'hard' way: Boys, hegemonic masculinity and the negotiation of learner identities in the primary school. *British Journal of Sociology of Education*. 22(3): 369-385.

Renold, Emma. (2004). 'Other' boys: Negotiating non-hegemonic masculinities in the primary school. *Gender and Education*, 16(2): 247-265.

Pascoe, C. J. (2003). Multiple Masculinities?: Teenage Boys Talk about Jocks and Gender. *American Behavioral Scientist*, 46(10): 1423-1438.

Pascoe, C. J. (2005). 'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse. *Sexualities*, 8(3): 329-346.

Redman, Peter. (2001). The Discipline of Love: Negotiation and Regulation in Boys' Performance of a Romance-Based Heterosexual Masculinity. *Men and Masculinities*, 4(2).

Further references: <http://mensbiblio.xyonline.net/growingup.html#Heading1>

Week 7 Tutorial: Intersections of masculinity, race, and ethnicity

How are men's lives shaped by inequalities and differences associated with race and ethnicity? How do the meanings of manhood intersect with those of ethnicity, sexuality, and class? To what extent do the disadvantages associated with racism cancel out the advantages which indigenous men in Australia (or black men in the USA) derive from male privilege? What impact is globalisation having on men's positions in gender relations?

REQUIRED READING

- Flood, Michael. (1994-1995). Men, Difference and Racism. *XY: Men, Sex, Politics*, 4(4), Summer.
- Morrell, Robert, and Sandra Swart. (2006). Men in the Third World: Postcolonial Perspectives on Masculinity. In Michael Kimmel, Jeff Hearn, and R.W. Connell, (eds.). *The Handbook of Studies on Men and Masculinities* (pp. 90-113). Thousand Oaks, CA: Sage.

FURTHER READING

Overviews

- Awkward, Michael. (2002). Black Male Trouble: The Challenges for Rethinking Masculine Differences. In Gardiner, Judith Kegan. (ed.). *Masculinity Studies and Feminist Theory: New Directions*. Columbia University Press.
- Connell, R.W. (1998). Masculinities and Globalization. *Men and Masculinities*, 1(1), July
- Connell, R.W. (2000). Masculinities and Globalization, Chapter 3; Globalization and Men's Bodies. Chapter 4, in *The Men and the Boys*. Sydney: Allen & Unwin. [UOW: 305.31/45]
- Connell, R.W. (2002). Masculinities and Globalisation. Chapter 1 in Heather Worth, Anna Paris, and Louisa Allen. (eds.). *The Life of Brian: Masculinities, Sexualities and Health in New Zealand*. Dunedin: University of Otago Press.
- Edwards, Tim. (2006). In black and white: Race, ethnicity and masculinity. Chapter 5 in *Cultures of Masculinity*. Routledge.
- Eng, David. (2009). Race and Masculinity. In *Debating Masculinity*, eds. Josep M. Armengol and Angels Carabi. Harriman, Tennessee: Men's Studies Press.
- Flood, M. J.K. Gardiner, B. Pease, and K. Pringle. (eds.). (2007). *The International Encyclopedia of Men and Masculinities*. Taylor & Francis. (See various entries listed under 'Cultural Formations', pp. xxvi-xxvii.) [UOW: 305.3103/1]
- Kimmel, Michael, Jeff Hearn, and R.W. Connell. (eds.). (2005). *The Handbook of Studies on Men and Masculinities*. Thousand Oaks, CA: Sage. [UOW: 305.31/53]
- Includes;
5. Globalization, Imperialism and Masculinities / R. W. Connell, University of Sydney
 7. Masculinities in Latin America / Matthew C. Gutmann, Brown University and Mara Viveros Vigoya, Universidad Nacional de Colombia
 8. East Asian Masculinities / Taka Futoshi, Kurume University
 9. Men, Masculinities and 'Europe' / Committee for Research on Men and Masculinities in Europe (CROME)
 26. Mullahs, Martyrs, and Men: Conceptualizing Masculinity in the Islamic Republic of Iran / Shahin Gerami, Southwest Missouri State University
- Messner, Michael A. (1997). Racial and Sexual Identity Politics: Racialized Masculinity Politics and Gay Male Liberation. Chapter 5 in *Politics of Masculinities: Men in Movements*. University of Southern California: Sage Publications. [UOW: 305.32/8]
- Pease, Bob. (2002). Racialising Men: Race, Ethnicities and Postcolonialism. Chapter 12 in *Men and Gender Relations*. Melbourne: Tertiary Press. [UOW: 305.31/48]
- Segal, Lynne. (1990). Black Masculinity and the White Man's Black Man. Chapter 7 in *Slow Motion: Changing Masculinities, Changing Men*. London: Virago. [UOW: 305.31/14]

Uebel, Michael. (1997). Men in Color: Introducing Race and the Subject of Masculinities. In Harry Stecopoulos and Michael Uebel, (eds.) *Race and the Subject of Masculinities*. Duke University Press.

Further references: <http://mensbiblio.xyonline.net/raceethnicity.html#Heading1>

Race and ethnicities in Australia

Collins, Jock, Greg Noble, Scott Poynting, and Paul Tabar. (2000). *Kebabs, Kids, Cops and Crime: Youth, Ethnicity and Crime*. Sydney: Pluto Press. [UOW: 305.2350994/13]
Includes: Chapter 5, 'Someone to Fear': Lebanese Youth, Gangs, Masculinity and Racism.

Donaldson, Mike, Raymond Hibbins, Richard Howson, and Bob Pease. (eds.) (2009). *Migrant Men: Critical Studies of Masculinities and the Migrant Experience*. Routledge. [UOW: 155.332/17]
Foreword / Michael Kimmel.

1. Men and Masculinities on the Move / Raymond Hibbins and Bob Pease.

Part I: Theorising Masculinities and Migration.

2. Theorising Hegemonic Masculinity: Contradiction, Hegemony and Dislocation / Richard Howson.

3. Policy, Men and Transnationalism / Jeff Hearn and Richard Howson.

4. Migrants, Masculinities and Work in the Australian National Imaginary / Jane Haggis and Susanne Schech.

Part II: Regional Patterns of Masculine Migration.

5. Immigrant Men and Domestic Life: Renegotiating the Patriarchal Bargain? / Bob Pease.

6. Rethinking Masculinities in the African Diaspora / Ndungi wa Mungai and Bob Pease.

7. Machismo and the Construction of Immigrant Latin American Masculinities / Paul Crossley and Bob Pease.

8. Looking for Respect: Lebanese Immigrant Young Men in Australia / Scott Poynting, Paul Tabar and Greg Noble.

9. The "New" Chinese Entrepreneur in Australia: Continuities in or Challenges to Traditional Hegemonic Masculinities? / Raymond Hibbins.

10. Indonesian Muslim Masculinities in Australia / Pam Nilan, Mike Donaldson and Richard Howson.

11. Navigating Masculinities Across the Cultural Ditch: Tales from Maori Men in Australia / Richard Pringle and Paul Whittinui.

12. Men, Migration and Hegemonic Masculinity / Mike Donaldson and Richard Howson.

Hibbins, Raymond (2006). Sexuality and constructions of gender identity among Chinese male migrants in Australia. *Asian Studies Review*, v. 30 no. 3, Sept: (289)-303.

Poynting, Scott, Greg Noble, and Paul Tabar. (1998). 'If Anyone Called Me a Wog, They Wouldn't Be Speaking to Me Alone': Protest Masculinity and Lebanese Youth in Western Sydney. *Journal of Interdisciplinary Gender Studies*, 3(2), December.

Poynting, Scott, Greg Noble, and Paul Tabar. (2003). Protest Masculinity and Lebanese Youth in Western Sydney: An Ethnographic Study. In Stephen Tomsen and Mike Donaldson. (eds.) *Male Trouble: Looking at Australian Masculinities*. North Melbourne, VIC: Pluto Press. [UOW: 155.332/14]

Week 8 Tutorial: Intersections of masculinity and sexuality

How are men's sexualities shaped by the construction of masculinity? What role do homophobia and heterosexism play in the policing of manhood? Are gay men less sexist than heterosexual men because they are not involved in sexual relations with women? Is pornography an influence on young men's sexualities, and if so, how? What relationship is there between common constructions of male sexuality and some men's sexual assault of women?

REQUIRED READING

- Plummer, Ken. (2005). Male Sexualities. In *The Handbook of Studies on Men and Masculinities* (pp. 178-195). Eds Michael Kimmel, Jeff Hearn, and R.W. Connell. Thousand Oaks, CA: Sage. [UOW: 305.31/53]
- Pascoe, C. J. (2005). 'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse. *Sexualities*, 8(3): 329-346.

FURTHER READING

Overviews

- Flood, Michael. (2002). Pathways to Manhood: The social and sexual ordering of young men's lives. *Health Education Australia*, 2(2), pp. 24-30. [Copy available from author]
- Kimmel, Michael S. (2000). Gendered Intimacies: Friendship and Love. Chapter 9 in *The Gendered Society*. New York & Oxford: Oxford University Press.
- Kimmel, Michael S. (2000). Gendered Sexualities. Chapter 10 in *The Gendered Society*. New York & Oxford: Oxford University Press.
- Messner, Michael A. (1992). Friendship, Intimacy, and Sexuality. In *Power at Play: Sports and the Problem of Masculinity*. Boston: Beacon Press. [UOW: 796.0194/27]
- Pease, Bob. (2002). Pleasure and Performance: Men and Heterosexual Sex. Chapter 5 in *Men and Gender Relations*. Melbourne: Tertiary Press. [UOW: 305.31/48]
- Pease, Bob. (2002). Queering Men: Gay masculinities and heterosexual dominance. Chapter 10 in *Men and Gender Relations*. Melbourne: Tertiary Press. [UOW: 305.31/48]
- Whitehead, Stephen M. (2002). Private Men. Chapter 5 in *Men and Masculinities: Key Themes and New Directions*. Cambridge: Polity Press.

Other pieces of interest

- Allen, Louisa. (2007). "Sensitive and Real Macho All at the Same Time": Young Heterosexual Men and Romance. *Men and Masculinities*, October, 10(2): 137-152.
- Attwood, F. (2005). 'Tits and ass and porn and fighting': Male heterosexuality in magazines for men. *International Journal of Cultural Studies*, 8(1): 83-100.
- Dowsett, Gary. (1993). I'll Show You Mine, If You'll Show Me Yours: Gay Men, Masculinity Research, Men's Studies, and Sex. *Theory and Society*, 22.
- Flood, Michael. (2003). Lust, Trust and Latex: Why young heterosexual men do not use condoms. *Culture, Health, & Sexuality*, 5(4): 353-369.
- Gilliam, M., F. Gay, and M. Hernandez. (2006). The language of sexuality in a cohort of young African American males: Bustdowns, clucks and hypes. *Journal of Adolescent Health*, 38(2): 152-152.
- Gilmartin, Shannon K. (2007). Crafting Heterosexual Masculine Identities on Campus: College Men Talk about Romantic Love. *Men and Masculinities*, 9(4): 530-539.
- Kimmel, Michael S. (2008). Hooking Up: Sex in Guyland. In *Guyland: The Perilous World Where Boys Become Men*. HarperCollins.
- O'Byrne, M. Rapley, and S. Hansen. (2006). "You couldn't say 'no' could you?" Young men's understanding of sexual refusal. *Feminism and Psychology*, 16(2): 133-154.
- Plummer, David. (2001). The Quest for Modern Manhood: Masculine Stereotypes, Peer Culture and

- the Social Significance of Homophobia. *Journal of Adolescence*, 24(1): 15-23.
- Redman, Peter. (2001). The Discipline of Love: Negotiation and Regulation in Boys' Performance of a Romance-Based Heterosexual Masculinity. *Men and Masculinities*, 4(2): 186-200.
- Renold, Emma. (2003). 'If You Don't Kiss Me, You're Dumped': Boys, boyfriends and heterosexualised masculinities in the primary school. *Educational Review*, 55(2): 179-194.
- Seal, David Wyatt, and Anke A. Ehrhardt. (2003). Masculinity and Urban Men: Perceived scripts for courtship, romantic, and sexual interactions with women. *Culture, Health & Sexuality*, 5(4): 295-319.
- Smiler, A. P. (2008). "I wanted to get to know her better": Adolescent boys' dating motives, masculinity ideology, and sexual behavior. *Journal of Adolescence*, 31(1): 17-32.
- Taylor, L. D. (2006). College Men, Their Magazines, and Sex. *Sex Roles*, 55(9-10): 693.
- Ward, L., A. Merriwether and A. Caruthers (2006). Breasts Are for Men: Media, Masculinity Ideologies, and Men's Beliefs About Women's Bodies. *Sex Roles*, 55(9): 703-714.

Further references: <http://mensbiblio.xyonline.net/men.html#Heading1>

Week 10 Tutorial: Intersections of masculinity, class, and work

Should men and women be equally involved in paid work and caring for children? How do norms of masculinity shape the patterns of men's involvement in paid work (such as both horizontal segregation (in different forms of work and industry) and vertical segregation (at different levels of occupational hierarchies) by gender)? Can men do 'women's work', and if so, should they? How have recent economic transformations influenced constructions of masculinity?

REQUIRED READING

- Pease, Bob. (2002). Men at Work: Masculinity, Class and Gender Segregation. Chapter 8 in *Men and Gender Relations*. Melbourne: Tertiary Press.
- Morgan, David. (2005). Class and Masculinity. In *The Handbook of Studies on Men and Masculinities*. Michael Kimmel, Jeff Hearn, and R.W. Connell. (eds.). Thousand Oaks, CA: Sage.

FURTHER READING

Overviews

- Collinson, David L., and Jeff Hearn. (2005). Men and Masculinities in Work, Organizations, and Management. In *The Handbook of Studies on Men and Masculinities*. Michael Kimmel, Jeff Hearn, and R.W. Connell. (eds.). Thousand Oaks, CA: Sage. [UOW: 305.31/53]
- Flood, Michael, and Bob Pease. (2006). Undoing Men's Privilege and Advancing Gender Equality in Public Sector Institutions. *Policy and Society*, 24(4): 119-138.

Other pieces of interest

- Anderson, E. (2005). Orthodox and inclusive masculinity: Competing masculinities among heterosexual men in a feminized terrain. *Sociological Perspectives*, 48(3): 337-355.
- Bagilhole, Barbara, and Simon Cross. (2006). 'It Never Struck Me as Female': Investigating Men's Entry into Female-dominated Occupations. *Journal of Gender Studies*, 15(1): 35-48.
- Bengry-Howell, A., and C. Griffin. (2007). Self-made Motormen: The Material Construction of Working-class Masculine Identities through Car Modification. *Journal of Youth Studies*, 10(4): 439 - 458.
- Budig, Michelle J. (2002). Male Advantage and the Gender Composition of Jobs: Who rides the glass escalator? *Social Problems*, 49(2).
- Connell, R.W. (2005). A really good husband: Work/life balance, gender equity and social change. *Australian Journal of Social Issues*, 40(3): 369-383.
- Connell, R.W., and Julian Wood. (2005). Globalization and Business Masculinities. *Men and Masculinities*, 7(4): 347-364.
- Cross, Simon, and Barbara Bagilhole. (2002). Girls' Jobs for the Boys? Men, Masculinity and Non-Traditional Occupations. *Gender, Work and Organization*, 9(2): 204-226.
- Galilee, John. (2002). Class Consumption: Understanding Middle-Class Young Men and their Fashion Choices. *Men and Masculinities*, 5(1).
- Hecker, S. (2007). Working Construction: Why Working-Class Men Put Themselves - and the Labor Movement - in Harm's Way. *Journal of Men's Studies*, 15(2).
- Henson, Kevin D. and Jackie Krasas Rogers. (2001). 'Why Marcia You've Changed!': Male Clerical Temporary Workers Doing Masculinity in a Feminized Occupation. *Gender & Society*, 15(2): 218-238.
- Iacuone, David. (2005). "Real Men Are Tough Guys": Hegemonic Masculinity and Safety in the Construction Industry. *Journal of Men's Studies*, 13(2).

- Johnson, P. (2008). 'Rude Boys': The Homosexual Eroticization of Class. *Sociology*, 42(1): 65-82.
- McDowell, Linda. (2004). Masculinity, Identity and Labour Market Change: Some Reflections on the Implications of Thinking Relationally About Difference and the Politics of Inclusion. *Human Geography*, 86(1): 45-56.
- Prokos, A., and I. Padavic. (2002). 'There Oughtta Be a Law Against Bitches': Masculinity Lessons in Police Academy Training. *Gender, Work and Organization*, 9(4): 439-459.
- Tichenor, V. (2005). Maintaining Men's Dominance: Negotiating Identity and Power When She Earns More. *Sex Roles*, 53: 191-205.
- Weis, L. (2006). Masculinity, Whiteness, and the New Economy: An Exploration of Privilege and Loss. *Men and Masculinities*, 8(3): 262-272.
- Martin, Patricia Y. (2003). "Said and Done" versus "Saying and Doing": Gendering practices, practicing gender at work. *Gender & Society*, 17(3): 342-366.

Further references: <http://mensbiblio.xyonline.net/workclass.html#Heading1>

Week 11 Tutorial: Men, feminism, and gender politics

What do men think of feminism? Is feminism anti-male? Can men be feminists? Should men be able to participate in any and all women's movement / feminist activities and spaces? To what extent is there a backlash against feminism among men? Will achieving gender equality require the redefinition of masculinity or the abandonment of notions of masculinity altogether?

REQUIRED READING

Segal, Lynne. (2009). Men after Feminism: What Is Left to Say? In *Debating Masculinity* (pp. 130-147), eds. Josep M. Armengol and Angels Carabi. Harriman, Tennessee: Men's Studies Press.

FURTHER READING

- Erturk, Yakin. (2004). Considering the role of men in gender agenda setting: Conceptual and policy issues. *Feminist Review*, 78(1): 3-21.
- Flood, Michael. (2004). Men, Gender, and Development. *Development Bulletin*, 64: 26-30.
- Flood, Michael. (2004). Men's Collective Struggles for Gender Justice: The case of anti-violence activism. In *Handbook for Studies of Masculinities*. Eds. M. Kimmel, R.W. Connell and J. Hearn. Sage (pp. 458-466). [UOW: 305.31/53]
- hooks, bell. (1984). Men: Comrades in struggle. Chapter 5 in *Feminist Theory: From Margin to Centre*. Boston: South End Press. [UOW: 305.42/123]
- Riley, S. (2001). Maintaining Power: Male Constructions of 'Feminists' and 'Feminist Values'. *Feminism & Psychology*. 11(1 Special Issue SI):55-78, Feb.
- Tarrant, Shira. (2009). Gender Advantage: Checking in on masculine privilege. In *Men and Feminism* (pp. 89-117). Berkeley, California: Seal Press.
- Whitehead, Stephen M. (2002). The Personal and the Political: Men and feminism. Chapter 2 in *Men and Masculinities: Key Themes and New Directions* (pp. 44-82). Cambridge: Polity Press.

Further works: <http://mensbiblio.xyonline.net/menfeminism.html#Heading1>

Websites: <http://www.xyonline.net/links#a1>

PART C: DIVERSE AND SHIFTING MEN

The third module extends understandings of scholarship on gender by focusing on alternative masculinities and on conscious attempts to change men and among men to change.

Week 12 Tutorial: Alternative masculinities

How have the women's movements and feminism changed men's (and women's?) lives? What 'alternative' masculinities are now visible among men? Is there a necessary link between 'men' and 'masculinity'? Is masculinity performed by women merely an alternate form of femininity? Do female masculinities help us understand the means by which men perform masculinity?

REQUIRED READING

Heasley, Robert. (2005). Queer Masculinities of Straight Men: A Typology. *Men and Masculinities*, 7(3).

FURTHER READING

Flood, Michael. (2008). Bent Straights: Diversity and flux among heterosexual men. In *Intimate Citizenships: Gender, Subjectivity, Politics*. Ed. E.H. Oleksy. Routledge. [Copy available from author]

Hill, Darryl B. (2006). "Feminine" Heterosexual Men: Subverting Heteropatriarchal Sexual Scripts? *Journal of Men's Studies*, 14(2).

Halberstam, Judith. (2002). An Introduction to Female Masculinity. In Rachel Adams and David Savran, (eds). *The Masculinity Studies Reader*. Malden, Massachusetts: Blackwell Publishers.

Haenfler, R. (2004). Manhood in Contradiction: The Two Faces of Straight Edge. *Men and Masculinities*, 7(1): 77-99.

Pascoe, C.J. (2003). Multiple Masculinities? Teenage Boys Talk about Jocks and Gender. *American Behavioral Scientist*, 46(10): 1423-1438.

Week 13 Tutorial: Changing men: Gender activism, policy, and programming

What role do men have in stopping sexism or violence against women? How effective are men's collective efforts to address gender inequalities? To what extent, and in what ways, can governments change gender relations?

REQUIRED READING

Flood, Michael. (2007). Involving Men in Gender Practice and Policy. *Critical Half*, 5: 9-13.

FURTHER READING

Barker, G. (2001) 'Cool Your Head, Man': Preventing gender-based violence in Favelas. *Development*, 44(3), September.

Casey, E., and T. Smith (2010) "How Can I Not?": Men's Pathways to Involvement in Anti-Violence Against Women Work. *Violence Against Women*, 16(8): 953-73.

Coulter, Rebecca P. (2003). Boys Doing Good: Young men and gender equity. *Educational Review*, 55(2).

Expert Group. (2003). *The Role of Men and Boys in Achieving Gender Equality: Report of the Export Group Meeting, 'The Role of Men and Boys in Achieving Gender Equality'*, organised by DAW in collaboration with ILO and UNAIDS, 21-24 October 2003, Brasilia, Brazil. URL: <http://www.un.org/womenwatch/daw/egm/men-boys2003/reports/Finalreport.PDF>.

Flood, Michael. (2004). Backlash: Angry men's movements. In S. E. Rossi. (ed.), *The battle and backlash rage on: Why feminism cannot be obsolete* (pp. 261-278). Philadelphia, PA: Xlibris Press. URL: <http://www.xyonline.net/content/backlash-angry-mens-movements-0>.

Flood, Michael. (2010). *Where Men Stand: Men's roles in ending violence against women*. Sydney: White Ribbon Prevention Research Series, No. 2.. URL: <http://www.xyonline.net/content/where-men-stand-men%E2%80%99s-roles-ending-violence-against-women>

Flood, Michael, Dean Peacock, Orly Stern, Gary Barker, and Alan Greig. (2010). *World Health Organization Men and Gender Policy Brief: Policy approaches to involving men and boys in achieving gender equality and health equity*. Sonke Gender Justice Network, Johannesburg. URL: <http://www.xyonline.net/content/who-policy-brief-policy-approaches-involving-men-and-boys-achieving-gender-equality-and-heal>.

Funk, R. (2008). Men's work: Men's voices and actions against sexism and violence. *Journal of Intervention and Prevention in the Community*, 36: 155-171.

Kaufman, Michael. (2003). The AIM Framework: Addressing and involving men and boys to promote gender equality and end gender discrimination and violence. UNICEF, March 31, <http://www.michaelkaufman.com/articles/pdf/the-aim-framework.pdf>.

Kimmel, Michael S. (1997). From Conscience and Common Sense to Feminism for Men: Pro-Feminist Men's Rhetoric of Support for Women's Equality. *International Journal of Sociology and Social Policy*, 17(1/2).

Kimmel, Michael S. (2008). Just Guys. In *Guyland: The Perilous World Where Boys Become Men*. HarperCollins.

Pease, Bob. (2002). (Re)Constructing Men's Interests. *Men and Masculinities*, 5(2): 165-177.

Whelehan, Imelda. (1995). Men in Feminism. Chapter 8 in *Modern Feminist Thought*. New York: New York University Press. [UOW: 305.4201/70]

Whitehead, Stephen M. (2002). The Personal and the Political: Men and feminism. Chapter 2 in *Men and Masculinities: Key Themes and New Directions* (pp. 44-82). Cambridge: Polity Press.

Further references: <http://mensbiblio.xyonline.net/menfeminism.html#Heading1>

SOC350 Men and Masculinities – An overview

An introduction to the subject

“Men and Masculinities” examines key approaches and developments in the study of men and gender relations.

The subject is organised into three modules. The first module introduces scholarship on men and masculinities and examines men’s positions in gender relations. How have men’s lives changed, and what does this mean for gender roles and relations? The second module explores the shifting and contested social organisation of masculinities. How do the meanings of manhood intersect with those of ethnicity, sexuality, and class? What about power and inequality? The third module extends understandings of scholarship on gender by focusing on alternative masculinities and on conscious attempts to change men and among men to change.

Learning outcomes

On successful completion of this subject, students will be able to:

1. Offer an account of the social construction of masculinity, as part of a sociological understanding of gender;
2. Identify important ways in which sexuality, race and ethnicity, class, and other forms of difference shape men’s positions in and negotiations of gender relations;
3. Reflect critically on the political, epistemological, and pedagogical issues involved in men studying, teaching, and doing feminism and in working across difference more generally;
4. Show increased skill in engaging with the scholarly work of others and communicating this to peers.

Convenor / Lecturer

The subject will be convened by Dr Michael Flood. Michael is an experienced and enthusiastic teacher. He has worked previously at Latrobe University (2008-2010), the University of Wollongong (2007-2008), the Australian National University (2001-2005), and in a range of other positions in research, community education, and advocacy.

Assessment: Summary

The assessment scheme is as follows. Please see further below for more detail on these items.

	Assessment	Length	When	Weighting
1	Critical Summary Essays x 2	1,500 words (750 words each)	April 7 (Week 6); May 26 (Week 12)	40%
2	Research Paper or Reflective Journal	3,000 words	June 3 rd , Week 13	40%
3	Peer teaching	Students’ facilitation of tutorials in particular weeks	Weeks 4 to 13	15%
4	Tutorial Participation			5%

Subject Requirements

- **Attendance requirements:** Students are required to attend the lecture and tutorials each week. Please note that assessment will draw directly on the content of lectures and tutorials.
- Missing *any* tutorials has a negative impact on your performance in the subject, as you miss out on discussion of subject readings and content, tips about assessment, and so on. Students who have actually attended the tutorials will tell you that these are a vital opportunity to get to grips with subject content, engage in participatory exercises which heighten their understanding of key concepts and frameworks, and discuss particular assessment tasks. And that all this helps to boost their performance in the written assessment.
- Likewise, students who miss lectures will miss out on content on which they will be assessed.
- In line with UOW policy, this subject requires an 80% attendance at all classes (lectures and tutorials) unless this is unavoidable on medical or compassionate grounds and evidence of this is provided through SOLS.
- There are 11 tutorials in all. 80 per cent equals 8.8 tutorials. Policy in this subject is that you can miss up to two tutorials and still fulfill the attendance requirements. Missing more than two tutorials will not result in an automatic fail for the subject, but it *will* mean that your participation in the subject will be reconsidered and/or you may be required to complete additional written work to complete the subject.
- **Completing the subject:** It is necessary to submit, although not to pass, every item of assessment to pass this subject.
- **Extensions for written work:** Special Consideration applications are required for extensions of deadlines for all assignments. If you need special consideration for medical or compassionate reasons, file an electronic Special Consideration form with the University. Send the medical or counsellor's certificates and letters to the Academic Registrar's Division. Notify your tutor that you have requested the Special Consideration. Please be specific about what you are requesting – an extension for how long; that we keep your circumstances in mind when determining marks; or an excused note about non-attendance at a tutorial.
- **Penalty for late submission of work:** Late work (i.e. any work required for assessment that has not been given an extension) will be subject to a 10% penalty per day. The penalty is applied to the original mark awarded. Work submitted after seven calendar days will not be marked and will be given a mark of 0. This is a Faculty of Arts policy and it applies to all subjects.

Failure to meet these requirements can lead to a technical fail in the subject.

Class Contact Details

- Formal class times and locations are as follows:

Lecture	Mon	12:30 – 1.30	19-G026
Tutorial	Mon	13:30 – 15.30	19-1038
Tutorial	Tue	08:30 – 10.30	24-105
Tutorial	Tue	13:30 – 15.30	24-103

- The subject is taught on Wollongong campus.
- The modes of delivery comprise one one-hour lecture and one two-hour tutorial each week. Tutorials begin in Week 2.
- Contact details for the subject co-ordinator can be found on the title page.
- Students should have enrolled in tutorials via SOLS before the start of session.
- Those with timetabling difficulties should see the Subject Co-ordinator.

Information on the readings

ESSENTIAL READINGS: SOC 350 READER

Please note the following six points.

- You must purchase the subject reader from the University Bookshop.
- Required* readings are the readings you must read before each tutorial. They come from the reader.
- You are expected to read the *entire text* of the relevant reading by the tutorial.
- Each week, the topic of the lecture is addressed in *the next week's tutorial*.
- Please bring the subject reader to every tutorial. We will often work through particular sections of the reader in the tutorials.
- Further* readings are optional, further readings. They are not compulsory. They provide further, useful introductions to the week's content. However, the further readings also:
 - Can be used in the Critical Summary Essays;
 - Are useful resources for your essays.

E READINGS

Some E readings may be made available as the subject progresses. They will be available via the subject's WebCT site.

FURTHER READINGS

Please see the lists of further readings later in this subject guide. You are encouraged to use the Library catalogue and databases to locate additional resources.

General Information on the Subject

This subject comprises a lecture programme, a tutorial programme, and a group of assessment tasks.

LECTURES

There is one lecture each week in SOC350. Lecture handouts will be provided each week at the

start of the lecture. They will also be available from the eLearning Space. They will provide a good resource for those who are sick or for revision, but will not be a substitute for attending the lectures. People who miss lectures should ask a friend to share notes.

TUTORIALS

Each week, the topics covered in the lecture are then addressed in the tutorials in the *following* week.

Tutorials are meant to be interesting, stimulating, fun and challenging. I see them as forums where you can test out your ideas, develop your understanding, debate issues, and discuss any matters of concern about the readings, the lectures and the subject in general.

If you cannot make your tutorial, please make arrangements to attend another one that week. If this is impossible, please inform your tutor. If you feel that you have difficulty participating in tutorial formats, for whatever reason, please discuss this with your tutor.

READING

It is important to read for tutorials every week. Please ensure that you have read the set reading in the reader before each tutorial. Bring the reader to the tutorial.

ASSESSMENT

Students who fail the first Critical Summary Essay will have the option of revising and resubmitting their essay, either on the existing article/book chapter or a different one, for a maximum mark of 50. Their revised essay will be due on the same date as the second Critical Summary Essay.

DISCUSSION

Students are reminded that they are required to participate in each tutorial. The tutorial discussion and exercises require preparation and participation. In addition, there are marks for participation.

There are three guidelines for tutorial classes:

- Prepare by reading and thinking;
- Actively participate, focusing on the key themes and concerns of the subject;
- Respect the contributions of others, especially when you don't agree.

Assessment Tasks – in detail

There are four components to the assessment scheme.

1: CRITICAL SUMMARY ESSAYS

due: April 7 (Week 6) and May 26 (Week 12)

weighting: 40%

length: 2 x 750 words

Two Critical Summary Essays have been set throughout the subject. Each is worth 20% of your final mark. You must submit both essays.

What do I do?

The Critical Summary Essays involve an analysis of a *single* journal article or book chapter. Each essay requires a close and careful reading, discussion, and evaluation of the article or chapter.

Choose an article or book chapter from the available options (see below) that interests you. Read the piece and write a short paper in which you:

- Describe the author's main argument(s) and what kind of evidence she uses;
- Describe and evaluate how she uses that evidence to support that argument;
- Discuss the wider significance of the piece for scholarly understanding of men, masculinities and gender;
- Relate the piece to the themes of this SOC350 subject;

At least half your Critical Summary Essay should be concerned with a broader discussion of the significance of the article and its relationship to the themes of this subject.

Which reading can I choose?

Critical Summary Essay 1 is based on the tutorial topics in Weeks 1 to 6. Choose **one** of the readings from the "Further readings" listed under **any** of the tutorial topics in Weeks 1 to 6.

Critical Summary Essay 2 is based on the tutorial topics in Weeks 7 to 13. Choose **one** of the readings from the "Further readings" listed under **any** of the tutorial topics in Weeks 7 to 13.

(If you would prefer to write your Critical Summary Essay on a different journal article or book chapter, please consult Michael Flood regarding this.)

More details:

Please note that:

- Each Critical Summary Essay has a word limit of 750 words (excluding the bibliography). It should be no more than 10% longer or shorter than the specified word limit.
- Critical Summary Essays must include citations wherever you are drawing on others' work, and a bibliography.

Why this?

The Critical Summary Essays are important for this subject because they will:

- increase your comprehension of the readings and the subject;
- lay the foundation for your essay;
- improve the level of tutorial discussion;
- enhance your writing skills.

Guides to critical analysis of a journal article or book chapter

Writing a critical review (UNSW): <http://www.lc.unsw.edu.au/onlib/critrev.html>

2: ESSAY: RESEARCH PAPER OR REFLECTIVE JOURNAL

due: June 3rd, Week 13
weighting: 40%
length: 3,000 words

Students complete **either** (a) a substantial research paper, involving independent study, **or** (b) a reflective journal, based on critical autobiography. The first is a conventional essay. The second involves the opportunity for more personal or autobiographical reflection on the subject content and themes and their relevance to your own gendered experience.

General guidelines on this assessment item are provided below. Here, the term 'essay' refers to *both* the Research Paper and the Reflective Journal. Further details regarding the two options are given further below.

General guidelines

Please note the following;

- Your bibliography must contain at least eight items (cited in your essay) from an *academic source*: journal articles, book chapters, or books. These items can include items provided to you in the subject reader.
 - Chapters from the same book count as *one* source. In other words, if you use two chapters from a book authored by the one person or persons, this counts as one source. However, if you use two chapters written by *different* authors in an *edited* book, these count as two separate sources.
 - Lectures and lecture handouts do not count (although you should draw on these as part of the subject's content).
- Your essay should be no more than ten percent longer or shorter than the specified word limit. That is, it should be between 2,700 and 3,300 words in length.
 - The word count includes *all* text in the body of the essay, including quotations, citations, and any other text.
 - The word count does not include the bibliography.
- Please use the Harvard style of academic referencing. (Note that this subject outline *does not* use this consistently. So don't copy its referencing style – sorry.)
- Please do not include a synopsis or summary with the essay.
- Please do not submit your essay in a plastic sleeve, or bound in a ring binder. Please simply hand in the stapled essay.

Marking criteria for essays

I will use the following four criteria to assess your essay. An essay should;

- 1) Be clearly focused on the set topic and deal fully with its central concerns;
- 2) Be the result of wide and critical reading;
- 3) Present a reasoned (and structured and coherent) argument;
- 4) Be competently presented (with appropriate style and referencing).

These criteria derive from the book, *Essay Writing for Students*, by Clanchy and Ballard, and this is a useful guide to essay writing.

Note that the essay marking sheet which will be used to mark your essays has been included in the subject Reader.

Please note that resources on essay-writing are provided below.

You must complete **either** (a) a substantial research paper, involving independent study, **or** (b) a reflective journal, based on critical autobiography.

Option A: Research Paper

The first option is a Research Paper, an essay responding to one of a series of essay questions. Essay questions will be handed out in approximately Week 6. There will be a wide variety of questions from which to choose, reflecting the content of the subject.

Option B: Reflective Journal

The second option is a Reflective Journal, based on critical autobiography. You will reflect on your own experiences of and involvements in gender, and the links between these and the concepts and themes explored in the subject and in scholarship on gender.

See the following section for resources on critical autobiography.

Resources on essay-writing

Barrass, Robert (1995) *Students Must Write: A guide to better writing in coursework and examinations*. Routledge

Betts, Katharine, and Anne Seitz (1994) *Writing Essays and Research Reports in the Social Sciences*. Melbourne: Thomas Nelson Australia. [UOW: 808.042/59]

Clanchy, J., and B. Ballard (1997) *Essay Writing for Students: A practical guide*. third edition. French's Forest, NSW: Longman. [UOW: 808.042/12]

Creame, Phyllis, and Mary R. Lea (1997) *Writing at University: A guide for students*. Philadelphia, PA: Open University Press. [UOW: 808.042/130]

Davis, Lloyd, and Susan McKay (1996) *Structures and Strategies: An introduction to academic writing*. South Melbourne: Macmillan. [UOW: 808.4/3]

Germov, John (1996) *Get Great Marks For Your Essays*. Sydney: Allen & Unwin. [UOW: 808.042/112]

McLaren, Stephen (2003) *Writing Essays and Reports*. Sydney: Pascall Press. [call no #808.02/140]

Pretty, R. K. (1990) *Writing essays: a casebook approach*. Melbourne: Longman Cheshire, [UOW: 808.042/80]

Turley, Richard M. (2000) *Writing Essays: A guide for students in English and the humanities*. New York: Routledge. [access electronically]

- due:** In one of the tutorials, chosen from Weeks 4 to 13.
weighting: 15%
format: *What it is:*

This involves *students teaching students* in tutorials. Students prepare and present on the topic for discussion each week, and facilitate discussion during the tutorial. In Week 2 or soon after, students choose which of the tutorial topics you will teach. Students will teach these topics in twos or threes, that is, 2 or 3 students per topic. (Note that you may wish to choose the topic which you're also planning to address in your final essay.) Peer teaching will commence in the Week 4 tutorials.

What you will do:

The group leading the tutorial takes responsibility for at least the first hour of the two-hour tutorial. You will:

- Research the topic;
- Set an agenda for the discussion of that topic (key areas, themes, topics, concepts, questions, case studies and examples, etc.);
- Plan the format of the tutorial, in the form of a lesson plan;
- Facilitate the tutorial on the day.

You will need to meet at least once, and preferably twice, with your co-leaders before the tutorial in order to;

- Discuss the required reading and any further reading you have done;
- Share ideas regarding the tutorial topic;
- Decide on the agenda and format for the tutorial;
- Plan activities and facilitation;
- Prepare a lesson plan and any accompanying materials (such as a handout or Powerpoint presentation).

This exercise is focused on your facilitation of classroom discussion and reflection. Your leadership of the tutorial *may* include a short (5-10 minute) presentation, whether at the beginning of the tutorial or at points throughout the tutorial. However, most of your work should go into preparing a lesson plan through which the students in the class will learn about the tutorial topic. The lesson plan should include;

- Questions for discussion;
- Small group and interactive / participatory exercises;

The lesson plan also may involve handouts, a Powerpoint, and other teaching materials, but these are *optional*.

Michael Flood can meet with you to assist you in preparing the lesson plan.

How it will work on the day:

At the start of the tutorial, after Michael has covered any administrative matters, you and your co-presenters will introduce the tutorial topic. You may give a short presentation if you wish. Or you may give only a brief introduction and then go into interactive discussion, questions, and exercises. You will facilitate at least the first hour of the tutorial, and the entire two hours if you wish.

There are a wide range of teaching strategies you can use to get discussion started, to foster discussion, and to engage students in learning. Some take place in the class as a whole, while others involve the use of small groups. For example:

- *Small group discussion:* Divide the class into small groups of a specified number of students. (One simple way to do this is to just count off 1, 2, 3... around the class, and then ask all the '1' students go to one part of the classroom, all the '2' students to another, and so on.) Give the small groups a specific task – either the same task(s) across all groups, or different tasks for different groups. These might include the following:
 - Look at a specified section of the assigned reading and discuss a particular question about it.
 - Discuss a particular quotation or passage of text or video extract.
 - Come up with 4 or 5 points or an argument regarding a particular issue or question.
 - Solve a particular problem.
 - Prepare an argument or position on different sides of a debate, with groups then having an actual debate in the large class.
 - Etc.

Make sure that you have specified the questions, issues, or quotations on which each group will focus, either on the board or on a handout. Student leaders can join groups to encourage discussion, or move from one group to another to see how each is going. Ask the small groups then to report back to the large group.

- *Brainstorm:* Students write down as many ideas as come to mind, on key concepts / issues / images / questions, either in the whole group on the whiteboard or in small groups.
- *Sentence completion:* Write partial sentences on the board or in a Powerpoint, and get the students to complete them individually. Students then swap answers in pairs.

Consult the resources below, and Michael Flood, regarding other teaching strategies you can use, including Five-Minute Review, Pyramid / Snowball, Questions in a Hat, and so on.

How you will be assessed:

You will be assessed on the following three criteria, of equal weight:

1. *Content:* Depth of coverage of the topic; Accuracy and precision of content; Understanding of concepts and theories.
2. *Organisation & Structure:* Strong organisation and clear structure; Logical flow from one topic or theme to another; Exploration of evidence and examples; Good time control.
3. *Facilitation Style:* Engaging and interesting presentation and facilitation style; Effective involvement of other students in discussion and exercises; Respectful and constructive interaction.

You are not required to submit your lesson plan and related materials, although you may do so if you wish.

More tips for student facilitators

Content:

- Cover and explore content.
 - Address key topics, issues, and frameworks.
 - Explore complexities.

- Highlight take-home messages.

Organisation & Structure:

- Take charge of the class:
 - Direct discussion.
 - Call on particular individuals and ask them direct questions, to summarise parts of the readings, etc.

Facilitation Style:

- Give clear directions: exactly what they're to do, for how long, someone to be the scribe, whether they'll then report back to the class, etc.
 - Help by writing these on the board or on a Powerpoint slide.
 - Ensure that the questions you ask are specific and answerable. Rather than asking vague questions like "Does anyone have any comment on that?", ask specific questions like "Why does the author argue this?", "What changes are you aware of in...?", etc.
- Give students particular and specific tasks: Write down at least two ways in which...; Identify the problems with this argument...; Etc.
- Work to engage all students. E.g.:
 - Every second student to speak.
 - Call on quieter students. "Now, who hasn't spoken yet?"
- Don't always feed people answers. Allow silence, and give space for people to contribute.
- Ensure that the questions you ask are specific and answerable. Rather than asking vague questions like "Does anyone have any comment on that?", ask specific questions like "Why does the author argue this?", "What changes are you aware of in...?", etc.

Note that Michael Flood can provide you with most of the resources below. Some may be available from the CEDIR library on campus.

Resources on small group teaching and tutoring

- Baik, Chi. (n.d.). *The Melbourne Sessional Teachers' Handbook: Advice and strategies for small group teaching at the University of Melbourne*. (especially pp. 20-28). URL: <http://www.cshe.unimelb.edu.au/pdfs/Sessional%20Handbook%202009.pdf>.
- Bath, Debra, Calvin Smith, and Caroline Steel. (2004). *A tutor's guide to teaching and learning at UQ*. The Teaching and Educational Development Institute, University of Queensland. (especially pp. 25-30). URL: <http://www.tedi.uq.edu.au/downloads/tutortrainingmanual.pdf>.
- Exley, K., and R. Dennick (2004). *Small Group Teaching: Tutorials, seminars and beyond*. London: RoutledgeFalmer (See e.g. Chapter 4, "Working with student groups".) [UOW: 378.1795/8]
- Habeshaw, Sue, Graham Gibbs, and Trevor Habeshaw (1984). *53 Interesting Things To Do In Your Seminars and Tutorials*. Bristol: Technical and Educational Services. [UOW: 378.177/1]
- Bertola, Pat, and Eamon Murphy. (1999). *Tutoring at university: A beginner's practical guide*. Bentley, W.A.: Curtin University of Technology. [UOW: 378.125/39]
- Lipsky, Sally A. (2010). *A training guide for college tutors and peer educators*. Boston: Allyn & Bacon. [UOW: 378.125/67]
- Lublin, Jacqueline. (1997). *Conducting tutorials*. Canberra: Higher Education Research and Development Society of Australasia (HERDSA Green Guide). [UOW:

378.1794/4]

Race, Philip, and Sally Brown. (1993). *500 tips for tutors*. London; Philadelphia: Kogan Page. [UOW: 378.125/23]

Forster, Fred, Dai Hounsell, and Sheila Thompson. (eds). (1995). *Tutoring and demonstrating: A handbook*. Edinburgh: Centre for Teaching, Learning and Assessment, University of Edinburgh in association with the Universities' and Colleges' Staff Development Agency. [UOW: 378.125/36]

4:	TUTORIAL PARTICIPATION
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weighting: 5%

Students will be assessed on their overall participation in the subject, particularly their participation in and contribution to tutorial discussion.

Further guidance on the Reflective Journal

INTRODUCTION TO THE REFLECTIVE JOURNAL

The Reflective Journal is based on critical autobiography. You will reflect on your own experiences of and involvements in gender, and make links between these and the concepts and themes explored in the subject Men and Masculinities and in scholarship on gender.

WRITING BOTH PERSONALLY AND THEORETICALLY

The Reflective Journal involves critical reflection on your own experiences of and involvements in gender. You will therefore be writing in part in the first person. At the same time, you will also be writing about themes, insights, and issues based in scholarship on men, masculinities and gender. Your writing may move between the two in either direction: using scholarship on men and gender to shed light on your personal experience, and/or using your personal experience to illustrate or extend scholarship on men and gender.

The Reflective Journal is based on *critical* autobiography. This involves more than simply telling your story or stories. Instead, you must analyse, evaluate, and reflect on such stories, and link them to wider intellectual or theoretical issues and points. In particular, link the accounts of your experience to the themes of the Men and Masculinities subject.

While you will be reflecting critically on your own experience, you are expected also to demonstrate an understanding of the material addressed in the Men and Masculinities subject. Your piece will draw on and cite academic sources, and it will have a reference list or bibliography listing these at its end.

ASSESSMENT OF YOUR PIECE

The balance of your piece – between the description of your experiences and your sociological analysis – should be weighted towards the “critical” more than the “autobiography”. This relative weighting will be reflected in the evaluation of your Reflective Journal: 30% for description, 50% for analysis, and 20% for style and mechanics.¹

ORGANISING THE PIECE

You will somehow need to organise your piece into some kind of order, comprising a series of paragraphs where each has a central point or focus (as you would for a standard academic essay). There are various ways to do this. You may consider organising your piece by:

- Key themes or points from the subject and/or from scholarship on men, masculinities and gender;
- Themes in or aspects of your personal experiences;
- Particular experiences or incidents;
- Particular relations or individuals.

Your Reflective Journal may cover a wide range of aspects of your experience, focus on a series of incidents or just one, or explore your relations with a particular man.

CONFIDENTIALITY AND PRIVACY

Your piece will be confidential. It will be seen only by the subject convenor, Michael Flood.

¹ I have borrowed here from guidelines provided by Powers (1998: 204).

Reveal as much or as little of your own life and experiences as you wish.

FOR FEMALE STUDENTS

If you are a female student writing the Reflective Journal, you are still expected to address issues regarding men, masculinities and gender and to demonstrate an understanding of the material addressed in the Men and Masculinities subject. In writing personally, you can explore your experiences of men and your relations with them. See above regarding the kinds of things you may wish to explore. For example, you may reflect on:

- Your perceptions and understandings of men and masculinities;
- Your negotiations of gender e.g. with particular men (boyfriends or husbands, brothers, fathers, male friends, work mates, etc.);
- Experiences of how men 'do masculinity' – in particular relations, through particular settings, and in particular interactions.

FURTHER RESOURCES

Examples by men reflecting on men and masculinities

Various texts illustrate men's use of critical autobiography. For example:

- *Unmasking Masculinity: A Critical Autobiography*, by David Jackson (London: Unwin Hyman, 1990).
- Shira Tarrant's edited collection, *Men Speak Out*, contains various critical autobiographical reflections by young and older men.
- Schmitt, Richard. (2001). Proud to Be a Man? *Men and Masculinities*, 3(4), April (and Response by Brod, Schmitt)
- Kay *et al.*'s edited collection *Male Lust* contains a variety of personal reflections regarding male sexualities.
- Kimmel's collection *Men Confront Pornography* includes stories centred on critical personal reflection.
- "A black man's place in black feminist criticism", by Michael Awkward (In Tom Digby (ed.), *Men Doing Feminism*. New York & London: Routledge, 1998). (Also in Rudolph P. Byrd & Beverly. Guy-Sheltall (eds.), *Traps: African American men on gender and sexuality*. Bloomington: Indiana University Press.)
- *The Achilles Heel Reader: Men, Sexual Politics and Socialism*, edited by Victor J. Seidler (London & New York: Routledge, 1991).
- *Men, Sex and Relationships: Writings From Achilles Heel*, edited by Victor J. Seidler (London: Routledge, 1992).
- *Unbecoming: An AIDS Diary*, by Eric Michaels.
- *Jar Head*, by Anthony Swofford. About the first Iraq war and being a macho marine.
- *Hoi Polloi* (or the next volume, *Muck*), by Craig Sherborne. About growing up in New Zealand and Sydney to socially pretentious parents. Learning to be a bully when you're quite 'effeminate' etc. Very funny.
- *Black Hours*, by Wayne King. Growing up Aboriginal and gay.

- McKenna, Kate, Eric Peters, and Doug Weatherbee. (1993). *Reconstructing Masculinities Through Autobiography*. In Haddad, Tony. (ed.). *Men and Masculinities: A Critical Anthology*. Toronto: Canadian Scholars' Press. [UOW: 155.332/9]
- Keyworth, Saul Asher. (2001). Critical Autobiography: 'Straightening' out dance education. *Research in Dance Education*, 2(2), 117-137.

Various blogs demonstrate critical reflections by men on their negotiations of gender, including:

- Richard Newman's blog, 'Fragments of Evolving Manhood': <http://richardjnewman.com/fragments-of-evolving-manhood/>
- Hugo Schwyzer: <http://hugoschwzyer.net/>

By women

Autobiographical texts have been influential in feminist writing and scholarship. Various colleagues on the Australian Women's and Gender Studies Association e-mail list and the profem list generously made suggestions for useful texts. Two texts mentioned by various colleagues are:

- *Sister Outsider* by Audre Lorde, (critical autobiographical reflection on gender, race, sexuality);
- *Blood, Bread and Poetry* by Adrienne Rich, (as with Lorde, but add Jewishness).

Other texts mentioned include:

- *Click* by Courtney Martin contains dozens of recollections by young women about their "click" moments of coming to feminist awareness.
- *Colonize This!: Young Women of Color on Today's Feminism*, edited by Hernandez *et al.*, collects various stories by young women.
- Dorothy Allison's introduction to her collection of short stories, *Trash*;
- *Bi-Polar Expeditions* by Emily Martin (gender and mental health/illness);
- *Life and Death* by Andrea Dworkin (which includes e.g. an essay of autobiographical writing regarding prostitution);
- *Outercourse* by Mary Daly;
- *Fields of Play: Constructing an Academic Life*, by Laurel Richardson (a personal account of intellectual journeys and writing);
- *Moments of Being* by Virginia Woolf;
- *Landscape for a Good Woman* by Carol Steedman;
- *Tiger's Eye* by Inga Clendinnen;
- *Giving Up the Ghost*, by Hilary Mantel (a memoir of growing up in England in the 1950s);
- *An Experiment in Love*, by Hilary Mantel;
- *Sexing the Self* by Elspeth Probyn.
- *If Everyone Cared* by Margaret Tucker;
- *Snake Cradle* by Roberta Sykes;
- *Outrageous Acts and Everyday Rebellions* by Gloria Steinem.

- *How Simone de Beauvoir Died in Australia* by Sylvia Lawson;
- *Poppy* by Drusilla Modjeska;
- Dorothy Hewett's autobiography;
- *Don't Take Your love to Town* by Ruby Langford;
- *Snake Cradle* by Bobbi Sykes.
- *There's a good girl* by Marianne Grubecker (a woman writing a diary of what she notices about the gendered messages received by her daughter from 0 to 3 years, and which also includes what she notices regarding the acquisition of gendered messages for her daughter's closest male playmate).
- *Women Writing Culture*, edited by Ruth Behar and Deborah A. Gordon (Berkeley: University of California Press, 1995);
- *Autobiographical Writing Across the Disciplines: A Reader*, edited by Diane P. Freedman and Olivia Frey (Durham, NC: Duke University Press);
- Barbara Myerhoff (has films and writing about the connections between her own Jewishness, feminist ideologies and experience of death)
- *Taboo: Sex, Identity and Erotic Subjectivity in Anthropological Fieldwork*, edited by Don Kulick and Margaret Wilson (London: Routledge Press, 1995).

Some texts involve women's critical autobiographical reflections regarding their relations with men in particular or sexuality more generally. See for example:

- *Heterosexuality: A Feminism and Psychology Reader*, edited by Wilkinson and Kitzinger (Newbury Park, CA: Sage, 1993);
- *Jane Sexes It Up: True confessions of feminist desire*, edited by Merri Lisa Johnson (New York and London: Four Walls Eight Windows, 2002);
- *Real Live Nude Girl: Chronicles of Sex-Positive Culture*, edited by Carol Queen (Pittsburgh: Cleis Press, 1997).

Critical autobiographical writing also has been central to writing on lesbian, gay, bisexual and transgender sexualities. Michael Murphy writes, "The field of LGBTQ studies is filled with critical autobiographies that ruminate on gender (at least partially). Two canonical titles are Kate Bornstein's *Gender Outlaw* and Leslie Feinberg's *Stone Butch Blues*. I just finished reading a magnificent memoir by Ryan Van Meter titled *If You Knew Then What I Know Now*. A handful of essays in this book are explicitly about homosexuality, masculinity, and childhood. Also, I would recommend Kirk Read's memoir of growing up gay in rural Virginia: *How I Learned to Snap*. There are also a number of essays in S. Bear Bergman's two books that are autobiographical, critical, and deal with gender, especially masculinity: *Butch is a Noun* and *The Nearest Exit May Be Behind You*. Bornstein and Bergman just finished an edited collection of first person essays entitled *Gender Outlaws: The Next Generation*. One of the most interesting books I've ever read, because it interweaves autobiography, sexuality, and Classics, is *Daniel Mendelsohn's The Elusive Embrace: Desire and the Riddle of Identity*. Mendelsohn is quite astute on gender issues. There are several useful essays on gender in *First Person Queer: Who We are (So Far)* and the entire genres of writing on lesbian butch/femme, tomboys, bear, and leather communities entail thinking about gender, much of it autobiographical---titles too numerous to mention here."

Scholarship on women and autobiography in literary theory includes:

- *Women's Writing: A Challenge to Theory*, edited by Moira Monteith;
- *The Private Self* by Shari Benstock;
- "My Monster/ My Self" by Barbara Johnson (*Diacritics*, vol 12);
- *Getting Personal : Feminist Occasions and other Autobiographical Acts*, by Nancy K. Miller (1991);
- *The Female Autograph*, edited by Domna C. Stanton.
- "Writing Autobiography", by bell hooks. (In *Talking Back: Thinking Feminist, Thinking Black* (1989). Also in *Women, Autobiography, Theory: A Reader*. Ed. Sidonie Smith and Julia Watson. Madison: The U of Wisconsin P, 1998: 429-432.)

Alison Bartlett's university course "Fictocriticism: Writing the Body" includes various relevant references. See <http://www.chloe.uwa.edu.au/outskirts/archive/volume20/Teaching/UWA>.

Liz Conor's blog, now archived by the NLA, includes a range of autobiographical essays. See <http://lizconorcomment.blogspot.com/>.

Academic discussions of critical autobiography as a teaching strategy

There are various discussions of critical autobiography as a teaching strategy, including the following.

- Church, K. (1995). *Forbidden Narratives: Critical autobiography as social science*. Gordon and Breach Publishers.
- Czarniawska, B. (2004). *Narratives in Social Science Research*. London, Sage Publications Ltd.
- Grauerholz, Elizabeth, and Stacy Copenhaver. (1994). When the Personal Becomes Problematic: The Ethics of Using Experiential Teaching Methods. *Teaching Sociology*, 22: 319-27.
- Kebede, Alem. (2009). Practicing Sociological Imagination Through Writing Sociological Autobiography. *Teaching Sociology*, 37(4): 353-368.
- Liberti, R., Swantek, D., Kunz, M., and Sullivan, S. (2004). 'Forbidden Narratives': Exploring the Use of Critical Autobiography in a Graduate Sport Sociology Course. *Quest*, 56(2), 190-207.
- Powers, Rosemary F. (1998). Using Critical Autobiography to Teach the Sociology of Education. *Teaching Sociology*, 26: 198-206.
- Ribbens, J. (1993) Facts or Fictions? Aspects of the use of autobiographical writing in undergraduate sociology. *Sociology*, 27 (1): 81-92.

Also see:

- Discussion on the WMST (Women's Studies) list:
http://userpages.umbc.edu/~korenman/wmst/gender_autobiog.html
- An example of a similar assignment:
<http://personal.bgsu.edu/~edietel/critautobiography.pdf>

Frequently asked questions

Citing and referencing

WHICH REFERENCING STYLE SHOULD I USE?

The subject guide stipulates that you must use the Harvard style of referencing. This is an author-date system rather than a footnoting system.

See: <http://www.library.uow.edu.au/referencing/>

Note that there are *variations* in how a Harvard style may be used. Just adopt one Harvard style, and use it consistently.

HOW DO I CITE A PIECE IN THE READER?

- Cite the piece itself, not the reader.
- If the piece is a chapter from a book by the same authors (rather than an edited collection), cite the whole book, not just the chapter. (This is the case for some of the items by Connell for example.)
- Use the piece's own page numbers, not the numbers in the reader.

Where you are using works which have been photocopied for a reading brick, cite them by their original source (the book or journal) rather than by the reading brick.

Cite the page numbers from the photocopied piece itself, not the page numbers of the reading brick.

CAN I CITE THE LECTURES?

Yes, you can, and should, cite lectures.

The governing principle for citing is that you must cite whenever you draw on secondary sources. The lecture is a secondary source, so if you draw on it, you should cite it. (I know that some lecturers ask that their students not cite the lecture. This makes no sense to me. Presumably lecturers do want you to draw on the lecture's content. If not, why are they giving them?)

HOW DO I CITE A LECTURE?

When citing a lecture and using an author-date system, simply write: ... (Flood 2011). *OR*: Flood (2011) argues that...

If you are citing two or more lectures, use "a", "b" etc. to distinguish between different lectures. So write: Flood (2011a) argues that... But he also states that... (Flood 2011b).

And then in citing the lecture, give all the details you'd need to give for someone to figure out exactly what you're citing. So use something like the following;

Flood, M. (2011a) *Thinking Sociologically*, lecture, SOC350: Men and Masculinities, University of Wollongong, 1 March.

Flood, M. (2011b) *Thinking Sociologically*, lecture, SOC350: Men and Masculinities, University of Wollongong, 8 March.

HOW DO I CITE AUTHORS AND WORKS CITED BY OTHERS?

If you want to describe a particular author's work, or quote them, but the source for this material is in fact another work, make this clear in both your citation in the body of your essay and in the bibliography.

E.g., say that you are quoting C. Wright Mills (1959), but you actually got this from Willis (2006).

In the citation in the body of the essay, represent this in one of the following two ways. In the first, you simply cite your source. In the second, you give the surname and year for the author's work you've not seen, but also the source.

Mills describes the sociological imagination as ... (Willis 2006: 22).

Mills describes the sociological imagination as ... (Mills 1959, as cited in Willis 2006: 22).

In the bibliography, list only the work you have actually used yourself, in this case, the one by Willis.

GIVEN THAT ALMOST EVERYTHING I WRITE WILL BE DRAWN FROM THE READINGS OR LECTURES, DO I HAVE TO CITE EVERY SINGLE SENTENCE?

No. Just cite each time your source *changes*. So, you can have several sentences drawn from the same source, with a citation either just at the end of the first sentence or the last sentence. But if you then draw on a different source, then include a citation to this other source.

This does mean that in some sections of your writing, you *will* have citations in almost every sentence. That's fine. This is what academic writing sometimes looks like.

I KNOW THAT BOOKS AND JOURNALS ARE CITED IN DIFFERENT WAYS, BUT HOW CAN I TELL WHICH IS WHICH IN THE READER?

You should be able to tell from the information given in the reader's table of contents which items are chapters from books and which items are journal articles.

Style and voice in essays etc.

CAN I USE THE FIRST-PERSON VOICE?

There is no rule to say that you cannot use the first-person voice in your essay. However, in most cases, there is no need to. In most cases, there is no need to say "I think", "I believe", etc. – you wrote the essay, so it is *assumed* that this is what you think. So, in most cases, you should simply make your points and your argument, without having to use the first person.

A first-person voice can be appropriate when you are emphasising how your own opinions differ from those of the work or authors you are discussing, or when outlining the essay's structure. With regard to the latter, for example, you may write, "I examine the relationship between...", "I focus on two themes...", and so on. However, it is equally appropriate to avoid the first person: "The relationship between... is central to...", "Two themes are highlighted here. First...", and so on.

A first-person voice is particularly appropriate in the Reflective Journal.

Submitting essays and assignments by post or e-mail

CAN I E-MAIL OR POST MY ESSAY OR ASSIGNMENT?

No. There is no e-mailing or posting of essays or other assignments. If you will not be on campus or cannot make it to university on the day that an assignment is due, either;

- a) Get a cover sheet beforehand and arrange for a friend to hand in the essay on your

behalf; or

- b) Hand in the assignment on an earlier date when you are on campus.

The only exception to this is in the case of personal emergencies. If an emergency or unforeseen crisis means that you cannot submit your assignment in person, you may submit it electronically in order to have this date recorded as the submission date, and also post or deliver a paper copy. Let the subject coordinator know if you are doing this.

Reading drafts

CAN YOU READ A DRAFT OF MY ESSAY / OTHER ASSESSMENT?

Unfortunately, I am not able to read drafts of your work. But I am happy to answer your questions about any aspect of your work, ideally in tutorials.

Email Etiquette

Consultation with your subject coordinator and/or tutors via email

Your teachers receive many emails each day. Please observe the following when communicating with them:

Consider what the communication is about

- Is your question addressed elsewhere (eg. in this subject outline or, where applicable, on the subject's eLearning site)?
- Is it something that is better discussed in person or by telephone? This may be the case if your query requires a lengthy response or a dialogue in order to address. If so, see consultation times above and/or schedule an appointment.
- Are you addressing your request to the most appropriate person?
- Has your query already been answered in the Frequently Asked Questions in this subject outline?

Specific email title/ header to enable easy identification of subject related/ student emails

- Identify the subject code of the subject you are enquiring about in the email header. Add a brief, specific header after the subject code where appropriate.
- Use your full name and student number in any correspondence.

Professional courtesy

- Address your teacher appropriately by name (and formal title if you do not yet know them).
- Use full words (avoid 'text-speak' abbreviations), correct grammar and correct spelling.
- Allow 3 – 4 working days for a response before following up. If the matter is urgent, you may wish to phone the staff member (and leaving a voicemail message if necessary).

A guide to eLearning 'Netiquette' is available at:

<http://www.uow.edu.au/student/elearning/netiquette/index.html>

Please note that replies to emails that involve confidential information will not be sent to a non-UOW email address. In addition, teachers have the discretion not to respond to emails sent by students from a **non-UOW email account** due to the potential privacy issues involved.