

Course Syllabus

WS211OC – Diverse Masculinities
Women and Gender Studies Program
Faculty of Arts, Wilfrid Laurier University

Instructor: Neil Balan
Email: nbalan@wlu.ca
Office hours: 1030-1130am – RM 106M (202 Regina)

CALENDAR DESCRIPTION

WS211 – Diverse Masculinities – 0.5 Credit

This course, rooted within feminist studies, considers how marginalized masculinities, transnational identities, and women's experiences, have shaped diverse masculinities. Topics include the theorization of masculinity in relationship to sexuality, violence, homophobia, race, ethnicity, colonialism, postcolonialism, militarization, indigenous cultures, the family, the law, sports, science, men and feminism.

Pre-requisite: WS100 or permission from the program coordinator

COURSE OVERVIEW

The online course examines diverse masculinities through feminist, gender and queer approaches that interpret masculinity as a shifting feature of gendered embodiment and social, political and cultural production. It considers how marginalized, transnational, and diverse forms of masculinities both shape, and are shaped by:

- conditions of violence, through practices of racism, colonialism, and war;
- transnational, diasporic and indigenous contexts; and
- neoliberalism, globalization and nationalisms.

The course is structured through two sections:

- **Section 1: Central Theories and Concepts** examines the central theories and concepts of diverse masculinities. In this section, students will learn how to distinguish between various approaches to the analysis and study of masculinity.
- **Section 2: Critical Approaches** surveys critical approaches to diverse masculinities. In this section, students will examine a range of topics across local and global contexts, apply the concepts and theories learned in Section 1, and examine various cultural objects and events.

COURSE TOOLS & LEARNING MATERIALS

- **Readings:** all course readings are available on the Library e-reserve website: <https://ares.wlu.ca/ares/> with the exception of the book *God Loves Hair* by Vivek Shraya, which is available for purchase at the WLU bookstore and may be available online in ebook format elsewhere.
- **Study Guides, Rubrics and Activities:** available in your weekly Lessons online.
- **Course Media & Technology:** films will be available online and linked through the course Lessons; in addition, guides to technology usage, such as wikispaces, will be available in the Lessons and on the course page.

- **Library:** <http://library.wlu.ca/>
- **Learning Management System course login:** <http://mylearningspace.wlu.ca>
- **Learning Services:** writing centre, academic advising, study skills/supplemental instruction, accessible learning are all available at <http://www.wlu.ca/learningservices>

STUDENT EVALUATION

Assessment of student progress in the course will be evaluated under the following profiles:

I.	<u>Independent Writing and Interpretation</u> (45%)	
	• End of Lesson Quiz	20%
	– Due at end of each Lesson (12 quizzes)	
	• Part 1: Research Paper Thesis Statement & Bibliography	5%
	– Due Day 7 before 11:59pm of Lesson 7 week	
	• Part 2: Research Paper Outline & Annotated Bibliography	20%
	– Due Day 7 before 11:59pm of Lesson 12 week	
II.	<u>Collaborative Learning</u> (55%)	
	• Discussion Forum (Facilitation & Participation)	35%
	– Ongoing	
	• Peer Learning Tool	20%
	– Due Day 5 before 12pm (noon) the week prior to the Lesson week selected	
	TOTAL	100%

Assignment guidelines, instructions, and grading rubrics are available through links in your Course Road Map and in your Lessons. While students are encouraged to start working on their assignments early on, the assignments are distributed according to the schedule below to ensure students are not overburdened with information and have enough material to complete their work.

LATE ASSIGNMENT POLICY

- All assignments are due on the date and time listed on the syllabus. Reminders for individual assignments will also be included at the start of your weekly lessons the week prior to a due date. Make sure to keep checking your *Student Checklist* to keep track of when your collaborative learning assignments are due.
- Students are expected to submit their assignments on time. Extensions are only granted prior to the assignment due date, and requests for extensions must be made as early as possible, and no later than 24 hours prior to when the assignment is due.
- Assignments submitted more than 1 hour after the due date and time will be deducted 1% for every 24 hour period late.
- **Example:** if your assignment was due on Wednesday before 11:59pm and you submit it Saturday at 4pm, you will be deducted 3 marks:

Thursday 12am-Thursday 11:59pm	- 1 mark
Friday 12am-Friday 11:59pm	- 1 mark
Saturday 12am-Saturday 11:59pm	- <u>1 mark</u>
Total Deducted off your assignment:	3 marks

- Only students who submit valid medical notes or proof of emergency will have their deducted late marks waived after the deadline.

LESSONS, READINGS & ASSIGNMENT SCHEDULE

Complete the following readings in accordance with the weekly Lessons. Make sure to focus on reading the required pages. Students are encouraged to read the full text as an option.

Guides, Forms and Rubrics:

- Student Checklist
- Discussion Forum Posts Instructions and Rubrics
- Peer Learning Tool Instructions and Rubrics
- Peer Learning Tool Sign Up Sheet
- Course Statement on Communication and Respect
- WLU Netiquette Guide (external link included in lesson)
- Tips for Online Communication (external link included in lesson)
- Active Reading Strategies (external link included in lesson)

SECTION 1: THEORIES AND CONCEPTS

Surveys different approaches to the study of gender and masculinity through the sociology of men and masculinity, critical men's studies, feminist theory, queer theory, Trans studies and gender studies approaches to diverse masculinities.

Lesson 1: Concepts in Studies of Masculinity

Due:

- Peer Learning Tool Sign Up Sheet due Day 7 of Lesson 1 Week at 11:59pm
 - Note that scheduling of this group assignment will be on a first come first serve basis

Readings:

- Connell, R. W. and Messerschmidt, James W. 2005. Hegemonic masculinity: Rethinking the concept. *Gender & Society*. 19(6): 829-859.
 - Read pages: 829-832, 846-854
- Hearn, Jeff. 2004. From Hegemonic Masculinity to the Hegemony of Men. *Feminist Theory*. 5(1): 49-72.
 - Read pages: 49-55

Object of Study:

- Passages posted to MYLS from Judith Butler. 1988. "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory." *Theatre Journal* 40(4): 519-531.

Lesson 2: New Frameworks for the Study of Masculinities

Readings:

- Carrigan, Tim, Connell, Bob and John Lee. 2002. Toward a New Sociology of Masculinity. *The Masculinity Studies Reader*. Eds. Rachel Adams and David Savran. Malden and Oxford: Blackwell. 99-118.
 - Read pages: 108-116
- Sedgwick, Eve Kosofsky. 2008. Introduction: Axiomatic & Epistemology of the Closet. *Epistemology of the Closet*. Berkeley, Los Angeles and London: University of California Press. 1-90.
 - Read pages: 1-3 (1st paragraph), 25-26, 69-73

Lesson 3: Queer Masculinities

Guides, Forms and Rubrics:

- 2 Part Research Paper Outline Instructions and Rubric due Day 7 of Lesson 7 Week at 11:59pm Readings:
- Wright, Les. 2005. Introduction to “Queer” Masculinities. *Men and Masculinities*. 7(3): 243-247.
 - Read pages: 243-246
- *Graphic Novel*: Shraya, Vivek. 2010. *God Loves Hair*.
 - Read whole book

Lesson 4: Gender as a Category of Analysis

Readings:

- Towel, Evan B. and Morgan, Lynn M. 2002. Romancing the Transgender Native: Rethinking the Use of the “Third Gender” Concept. *GLQ*. 8(4): 469-497.
 - Read pages: 469, 475-477, 490-492
- Halberstam, Judith. 1998. An Introduction to Female Masculinity. *Female Masculinity*. Durham, NC: Duke University Press. 1-43.
 - Read pages: 1-6, 20-22, 24-28

SECTION 2: CRITICAL APPROACHES TO DIVERSE MASCULINITIES

Using critical theories of gender and masculinity, we examine historic, contemporary and popular culture sites to analyze masculinities. Topics include incarceration, violence and trauma, dangerous masculinities, racialized masculinities, colonial and postcolonial contexts, Black masculinities and legacies of slavery, transsexuality and transgendered subjectivities in the law and legal reform, and cases of gender resistance in activism and performance.

Lesson 5: Masculinities and Death: Media Coverage & Responses to Suicide and Gender-based Violence

Readings:

- Ott, Brian & Aoki, Eric. 2002. The Politics of Negotiating Public Tragedy: Media Framing of the Matthew Shepard Murder. *Rhetoric & Public Affairs*. 5(3): 483-505
 - Read pages: 483-499
- Puar, Jasbir. 2010. In the Wake of It Gets Better. *The Guardian*.
 - Available online here:
<http://www.theguardian.com/commentisfree/cifamerica/2010/nov/16/wake-it-gets-better-campaign>

Object of Study:

- *Case Study*: “It Gets Better” <http://www.itgetsbetter.org>

Lesson 6: Masculinities and Expendable Life: HIV/AIDS, Shame and Criminalization

Readings:

- Bersani, Leo & Phillips, Adam. 2008. Shame on You. *Intimacies*. Chicago & London: University of Chicago Press. 31-56.
 - Read pages: 31-35
- Adam, Barry D, Richard Elliott, Patrice Corriveau, Robb Travers, Ken English. 2012. *How Criminalization is Affecting People Living with HIV in Ontario*. Ontario HIV

Treatment Network. Available at: <http://www.ohtn.on.ca/Documents/Research/B-Adam-OHTN-Criminalization-2012.pdf>

- Read pages: 1-3, 12-16, 36-

Objects of Study:

- *Film: The Criminalization of HIV in Canada* (2013)
32min: <http://ncsa.libguides.com/bearpawvideos> or
<http://www.youtube.com/watch?v=1P8Dkvn4exA#t=254>
- *Case Study: Aids Action Now – Poster Virus Campaign.* <http://postervirus.tumblr.com>
- *Film Trailer: How to Survive the Plague* (2012, David France) 2 mins
<https://www.youtube.com/watch?v=wwhFS1mUaVY>

Lesson 7: Dangerous Masculinities: Race, War, Terrorism and Torture

Due:

- Research Paper Part 1: Thesis Statement & Bibliography, Due Day 7 of Lesson 7 Week at 11:59pm

Readings:

- Puar, Jasbir. 2007. “The Turban is Not a Hat”: Queer Diaspora and Practices of Profiling. *Terrorist Assemblages: Homonationalism in Queer Times*. Durham & London: Duke University Press. 166-202.
 - Read pages: 166-169, 175-179
- Georgis, Dina. 2013. Terrorism and the Aesthetics of Love. *The Better Story: Queer Affects from the Middle East*. Albany: State University of New York Press. 69-94.
 - Read pages: 69-73
- Jiwani, Yasmin. 2008. “Sports as a Civilizing Mission: Zinedine Zidane and the Infamous Head-butt.” *Topia: Canadian Journal of Cultural Studies* 19:11-33.
 - Read pages: 19-24

Lesson 8: Colonial and Postcolonial Masculinities: Black Masculinities, Incarceration and the Legacy of Slavery

Readings:

- Fanon, Frantz. 1967. The Fact of Blackness. *Black Skin, White Masks*. New York: Grove Press. 109-140.
 - Read pages: 109-113
- Baldwin, James. 1963. My Dungeon Shook: Letter to My Nephew on the One Hundredth Anniversary of the Emancipation. *The Fire Next Time*. New York & London: Penguin Books.
 - Read pages: 3-10
- Davis, Angela & Rodriguez, Dylan. 2000. The Challenge of Prison Abolition: A Conversation. *Social Justice*. 27(3): 212-218.
 - Read pages: 212-218
- Pasulka, Nicole. 2012. The Case of CeCe McDonald: Murder or Self-Defense Against a Hate Crime? *Mother Jones*.
 - Available online here: <http://www.motherjones.com/politics/2012/05/cece-mcdonald-transgender-hate-crime-murder>

Object of Study

- *A Look Back At The Violence In Ferguson: Talking Heads* (2013, VICE News & Darryl Pinchney), 10 mins.
<https://www.youtube.com/watch?v=EQRknajdHFO>

Lesson 9: Colonial and Postcolonial Masculinities: Globalization and the Crisis of Masculinity

Readings:

- Krishnaswamy, Revathi. 2002. The Economy of Colonial Desire. *The Masculinity Studies Reader*. Eds. Rachel Adams and David Savran. Malden and Oxford: Blackwell. 292-317.
 - Read pages: 292-295
- Amar, Paul. 2011. Middle East Masculinity Studies: Discourses of “Men in Crisis,” Industries of Gender in Revolution. *Journal of Middle East Women’s Studies*. 7(3): 36-70.
 - Read pages: 36-40 & 42-46

Lesson 10: Legalizing Gender: Trans politics and the Law

Readings:

- Spade, Dean. 2011. Introduction: Rights, Movements, and Critical Trans Politics & Trans Law and Politics on a Neoliberal Landscape. *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law*. Brooklyn: South End Press. 19-78.
 - Read pages: 19-22, 25, 27 & 29
- Namaste, Vivane. 2000. Genderbashing: Sexuality, Gender, and the Regulation of Public Space. *Invisible Lives: The Erasure of Transsexual and Transgendered People*. Chicago & London: University of Chicago Press. 135-156.
 - Read pages: 135-147

Lesson 11: Gender Panic: Masculinity and the Limits of Gender

Readings:

- Dworkin, Shari L., Swarr, Amanda Lock and Cheryl Cooky. 2013. (In)Justice in Sport: The Treatment of South African Track Star Caster Semenya. *Feminist Studies*. 39(1): 40-69.
 - Read pages: 40 & 42-45
- Nyong’o, Tavia. 2010. & The Unforgivable Transgression of Being Caster Semenya. *Women and Performance: a Journal of Feminist Theory*. 20(1): 95-100.
 - Read pages: 95-100

Object of Study:

- *Film: The Break* (2013), 13:55min - Alexis Mitchell (dir.)

Lesson 12: Gender Resistance and the Role of Masculinities

Due:

- Research Paper Part 2: Research Paper Outline & Annotated Bibliography, Due Day 7 of Lesson 12 Week at 11:59pm

Readings:

- Halberstam, Judith. 1998. Drag Kings: Masculinity and Performance. *Female Masculinity*. Durham, NC: Duke University Press. 231-266.
 - Read pages: 231-235
- Smith, Andrea. 2010. Queer Theory and Native Studies: The Heteronormativity of Settler Colonialism. *GLQ*. 16(1-2): 41-68.
 - Read pages: 41-42, 44-45, 50 & 59-64

Object of Study

- Film trailer: *The Hunting Ground* (2015, Kirby Dick & Amy Zeiring), 2 mins.
<https://www.youtube.com/watch?v=GBNHGi36nlM>

UNIVERSITY POLICIES

Students are expected to be aware of and abide by University regulations and policies, as outlined in the current on-line Undergraduate Calendar (see <http://www.wlu.ca/calendars>).

1. Academic Integrity/Misconduct (cheating)

- Laurier is committed to a culture of integrity within and beyond the classroom. This culture values trustworthiness (i.e., honesty, integrity, reliability), fairness, caring, respect, responsibility and citizenship. Together, we have a shared responsibility to uphold this culture in our academic and nonacademic behaviour. The University has a defined policy with respect to academic misconduct. You are responsible for familiarizing yourself with this policy and the penalty guidelines, and are cautioned that in addition to failure in a course, a student may be suspended or expelled from the University for academic misconduct and the offence may appear on their transcript. The relevant policy can be found at Laurier's academic integrity website along with resources to educate and support you in upholding a culture of integrity. **Ignorance of Laurier's academic misconduct policy is not a defense.** See: www.wlu.ca/academicintegrity
- The University has an established policy with respect to cheating on assignments and examinations, which the student is required to know. Students are cautioned that in addition to a failure in the course, a student may be suspended or expelled from the University for cheating and the offence may appear on one's transcript, in which event the offence can have serious consequences for one's business or professional career. For more information refer to the current Undergraduate calendar (University Undergraduate Regulations).

2. Plagiarism

- Wilfrid Laurier University uses software that can check for plagiarism. If requested to do so by the instructor, students may be required to submit their written work in electronic form and have it checked for plagiarism. (Approved by Senate May 14, 2002)

3. Special Needs

- Students with disabilities or special needs are advised to contact Laurier's Accessible Learning Centre for information regarding its services and resources. Students are encouraged to review the Academic Calendar. See: http://www.wlu.ca/page.php?grp_id=1365&p=5123 for information regarding all services available on campus.

4. Examination Period

- Students **must** reserve the examination period of **December 6-19 2014**. If you are considering registering for a special examination or event, you should select a time outside the examination period. Consult with the Undergraduate Calendar for special circumstances for examination deferment.

5. Use of Information Technology

- Students are to adhere to the *Principles in the Use of Information Technology*. These *Principles* and resulting actions for breaches are stated in the current Undergraduate Calendar.

6. Disclosure in the Classroom

- Students' names may be divulged in the classroom, both orally and in written form, to other members of the class. Students who are concerned about such disclosures should contact the course instructor to identify whether there are any possible alternatives to such disclosure.



Counselling Services

Counselling Services are available to help students deal with the emotional, psychological and social challenges of university. Counselling, consultation or referrals are available on the 2nd floor of the Student Centre, Monday – Friday 8:30am-4:30pm, Thursday 8:30am-7pm.



Foot Patrol 519.751.7875

Foot Patrol is a volunteer operated walk home service, available during daily evening hours. Radio-dispatched teams are available upon to request to escort students to and from campus as well as to off-campus destinations either by foot or by van.



Student Food Bank

All Laurier students are eligible to use the Student Food Bank. Anonymous requests can be made online at: <http://www.wlsu.com/brantford-food-bank/>



Peer Help Line 1.866.281.7337

A confidential phone service provided for students by students as a resource for information and support. Volunteers are trained in crisis management who will confidentially provide assistance in any situation.

Peer Help Line responds to all calls, no matter the subject.