

Northwestern University
Winter 2019
Masculinities
GSS 331/SOC 376
T/Th 12:30pm-1:50pm, University Hall 121

Instructor: Tony Silva
Office: 1808 Chicago Ave., Room 105
Office Hours: Tuesday and Thursday 2pm-3pm, or by appointment

Course Description:

This course will survey literature about masculinity: what it is and how understandings and expressions of masculinity differ across social contexts and time periods. Studying masculinity brings us to research in many disciplines, covering a wide variety of topics. Questions this course will explore include: What is masculinity? How has it varied historically? In what ways does masculinity differ across social contexts? How can masculinity create, reflect, and/or challenge different types of social inequalities? In what ways can some seemingly progressive forms of masculinity actually reinforce inequality? When did emotional intimacy between men become seen as something that was un-masculine, and why? The course will also explore the relationship between masculinity and topics as varied as voting patterns, gun ownership, and sexual harassment. Additionally, the course will examine how masculinity relates to sexuality, class, race/ethnicity, geographic location, and nationality.

Goals:

- Understand how understandings and expressions of masculinity differ across social contexts, time periods, and groups of people.
- Develop the tools necessary to constructively participate in conversations about issues of race, gender, and sexuality in academic and nonacademic settings.
- Understand how critiques of power structures and institutions are not necessarily critiques of individual people. All individuals are located within systems of power.
- Analyze the ways in which different forms of masculinity uphold and/or challenge social inequalities.
- Discuss why and how masculinity changes over time.

Course Requirements:

This course is focused on the readings and discussion. I cut down on assignments and eliminated the midterm to ensure students have enough time to thoroughly read course materials and come prepared to discuss them. Consequently, discussion and quizzes based on the reading are a substantial portion of the overall course grade.

Students will be expected to:

- Do all required readings prior to each class session and participate in all class discussions.

- Complete short reading quizzes each class session. These are opportunities for students to demonstrate that they did the readings and remembered key concepts.
- Submit a term paper electronically by the scheduled final date: Monday, March 18, at 5pm. This paper will be 10-20 pages in length, not including references or title page information, double-spaced, 12-point Times New Roman font, with standard one-inch margins and page numbers on all pages. The bibliography for the term paper must expand beyond the readings for the seminar, with at least 5 outside sources. It can include peer-reviewed studies, books published by academic presses, research reports from non-partisan organizations, and news and/or magazine articles from organizations without a strong partisan bias who have a history of producing strong reporting. Note: at least 3 of these 5 sources must be peer-reviewed journal articles. The paper can analyze a topic of your choice, but it is expected to be a sociological paper that relies on concepts we discussed in the course. I will provide more details about paper guidelines in week 2.
- Students will submit a 500-word description of your proposed paper topic by 12:30pm on February 7 (right before class). You will submit this electronically, via Canvas. Include an initial bibliography with your description. (The bibliography does not count toward the 500 word count.) This description will be a preliminary overview of your paper, including your main ideas and arguments. This is a chance to get feedback from me and ensure you are on your way to writing a successful paper. Your topic, bibliography, and/or arguments may change substantially between this description and the final paper. That is perfectly fine. This assignment is meant to get students brainstorming about topics.

Policies and Procedures:

Attendance and participation	30% of the final grade
Daily quizzes	35% of the final grade
Final term paper	25% of the final grade
Paper framework	10% of the final grade

Attendance and Participation:

Attendance and participation are key components of your final grade. I will take attendance at the beginning of every class. Students are expected to be here, on time and prepared, until the end of class. Readings should be completed before the lecture they are assigned. 4 absences will be forgiven no matter the reason. Once you exceed 4 absences, 10 percentage points per absence will be deducted from your attendance and participation grade. For instance, a student who has a perfect attendance/participation score will go from 30/30 to 10/30 if they miss six class sessions. Given that discussion is central to the course, absences beyond 6 cannot be excused. Students who miss more than 6 sessions automatically fail the course, no matter the reason. I understand that “life happens.” For that reason, I do not believe in making judgments about excusable or inexcusable absences. If something happens that necessitates missing more than 6 sessions, students should drop the course. This is not meant to be harsh, but rather to reflect that missing more than 6 class sessions means missing much of the material. It is the responsibility of

students to determine what material they missed on days they were absent. Consult fellow students first.

Your attendance and participation grade will be calculated according to your: 1) record of class attendance, including showing up on time and leaving at the end of class, 2) participation in in-class discussions, and 3) active engagement with in-class group and writing activities. **Simply attending without consistent and active participation will result in a failing grade for this segment of the course.** I understand that some students prefer to not talk in front of the class. I encourage these students to use this course as an opportunity to gain confidence expressing themselves in public settings, as difficult as it can be. In any case, some participation points will be possible through group or solo activities in class. Participation is impossible when not paying attention in class, including but not limited to sleeping or working on anything not directly related to the current class activity or discussion.

Note that it is possible to lose participation points beyond 30% of the final grade. For instance, students who disrupt class daily will not only lose all their daily points they could have earned, but also additional points on top of that. Specifically, each day students are disruptive will result in a 5 percentage point deduction from their final overall course grade. Thus, it is possible to fail the course based solely on disruptive behavior. Disruptive behavior includes utilizing electronic devices for any reason and/or engaging in conversation with other students that is not part of the official class discussion facilitated by the instructor.

Electronics in Class: Research has established that most students retain **less** information when they take notes electronically. As a result, no electronic devices of any kind may be used in class no matter what. For more information on notetaking and electronics, see the following resources:

<https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>

https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html?smprod=nytcore-ipad&smid=nytcore-ipad-share&_r=0

<https://www.theatlantic.com/technology/archive/2014/05/to-remember-a-lecture-better-take-notes-by-hand/361478/>

<https://www.sciencedirect.com/science/article/abs/pii/S0927537116300136>

Audio and/or video recording is also expressly prohibited, as is audio and/or video streaming. This applies to any part of the course and/or interaction with the instructor (including during office hours) and/or interaction with enrolled students in the course during class time. It also includes all class sessions. Failure to follow this policy will result in an automatic failure of the course.

Utilizing electronic devices will be treated as disruptive behavior and handled accordingly. Make sure your cell phone is turned off or and is not capable of making noise, even through vibration.

Weekly Quizzes: There will be short in-class quizzes most class sessions based on the readings assigned for that day. They may include short answer questions or multiple-choice questions that cover the major arguments, ideas, or descriptions within that day's reading. Questions will not

ask about minute details or abstract ideas. Completing the reading prior to arriving to class is key to your success with weekly quizzes. Missing the 4 allowable class sessions will not count against your participation grade, but it *will* count against your quiz grade given that each class session will have a quiz. Quizzes will take place in the first 5-10 minutes of class and will take between 5 and 10 minutes. No quizzes will be given outside of that time window, so *coming late could result in a failed quiz*. I will drop your two lowest quiz scores at the end of the course. On some days students will exchange quizzes with classmates and discuss their ideas and understanding of reading material.

I will grade quizzes on a 1-5 point system, with no fractions: every quiz will earn a 1, 2, 3, 4, or 5. I do not plan to return quizzes but can do so upon request, during office hours. Questions about scores can be discussed in office hours.

Final Term Paper:

No late papers will be allowable no matter what. I will provide students the prompt well in advance to ensure everyone has plenty of time to work on it.

Diversity of Opinions:

In this course we will discuss topics that can be controversial. You may be exposed to opinions that differ considerably from your own. Disagreement with the instructor or other students is fine, as long as you are respectful in how you present your own points of view.

Facts Versus Opinions:

Most of what we discuss in this course will be facts and analysis and application based on those facts. We cannot agree or disagree with facts. Some of these facts may contradict how we have previously understood the world, and we may react strongly to them. This is a normal part of the learning process. Part of the educational process is learning about facts that may make us feel uncomfortable and challenge our belief systems. Doing so helps students learn and develop their critical thinking and analysis skills.

There are some topics on which only facts are relevant, including analysis based on those facts. There are other topics on which there are not necessarily correct or incorrect answers, which involve opinions or perspectives. We will discuss both types of topics in this course. See the following popular-press articles that provide a clear introduction for how to distinguish between facts and opinions:

<https://theconversation.com/no-youre-not-entitled-to-your-opinion-9978>

<https://www.houstonpress.com/arts/no-it-s-not-your-opinion-you-re-just-wrong-updated-7611752>

<https://thesocietypages.org/socimages/2017/02/27/why-the-american-public-seems-allergic-to-facts/>

<https://www.sciencealert.com/researchers-have-figured-out-what-makes-people-reject-science-and-it-s-not-ignorance>

Communication:

This course will use the Canvas course management system (<http://www.it.northwestern.edu/education/login.html>). You are responsible for logging in, checking regularly for posted announcements, and obtaining readings and assignments from the site. You will receive course announcements that will be sent to the students' registered campus email address. You are responsible for checking your registered email accounts regularly. Students can message me either on Canvas or via email. I respond within one business day.

Syllabus is Subject to Change:

This syllabus and schedule are subject to change in the event of unforeseen circumstances and course progress. I will post announcements of changes on Canvas.

Academic Integrity:

Academic integrity is fundamental for this course, and plagiarism and other forms of academic dishonesty will not be tolerated. I strictly follow university regulations concerning academic integrity, which means that I report all suspected violations of the policy (including suspicion of cheating, plagiarism, fabrication, obtaining an unfair advantage, and aiding and abetting dishonesty) to the Assistant Dean for Advising and Academic Integrity, who then carries out a formal investigation. Suspected violations of academic integrity will be reported to the Dean's Office. For more information on Northwestern's academic integrity policies, see

<http://www.northwestern.edu/uacc/> and

<https://www.weinberg.northwestern.edu/undergraduate/courses-registration-grades/integrity/>.

You should understand that examples of plagiarism include obtaining text from any source (including the Internet), and passing off such text as your own work, rather than citing the source of the material. In addition, while I encourage students to collaborate when studying or learning course material or when working on any group projects, it should be clear that no collaboration is permitted on written work, exams, or quizzes, and any collaboration in those cases constitutes academic dishonesty. If you have any questions about what constitutes plagiarism or academic dishonesty, I encourage you to speak to me about it. Confirmed violations of academic integrity will result in both an administrative penalty and an academic penalty. The administrative penalty, assigned by university officials, typically is suspension for one quarter; any such suspension becomes part of your record, which is made available on request to potential employers and graduate school admissions committees. The academic penalty is assigned by the instructor and can severely affect your grade for the course; failure is possible.

Turnitin:

This course makes use of Turnitin, a software program that compares your work against other texts in its database in order to safeguard academic integrity. You will be required to submit your written essays electronically via Canvas and Turnitin. All student work may be analyzed electronically for violations of the university's academic integrity policy and may also be included in a database for the purpose of testing for plagiarized content.

Accessibility:

Any student with a documented disability needing accommodations is requested to contact the Accessible NU Center: <https://www.northwestern.edu/accessiblenu/>. Please also speak with me as early as possible in the quarter (preferably within the first two weeks of class). All discussions will remain confidential. My office is wheelchair-accessible via a ramp from the parking lot in the back of the building. Let me know if you plan to drop by during office hours and require use of the ramp so that I can open the door to the building for you.

"Students can find useful resources for safety and security, academic support, and mental and physical health and well-being at the NUhelp website and app:

<https://www.northwestern.edu/nuhelp/get-help/nuhelp-app-features.html>

<https://www.northwestern.edu/nuhelp/>

Class materials and lectures:

Students are prohibited from selling or being paid, compensated, or rewarded for taking notes during this course to or by any person(s), business, organization, or entity without my express written permission. As stated above, no audio and/or video recordings or data streaming is permitted. This includes any part of the course and/or any interaction with myself, other students, or course guest speakers.

Readings:

All non-book readings will be available in Canvas, either as a PDF file or with a link to their online location. If you have trouble, simply search for the article title on the library search feature at <https://www.library.northwestern.edu/>

Required Books and Materials:

Pascoe, C. J. and Tristan Bridges, eds. 2016. *Exploring Masculinities: Identity, Inequality, Continuity and Change*. Oxford University Press.

Pascoe, C. J. 2011. *Dude, You're a Fag: Masculinity and Sexuality in High School*. New ed. Berkeley, CA: University of California Press.

Also required is a notebook with carbonless copy paper. What this means is that when you write on one sheet, a thin paper underneath automatically preserves a copy for you. Having this kind of notebook ensures you can turn in notes or discussion prompts but still maintain a copy for yourself. An example of this is the following: https://www.amazon.com/BookFactory-Taking-Notebook-Student-Carbonless/dp/B00BFUF2CU/ref=sr_1_3?ie=UTF8&qid=1543277070&sr=8-3&keywords=carbonless+copy+paper+journal

I encourage you to immediately purchase the journal at a local store, but if they are out of stock or do not carry carbonless journals please promptly purchase one online and take into account shipping time.

Important Dates:

February 15 is the last day to drop.

Please note that many readings are fairly short. There is no need to be intimidated by several readings per day. I assign heaviest readings on Tuesdays, so that you have the weekend to read. Focus on main points rather than small details.

Class Schedule:

Week 1: Introduction, Biology, and Theoretical Overview

Class 1—Tuesday, January 8:

Bean, Lexie. 2018. “‘I’ll Be in Transition Forever’: Trans-Masculine and Non-Binary People Talk Identity, Affirmation, and More.” *Teen Vogue*, December 6.

<https://www.teenvogue.com/story/trans-masculine-non-binary-conversation-affirmation-identity-beauty>.

Fausto-Sterling, Anne. 2018. “Why Sex Is Not Binary: The Complexity Is More than Cultural. It’s Biological, Too.” *New York Times*, October 25.

<https://www.nytimes.com/2018/10/25/opinion/sex-biology-binary.html>

MacLellan, Lila. 2017. “The Biggest Myth about Our Brains Is That They Are ‘Male’ or ‘Female.’” *Quartz*, August 27. <https://qz.com/1057494/the-biggest-myth-about-our-brains-is-that-theyre-male-or-female/>

Martin, Robert D. 2018. “The Macho Sperm Myth.” *Aeon*, August 23. <https://aeon.co/essays/the-idea-that-sperm-race-to-the-egg-is-just-another-macho-myth>

Wade, Lisa. 2013. “Sex Shocker! Men and Women Aren’t That Different.” *Salon*, September 18. https://www.salon.com/2013/09/18/sex_shocker_men_and_women_arent_that_different/

Class 2—Thursday, January 10:

Connell, Raewyn. 2005. “The Social Organization of Masculinity.” In *Exploring Masculinities*.

Bird, Sharon R. 1996. “Welcome to the Men’s Club: Homosociality and the Maintenance of Hegemonic Masculinity.” *Gender & Society* 10(2):120–32.

Pascoe, CJ and Tristan Bridges. 2015. “Exploring Masculinities: History, Reproduction, Hegemony, and Dislocation.” In *Exploring Masculinities*.

Week 2: Construction in Adolescence

Class 3—Tuesday, January 15:

Pascoe, C. J. 2011. *Dude, You're a Fag: Masculinity and Sexuality in High School*. New ed. Berkeley, CA: University of California Press. Chapters 1-4.

Class 4—Thursday, January 17:

“Synthesized Masculinities: The Mechanics of Manhood among Delinquent Boys” in *Exploring Masculinities*.

Ferguson, Ann Arnett. 2010. *Bad Boys: Public Schools in the Making of Black Masculinity*. Ann Arbor: University of Michigan Press. Chapter 1.

Demby, Gene. 2018. “When Boys Can’t Be Boys.” *NPR*, November 2.
<https://www.npr.org/sections/codeswitch/2018/11/02/417513631/when-boys-cant-be-boys>

Week 3: Masculinity Change and Continuity

Class 5—Tuesday, January 22:

Bridges, Tristan and C. J. Pascoe. 2014. “Hybrid Masculinities: New Directions in the Sociology of Men and Masculinities.” *Sociology Compass* 8(3):246–58.

Ezzell, Matthew B. “Healthy for Whom?—Males, Men, and Masculinity: A Reflection on the Doing (and Study) of Dominance.” In *Exploring Masculinities*.

Lamont, Ellen. 2015. “The Limited Construction of an Egalitarian Masculinity: College-Educated Men’s Dating and Relationship Narratives.” *Men and Masculinities* 18(3):271–92.

Class 6—Thursday, January 24:

Carlson, Jennifer. 2015. “Mourning Mayberry: Guns, Masculinity, and Socioeconomic Decline.” *Gender & Society* 29(3):386–409.

Amy McElroy in *Second Nexus*: “Study: White Men See Guns as Empowerment in Times of Economic Uncertainty” https://secondnexus.com/news/politics/white-males-guns-empowerment-economic-uncertainty/?utm_content=inf_10_1164_2&tse_id=INF_aabbeda0135911e8b994b71562261940

Kimmel, Michael. 2018. “Almost All Violent Extremists Share One Thing: Their Gender.” *The Guardian*, April 8. <https://www.theguardian.com/world/2018/apr/08/violent-extremists-share-one-thing-gender-michael-kimmel>

Week 4: Masculinity, Politics, and Masculinism

Class 7—Tuesday, January 29:

Niraj Chokshi in *The New York Times*: "Trump Voters Driven by Fear of Losing Status, Not Economic Anxiety, Study Finds" <https://www.nytimes.com/2018/04/24/us/politics/trump-economic-anxiety.html>

Cassino, Dan. 2018. "Emasculation, Conservatism, and the 2016 Election." *Contexts* 17 (1): 48–53.

McCright, Aaron and Riley Dunlap. 2011. "Cool dudes: the denial of climate change among conservative white males." *Global Environmental Change*. 21 (2011) 1163–1172. (**Note:** only read Abstract, Introduction, and Conclusion.)

Knowles, Eric and Sarah DiMuccio. 2018. "How Donald Trump Appeals to Men Secretly Insecure about Their Manhood." November 29. https://www.washingtonpost.com/news/monkey-cage/wp/2018/11/29/how-donald-trump-appeals-to-men-secretly-insecure-about-their-manhood/?noredirect=on&utm_term=.2e9f524cf663

Class 8—Thursday, January 31:

Bianco, Marcie. 2017. "Roy Moore's White Female Voters Are Part of a Long History of Internalized Misogyny." December 11. https://www.nbcnews.com/think/opinion/roy-moore-s-white-female-voters-are-part-long-history-ncna827976?cid=sm_npd_nn_fb_ma

Maxwell, Angie and Todd Shields. 2018. *The Impact of "Modern Sexism" on the 2016 Presidential Election*. Fayetteville, Arkansas: Diane D. Blair Center of Southern Politics & Society. <https://blaircenter.uark.edu/the-impact-of-modern-sexism/>
(**Note:** Skim only the main findings.)

Prasad, Ritu. 2018. "Equal Rights Amendment: The Women Who Fought against Gender Equality." *BBC*, June 1. <https://www.bbc.com/news/world-us-canada-44319712>

Wayne, Carly, Nicholas Valentino, and Marzia Oceno. 2016. "How Sexism Drives Support for Donald Trump." October 23. https://www.washingtonpost.com/news/monkey-cage/wp/2016/10/23/how-sexism-drives-support-for-donald-trump/?utm_term=.5af3f35e0da8

Week 5: Sexuality and Intimacy

Class 9—Tuesday, February 5:

"Romantic Friendship: Male Intimacy and Middle-Class Youth in the Northern United States, 1800-1900" in *Exploring Masculinities*.

Clementine Ford in *The Sydney Morning Herald*: "Isolation from Platonic Touch is a Tragedy of Modern Manhood" <https://www.smh.com.au/lifestyle/clementine-ford-isolation-from-platonic-touch-is-a-tragedy-of-modern-manhood-20170802-gxnl30.html>

Class 10—Thursday, February 7:

Silva, Tony J. 2017. "Bud-Sex: Constructing Normative Masculinity Among Rural Straight Men That Have Sex With Men." *Gender & Society* 31(1): 51-73.

Chauncey, George. 1994. *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940*. New York: Basic Books. Pages 111-127.

Week 6: Homophobia and Misogyny

Class 11—Tuesday, February 12:

"Masculinities and Post-Homophobias?" In *Exploring Masculinities*.

Willer, Robb, Christabel L. Rogalin, Bridget Conlon, and Michael T. Wojnowicz. 2013. "Overdoing Gender: A Test of the Masculine Overcompensation Thesis." *American Journal of Sociology* 118(4):980–1022. (**Note:** Only read the abstract, introduction, and discussion/conclusion to get the main points)

Class 12—Thursday, February 14:

Armstrong, Elizabeth, Paula England, and Alison Fogarty. 2012. "Accounting for Women's Orgasm and Sexual Enjoyment in College Hookups and Relationships." *American Sociological Review* 77(3): 435-462. (**Note:** Only read the abstract, introduction, and discussion/conclusion to get the main points)

Lilli Loofbourow in *The Week*: "The Female Price of Male Pleasure"
<https://theweek.com/articles/749978/female-price-male-pleasure>

Munsch, Christin L. and Robb Willer. 2012. "The Role of Gender Identity Threat in Perceptions of Date Rape and Sexual Coercion." *Violence Against Women* 18(10):1125–46. (**Note:** Only read the abstract, introduction, and discussion/conclusion to get the main points)

Week 7: Times and Places

Class 13—Tuesday, February 19:

"Historicizing Masculinities" in *Exploring Masculinities*.

"Clothing and Gender in America: Children's Fashions, 1890-1920" in *Exploring Masculinities*.

Kimmel, Michael. 2017. *Manhood in America*. Fourth Edition. Oxford: Oxford University Press. Chapter 3.

Class 14—Thursday, February 21:

Boag, Peter. 2011. *Re-Dressing America's Frontier Past*. Berkeley, CA: University of California Press. Chapter 1.

Kazyak, Emily. 2012. "Midwest or Lesbian? Gender, Rurality, and Sexuality." In *Exploring Masculinities*.

Week 8: Investments and Consequences

Class 15—Tuesday, February 26:

Assari, Shervin. 2017. "If Men Are Favored in Our Society, Why Do They Die Younger than Women?" *The Conversation*, March 8. <https://theconversation.com/if-men-are-favored-in-our-society-why-do-they-die-younger-than-women-71527>

Dastagir, Alia E. 2017. "Men Pay a Steep Price When It Comes to Masculinity." March 31. <https://www.usatoday.com/story/news/2017/03/31/masculinity-traditional-toxic-trump-mens-rights/99830694/>

Morris, Edward W. 2008. "'Rednecks,' 'Rutters,' and 'Rithmetic: Social Class, Masculinity, and Schooling in a Rural Context." *Gender & Society* 22(6):728–51.

Class 16—Thursday, February 28:

Schilt, Kristen. 2006. "Just One of the Guys?" *Gender & Society* 20(4):465–490.

Wingfield, Adia Harvey. 2009. "Racializing the Glass Escalator." *Gender & Society* 23(1):5–26.

Week 9: Where Do We Go From Here?

Class 17—Tuesday, March 5:

To be determined.

Class 18—Thursday, March 7:

Michael A Messner. 2016. "Forks in the Road of Men's Gender Politics: Men's Rights vs Feminist Allies." *International Journal for Crime, Justice, and Social Democracy* 5(2):6–20. Available open-access at <https://www.crimejusticejournal.com/article/view/800>.

Seligson, Hannah. 2018. "These Men Are Waiting to Share Some Feelings With You." *New York Times*, December 8. <https://www.nytimes.com/2018/12/08/style/men-emotions-mankind-project.html>

Class 19—Tuesday, March 12:

WCAS Reading Period. No Class.

Class 20—Thursday, March 14:

WCAS Reading Period. No Class.

Final paper due electronically via Canvas at the end of our final time: Monday, March 18, at 5pm.