

Sociology of Masculinities (SOCY 145)

Mondays and Wednesdays, 1-4:30PM

Social Science 2, Room 159

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Office Hours: Wednesday, 4:30-6:30PM, Location TBA

Course Description

This course examines gender as a central feature of social life, but with particular emphasis on masculinities. We will focus on plural masculinities—rather than a singular masculinity—to investigate not just the meanings of competing masculinities, but what those different masculinities *do* when employed by individuals and institutions. To explore the social work that they do, we will conceptualize masculinities as *structure, relational constructs, knowledge formations, and gendered performances* (done by men, women, or transgender people). Thinking about masculinities in these different ways will help us investigate how gender shapes—and is shaped by—political, economic, cultural, biological, psychological, and technological processes. Furthermore, this approach to masculinities will help us illuminate how gender is constructed in relation to race, class, sexuality, culture, and era.

Required Readings

- Roughly half of the readings will be PDFs, found on the eCommons site in the Resources folder.
- The other half of the readings will be linked to the Course Schedule below.

Learning Accommodations

If you qualify for accommodations, please get an Accommodation Authorization from the Disability Resource Center (DRC) and bring it to me in office hours within the first two weeks of the quarter. For more information on how to file for these accommodations happen, please contact the DRC at 459-2089 or <http://drc.ucsc.edu>.

Academic Integrity

Our historical moment is one marked by remixes and mash-ups, where one artist borrows from another to make something new and different. When you write academic papers, you too are creating a mash-up of ideas, and many of those ideas and arguments come from people other than yourself. Academic integrity means always referencing who informs your own ideas and the arguments you make in papers. Plagiarism is when you use someone else's words or thoughts as your own (i.e., without citations). Whenever you use someone else's ideas, you must cite them properly, whether you are paraphrasing them or using exact quotes from their texts. When in doubt, cite! For information on how to cite properly, see the Library Guide on Citing Sources and Plagiarism at NetTrail at <http://nettrail.ucsc.edu/> and <http://library.ucsc.edu/help/howto/citations-and-style-guides>. For the campus policies on academic integrity, please visit the following page: http://undergraduate.ucsc.edu/acd_integrity/index.html

Requirements & Assignments

Attendance & Participation (7%)

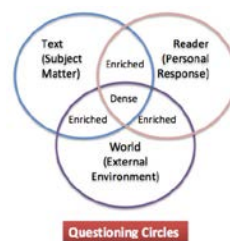
- Most of our learning will come from interactive discussions and activities, so attendance and participation is key! This is especially true in summer session since we only have five weeks together.
- Participation is as much about being prepared, active listening, note-taking, and asking questions as it is about verbally sharing insight or opinions.
- Please show up to class in mind, body, *and* spirit—with an open mind and open heart.
- *Missing more than two classes will result in failing the course.* Please be in contact with me if you foresee an absence.

Annotated Bibliography Reading Response (12.5%)

- For *each class*, you should bring in a reading response for each of the assigned readings for that day. The response can be typed or handwritten.
- In total, the reading response should be between 1-2 pages. The response should do three things: 1) paraphrase each reading's argument in 2-3 sentences; 2) briefly list the evidence that the author(s) use to support their argument; and 3) articulate any confusion or questions you have about the argument.
- Because doing these responses will be vital to for class preparation and participation, *no late responses will be accepted*. Also, you cannot pass this class if you miss more two reading responses.

Forum Discussion (12.5%)

- To help us make the readings of class relevant and applicable to our everyday lives, you will engage in dialogue on the eCommons Forums tool by posting and responding to discussion questions.
- You will take turns posting questions. When it is your turn to pose a question, do so between 4-9PM on Wednesdays. *Questions posted after 9PM will have one letter grade deducted per hour late*. Please refer to the Questioning Circles diagram to help you think of “enriched” or “dense” discussion questions. When you post your question on the Forum, *please find the forum for the proper week and press “Start a New Conversation” to post your question*.
- When it is not your week to pose questions, you should respond to the discussion questions posed by other students. At a minimum, you should *enter two responses*, each containing *between 50-100 words*. You are welcome to respond more frequently if you want.
- *Responses should be made between Wednesday and Monday class periods*.



Discussion Facilitation (10%)

- You will work in a small group to facilitate a discussion that analyzes a real life case of masculinity in light of 1-2 of the assigned readings for that day.
- For this project, your group will bring in a found object, descriptive story, or media clip (about 5-10 minutes in length) of a current event or popular cultural form related to masculinity.
- Also, your group should pose discussion questions that help us use the readings to analyze or interpret that media clip/object/story. Plan on 2-3 questions that can hold our interest for 45 minutes.
- Please refer to the Questioning Circles diagram above to help you think of “enriched” or “dense” discussion questions. Please also craft these questions together (rather than delegating one question per person) so that the questions relate to and build off of one another.
- You should *email Christie* your media clip/object/story and discussion questions *24 hours prior to class*. Failing to email Christie accordingly will result in a grade penalty—*one letter grade deducted for every hour that it is late*.

Gender Reflection Journal (8%)

- Throughout this course, you will keep a journal of observations and reflections on gender. The purpose of this journal is to help you link the course material with your everyday life—the interactions you see, the shows you watch, the music you hear, etc. The entries do not have to be as coherent as an argumentative paper! I encourage you to prioritize exploration, curiosity, uncertainty, and openness as you write. In the case that you don't want to show me everything you wrote about, you can curate what you turn in on the final due date (Monday July 18th).

- You should write 20 minutes a day, four days a week, and each entry should be about one bluebook page (or equivalent if typed). By the due date (Monday July 18th), you should have filled up a whole bluebook at a minimum.
- The journal can be handwritten, typed, or a combination of both, and it can include photographs, media links, found objects, etc. Please tape/glue/staple all pieces into the blue book so that they don't go missing.
- *Please bring your in-process journal to each class* so that I can confirm your progress and we can discuss some of what you've observed in small groups.

Choose Your Own Adventure Masculinities Essay (25%)

- As the Questioning Circles diagram above demonstrates, “dense” questions address the intersection of written texts, social context, and personal experiences or interpretations. For this essay, think of a real life experience or social problem you have witnessed or thought about, and then pose a dense question that can help you investigate that case well in 5-6 double-spaced pages.
- To aid in your analysis, use two or more of the course readings from June 22-29th to help articulate and investigate your question. You do not have to agree with the authors of those assigned texts, but please do engage with them to help you join in, or trouble, some current (popular or academic) debates related to masculinities.
- A proposal of your dense question is *due on Tuesday, June 28th, by 2PM*. Please email your proposal to Christie by the deadline. *Late proposals will result in one letter grade deduction for every late hour*. Christie will give feedback on your questions by class on Wednesday, June 29th.
- We will also workshop possible questions in class on Monday, June 27th.
- Your paper will be *due at the beginning of class on Wednesday, July 6th*. We will do a peer review during class that day. *A final draft should be emailed to Christie by 2PM on Thursday, July 7th*.

Media Analysis Project (25%)

- Because the second half of the class will investigate the employment and deployment of masculinities in nation-building, war, and media representations, this project will involve analyzing political speeches and/or media coverage of the presidential campaign and the Republican National Convention (which will take place the last week of class). A more detailed prompt for this project will be given out in class on July 11th.
- *A proposal for the project will be due in class on July 13th*.
- The final day of class will be dedicated to presentations on these projects. Therefore, *you should be ready to present at the beginning of class on Wednesday, July 20th*.

Course Schedule

June 20: Introductions to the Course and Our Learning Community
June 22: (The Trouble of) Defining Masculinity <ul style="list-style-type: none"> ▪ Connell – Men’s Bodies ▪ Connell & Messerschmidt – Hegemonic Masculinities: Rethinking the Concepts ▪ Halberstam – An Introduction to Female Masculinity ▪ Schilt & Westbrook – Bathroom Battlegrounds and Penis Panics, https://contexts.org/articles/bathroom-battlegrounds-and-penis-panics/ ▪ Asher – Not Your Mom’s Trans 101, http://www.tranarchism.com/2010/11/26/not-your-moms-trans-101/
June 27: Female Masculinities <ul style="list-style-type: none"> ▪ Halberstam – Lesbian Masculinity: Even Stone Butches Get the Blues ▪ Halberstam – Transgender Butch: Butch/FTM Border Wars and the Masculine Continuum ▪ Bailey – Brown Bois ▪ Jones – When Our Strategies for Healing are Harmful to Our Communities, http://www.blackgirldangerous.org/2015/12/when-our-strategies-for-healing-are-harmful-to-our-communities-a-note-to-masculine-of-center-folks/

- Ziyad - 3 Reasons Why Folks Who Don't 'Look' Non-Binary Can Still Be Non-Binary, <http://everydayfeminism.com/2016/05/still-non-binary/>

****Email Christie Your Choose Your Own Adventure Masculinities Essay Proposal by 2PM on Tuesday, June 28th****

June 29: Hegemonic Masculinities and Manhood Acts

- Schrock and Schwalbe – Men, Masculinity, and Manhood Acts
- Willer, et al. – Overdoing Gender: A Test of the Masculine Overcompensation Thesis
- Scott – For Those of Us Who Love Hip-Hop But Hate Misogyny and Homophobia, <http://www.blackgirldangerous.org/2016/02/for-those-of-us-who-love-hip-hop-but-hate-misogyny-and-homophobia/>
- Fitzsimmons – A Scourge is Spreading, <http://www.nytimes.com/2014/12/21/nyregion/MTA-targets-manspreading-on-new-york-city-subways.html>
- Schwizer - Five Tips for the Mansplainers in Your Life, <http://jezebel.com/5943051/five-tips-for-the-mansplainers-in-your-life>

July 4: 4th of July Holiday

- Use Gender Journal to Reflect on Masculinities and Manhood Acts in 4th of July Holiday Celebrations and Traditions

July 6: The Construction of Scientific Knowledge of Masculinity

- Connell – The Science of Masculinity
- Irni – Sex, Power, and Ontology
- Janani – Model T, <http://www.blackgirldangerous.org/2013/07/2013718model-t-on-transmasculinity-patriarchy-and-access/>
- Fine – The Most Neurosexist Study of the Year?, http://www.slate.com/articles/health_and_science/science/2013/12/hard_wired_brain_differences_critique_of_male_female_neuroscience_imaging.html

****Draft of Choose Your Own Adventure Masculinity Essay Due at 1PM in Class****

****Email Christie Final Essay by 2PM on Thursday, July 7th****

July 11: Masculinities Shaping and Shaped by Global Processes: War, Trade, & Migration

- Mann – Strange Cousins, Introduction to *Sovereign Masculinity*
- Mann – Shock and Awe
- Puar & Rai – Monster, Terrorist, Fag
- Smith – Gender Strategies, Settlement, and Transnational Life in the First Generation
- Smith – “In Ticuani, He Goes Crazy”: The Second Generation Renegotiates Gender

July 13: Employing Masculinity in Nation-Building and Citizenship Discourses

- Cunningham, et al. – Accruing Masculinity Capital
- Gray – Culture, Masculinity, and a Time After Race

July 18: Media's Invited Identifications with Particular Masculinities

- Peterson – Mourning Matthew Shepard
- Peterson – The Murder of James Byrd Jr.

July 20: Final Project Presentations

****Media Analysis Project Due at 1PM****