

SOC 253: Men and Masculinities
Identities and Intersections of Manhood
Spring 2016
10:30-11:20 Daily; R-102

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Course Introduction:

What does it mean to be a “real man” in contemporary society?

What are the challenges of living up to the ideals of manhood?

How are women impacted by men’s lives?

**What impacts does masculinity have on men’s relationships
(with women, with other men, as fathers or sons)?**

How (and why) is manhood racialized and sexualized?

Is masculinity innately violent?

Does pornography impact how men view women?

Can men be feminists?

Why do men and women seem to bond and communicate so differently?

If any of these questions pique your interests, then you are in the right place! **Men and Masculinities (Sociology 253)** is a course exploring the social construction of masculinities and men’s lives in conjunction with analyses of race, class, gender, and sexuality in the U.S. Masculinities, in its various forms, shapes the lives of *both women and men* and this course will examine the construction, reproduction, and impact of masculinities on the institutions of education, work, religion, sports, family, media, and the military, to name a few. This course will interrogate how masculinities shape individual lives, groups, organizations, and institutions and will analyze the ways in which *power* functions within these cultural formations.

Required Texts:

1. Kimmel, Michael and Michael Messner. Men’s Lives. 9th edition. Boston: Allyn & Bacon, 2013.
2. Additional course readings are posted on *Canvas* under “Files.”

I have scanned the first several readings and put them on the course website for students who are waiting to receive books from an online seller – so no excuses for not reading

Learning Atmosphere:

I believe that students learn best when they are actively involved in the teaching and learning process. Thus, this is an active and interactive course where you will often learn by doing. You are expected to observe the world, read, write, discuss, and participate. I think of our class as a collaborative learning community where we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you’ll enjoy it and learn a lot in the process.



A note about course content: Since sociologists examine just about every aspect of the social world, we will sometimes talk about provocative material in class. Please be advised that when we explore controversial topics, they will be framed in an academic context. Topics run the gamut in sociology and at times there may

be material that makes people uncomfortable. Keep in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning. You may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. You are free to leave the room at any time, but please know you will be responsible for any course material you may have missed while you were gone. Also, profanity exists in our social world and thus will be used throughout this course - so please be advised. If you have any questions or concerns about course content or climate, don't hesitate to let me know.

A note about instructor availability: I have noticed that, sometimes, students have unreasonable expectations about their Instructor's availability. Please be aware that I am not available 24-hours a day. In general, I am in my office for a couple of hours per day (before and after my classes), and I always check my email a few times a day. As a result, you will rarely be able to reach me by phone or by email in the evenings or on the weekends. I am, obviously, an active member of this course, but I do my coursework during the week, during daytime business hours. *Thus, please do not send me late-night or weekend emails expecting an immediate response.* Thank you in advance for your understanding and consideration.

A note about this classroom environment: It is important that *all* students feel welcome in this classroom. Please think about how your language (including body language) contributes to a safe/empowering or disempowering/unsafe learning environment. I want this class to be a space where everyone should feel comfortable enough to disagree with each other. Thus, this classroom needs to be safe space. Reflect on the ways you engage others with your own statements and how you react (with words, body language) to their statements. Also note that I cannot witness or hear everything that occurs in this classroom. If you overhear or witness something that would contribute to an unsafe classroom climate for yourself or fellow classmates, please let me know so that it can be dealt with immediately.

Additionally, since this course is a survey of the theories and research that have come out of Sociology as a discipline, we will use the social categories that have been thoroughly researched. We will often refer to "women" and "men" in our class as well as the research data about "women" and "men." Although these categories are clearly and obviously socially-constructed (and in fact limiting and restrictive), they do have very real and significant social meaning in our culture. Thus, these categories will be referred to often in this course.

Some basic premises to this course:

1) We will be focusing a lot of this course around the idea of **hegemonic masculinity**. Hegemonic masculinity is the term used to explain the criteria for being the ideal man in a particular culture. The term serves as a model for all men and to show how they "should" be. Ultimately, hegemonic masculinity subordinates any alternative masculinities as well as femininities. As Michael Kimmel, author of our text, notes:

"In an important sense there is only one complete unblushing male in America: a young, married, white, urban, northern, heterosexual, Protestant, father, of college education, fully employed, of good complexion, weight, and height, and a recent record in sports... Any male who fails to qualify in any one of these ways is likely to view himself—during moments at least— as unworthy, incomplete and inferior" (Kimmel & Aronson 2008:4).

We will be challenging, critiquing, and discussing the damaging effects of hegemonic masculinity (note – not masculinity in itself). This leads to two other basic premises:

2) **This course is not "anti-male."** The social problems that come with hegemonic masculinity (which we will be discussing at length) are a problem with how masculinity has been (and continues to be) conceptualized in the U.S., not with men per se. All of us are responsible for defining gender and masculinity. We don't have to just uncritically accept what we are taught about what it means to be a man (or a woman). Ultimately, this class is about how hegemonic masculinity is harmful ALL of us.

3) As many of us have experienced in talking about any kind of –ism within U.S. society, **voices that are the loudest** come from those who are directly and disproportionately impacted by them. For example, people of Color in challenging racism, women in combating sexism, queers in calling out heterosexism, and working-

class and poor folks critiquing capitalism. However, **voices that are more often listened to**, are those with privilege who speak out against the given –ism (whites talking about racism, men discussing sexism, heterosexuals calling out about heterosexism, etc.) Therefore, I have strategically chosen readings, videos, and other materials that are written, produced, and articulated **by men** to alleviate some of these issues.

Learning and Course Outcomes:

After participating, discussing, and completing this course, a successful student will demonstrate:

- Explain how masculinity is socially constructed and the socio-political influences on masculinity.
- Critically assess the ways hegemonic masculinity impacts all facets of men's lives.
- Discuss the impacts of race, class, sexuality, and disability on masculine identities.

General Course Rules and Expectations:

- **Attendance:** Attend all class meetings and come to class on time. Your presence in class contributes significantly toward your final grade in the course as I cover a lot of material in class that cannot be found in the readings. More than three unexcused absences or late attendances will significantly lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. If you miss class, please connect with your colleagues to find out what you missed. I highly recommend that you get the names and contact information of one or two of your classmates so you can contact them for any assignments or notes you may have missed while absent.
- **Preparation:** You should come to class having done all the assigned reading and homework and you should always bring the proper supplies with you daily, including your textbook. Note that the BC guideline for homework is two hours outside of class for each hour spent in class.
- **Assignments:** All assignments are due promptly at the start of the class period. Assignments, papers, homework, or exams must be typed, printed out, stapled, and handed in at the beginning of class. Emailed assignments are not accepted. If you know you are going to be absent on the day an assignment is due, then turn it in early. All major due dates are indicated on the attached Course Calendar.
- **Late Work:** I believe that one of the major lessons students take away from college is the importance of meeting deadlines. As a result, **no late work will be accepted** unless you have had it approved by me BEFORE the due date. Late work will receive a zero grade.
- **Contribution:** Learning about each other's experiences and perspectives is an integral part of the learning process in this course. I believe that you will learn a lot about yourself and your fellow classmates. Therefore, you are expected to be an active participant in our learning environment. An active participant can include contributing to discussions, but can also mean getting to class on time, taking notes, listening to your peers, and coming to class prepared. You should do your best to contribute to class discussions and activities.
- **Classroom Etiquette:** All electronic devices are prohibited in the classroom at all times. This includes cell phones, i-phones/i-pads, laptops, kindle/nooks, i-pods/mp3 players, etc. If you need a laptop to take notes, I will need verification. All texting devices should be placed in your bag for the duration of the class. Please note that texting, excessive talking, or other disruptive behavior is not only disrespectful to me, it is also disrespectful to the people around you. Your participation grade will be affected and lowered by these types of behaviors.
- **Respect:** I expect that your behavior in class be respectful. Learning about diverse experiences is central to this course, so it is of the utmost importance that you respect your classmates' experiences, differences, and opinions. In order for us to learn from each other, we have to allow each other to make mistakes and to offer unpopular positions for debate. This is a college classroom and as such, I expect students to behave as adults. I do not tolerate excessive talking or whispering, consistent late arrivals, or early departures. *Students who are disrespectful to their classmates or the instructor will be asked to leave class and will be marked absent until arrangements are made with the instructor to return to class and will result in your participation credit lowering.*

- **Plagiarism:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. This is a serious offense which can result in possible probation or suspension from Bellevue College and go on your permanent academic record. Do not do it! If you cheat/plagiarize, you fail. No excuses will be taken into account. Your work must be your own, except when you are asked to work with other students. Furthermore, you are required to acknowledge in your papers if you have borrowed any ideas, terms or phrases. Do not copy and paste material from Wikipedia or any other website into your assignments, as with is a severe form of cheating (that is very easy to catch, by the way). In this class your assignments should be grounded in the textbook rather than web resources, which are often wrong. If you have any hesitation or if you are in doubt about one of these issues, feel free to ask me.

Bellevue College's Rules and Regulations:

- **Incomplete:** If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F").
- **F Grade:** Students who fail a course will receive a letter grade of "F."
- **Final Examination Schedule:** The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule. Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.
- **Withdrawal from Class:** College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.
- **Hardship Withdrawal:** Instructors may assign the grade of "HW" (hardship withdrawal) at their discretion in the event that a student cannot complete the coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.
- **Cheating, Stealing and Plagiarizing:** Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services. If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.

Students with Disabilities:

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact asn@bellevuecollege.edu or 425.564.2764. ASN is located in the Library Media Center in D125. www.bellevuecollege.edu/autismspectrumnavigators/

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by video phone at 425-440-2025 or by TTY at 425-564-4110. Please visit our website for application information into our program and other helpful links at www.bellevuecollege.edu/drc

Affirmation of Inclusion:

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

<http://bellevuecollege.edu/about/goals/inclusion.asp>

Title IX:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Legal Citation: Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C. F. R. Part 106 (Title IX)

In accordance with the requirements of the Title IX Education Amendments of 1972 BC’s designated Title IX Coordinator, Rachel Wellman and Deputy Coordinator, Aaron Hilliard, VP of Human Resources shall be responsible for coordinating the College’s effort to comply with and carry out its responsibilities under Title IX.

The Writing Lab – D204

The Writing Lab is a place where you can work on developing college-level writing skills. As a student, you can receive personalized feedback on your writing for class, college applications, or short personal correspondence. Tutors can listen to your ideas and help you develop strategies to see and avoid significant errors.

Students can drop in any time the Writing Lab is open as well as make an appointment. We recommend visiting the lab at least two days before a paper is due. A tutoring session is a 35-minute, face-to-face conversation to discuss your writing. The tutor will not fix your paper but will work with you to identify areas to revise independently. <http://bellevuecollege.edu/asc/writing>

Monday – Thursday 8 a.m. – 8 p.m.
Friday 8 a.m. – 3:30 p.m.
Saturday and Sunday 11 a.m. – 4 p.m.

Public Safety and Emergencies:

Public Safety is located in the K building and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at

<http://www.bellevuecollege.edu/alerts/?ref=footer>

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort. Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these two rules:

- 1) Take directions from those in charge of the response** -We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge. Please do not hesitate to call Public Safety if you feel safety questions or concerns at any time.

SOCIOLOGY DROP-IN TUTORING

Drop-in tutoring is an option for ALL students enrolled in classes at BC to seek assistance regardless of your current grade.

Maybe you have a question about a sociological concept or would like to have someone who specializes in Sociology look at your paper before you submit it.

Our Sociology tutor is available to help you on T&TH from 11:30-1:30 in D204!

Grading:

Grades are based on **six factors**. (1) Participation and Discussion, (2) Daily Notecards on the Readings, (3) In-Class Activities, (4) Exams, (5) Seminar Group Work, (6) and Personal Reflection Homework. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
Daily Notecards on Readings (10 at 10 points/each)	100 points
In-class activities (7 at 10 points/each)	70 points
Exams (2 at 100 points/each)	200 points
Seminar Group Work (4 at 20 points/each)	80 points
Personal Reflection Homework (10 at 10 points/each)	100 points

TOTAL **600 points**

Grade	Points	Percentage
A	555-600	93–100%
A–	537-554	90–92%
B+	525-536	88-89%
B	495-524	83-87%
B-	477-494	80-82

Grade	Points	Percentage
C+	465-476	78-79%
C	435-464	73-77%
C-	417-434	70-72%
D+	405–416	68–69%
D	357–404	60–67%
F	356 & Below	59% & Below

****Please also note that your grades will be available 24/7 on Canvas. Make sure you log on and check in frequently, so you know exactly where you stand throughout the quarter. I will not respond to students who log on (for the first time) at the very end of the quarter to discuss a previous grade, absences, or other issues that should have been addressed early on. Be pro-active!****

Description of 6 Grading Components:

1. Participation/Discussion: (50/600 points)

Participation is essential to the format of this class and will therefore contribute significantly toward your grade. In short, your success in this class depends on your active participation. Participation includes attendance, getting to class on time, class discussions, and group work. As mentioned under *General Course Rules and Expectations*, more than three unexcused absences or late attendances will lower your grade, and continue to do so as you miss more classes. To have an absence or tardy considered excused, you must discuss it with me prior to the absence or tardy, unless it is an emergency. Excused absences include doctor's visits, family emergencies, and sometimes work-related issues. Furthermore, disruptive behavior, excessive talking, texting while in class, or other interruptions will lower this portion of your grade. See the *General Course Rules and Expectations* for details about what is considered disruptive behavior. Do not take this portion of your grade lightly!

2. Daily Notecards on the Readings: (100/600 points; 10 points each)

For each day that a reading is assigned, you will need to submit a notecard about the readings for that day. If there are multiple readings, you must write on all readings assigned on a given day. At the beginning of each class period, I will collect your notecard. Notecards must be turned in at the start of class at 10:30 – late notecards will not be accepted and I will not accept notecards submitted at the end of the class period. The purpose of these cards is to help you keep up with the readings as well as help facilitate a more informed discussion for that day's class period. I will collect the cards every day in order to keep track of your attendance, although they won't always be graded. *So if you are in class, but have not done the reading, turn in a notecard with your name on it so I can mark you as present for that day.* Ten times during the quarter, however, I will announce at the beginning of class that "your notecards will be graded today." For those graded notecards, you will receive a score of between 0 and 10. Notecards must follow a particular format, as described below, and must include your name, date, title of the article and author, a minimum of 5-6 sentences providing the thesis (or main ideas) of the article, and any definitions or key terms that is discussed in the reading. **You can use your notecards (and only your notecards) on your exams** - so spending some time now defining key terms, identifying major themes, and providing examples for yourself will help you when the exam comes. The guidelines for submitting your notecards are as follows:

NAME	TITLE OF READING (pg. #s) & AUTHOR	DATE
<p data-bbox="560 1480 1177 1648">THESIS or Main Ideas presented in the reading- a minimum of 5-6 sentences or bullet points describing the main arguments of the article List/Define any Key terms discussed in reading</p>		

3. In-Class Activities and Homework Assignments: (70/600 points; 10 points each)

Over the course of the quarter, you will be asked a total of 7 times to submit work that you have completed during the class session. These in-class activities most often occur in groups. **They will be randomly delivered and cannot be made up.** Usually, they will consist of a short piece of writing/reflection or response to something we have read or an application of terms/material covered in readings.

4. Exams: (200/600 points; 100 points each)

Over the course of the quarter, you will take two exams that integrate the course's in-class activities (lectures, films, etc.) and readings. Exams are designed to make sure you understand important course concepts and themes. Exams will include multiple choice and short answer questions. Please note that you cannot make up missed exams. The first exam will be split between two days during our class period. The first section will be on Thursday, May 5th and the second section on Friday, May 6th. The second exam will be over material discussed during the latter half of the class, so it will not be comprehensive. The second exam will be on Canvas and must be completed by March 21st at 11:59 pm. Please note that I do not give make-up exams or allow students to take exams early or late.

5. Seminar Group Work (80/600 points; 20 points each):

Over the course of the quarter, you will participate in 4 Seminar Group Work sessions (20 points each). The purpose of this group work is to reach deeper levels of learning with and through each other on a given reading. For each assigned Seminar day, I will assign students randomly to groups of four. On Seminar days, each individual group member must come to class with the following on a TYPED paper to turn in at the end of class:

- A) A paragraph summary of the reading identifying main points, thesis of the reading, key terms, etc.
- B) At least one statement of praise about the reading — what did you learn that was new or interesting
- C) At least one statement of critique about the reading— are there limitations or problems with the readings, does the author's argument represent solid reasoning (i.e., is it clear, does it make sense), does the author support her or his argument with adequate evidence
- D) 2 discussion questions about the reading – are parts of the articles unclear or do they generate broader concerns? Are there connections to other material that can be made? What aspects of the article would you like to talk about? Make sure these questions are thought-provoking, not “What did you think about the article,” or “What is the author saying”?

During class, each individual will present their statements and questions to their Seminar group. The group is required to answer one question from each individual (so 4 questions total) and submit your answers to the questions at the end of class. Your Seminar grade will depend on the material that you submit individually (quality and thoroughness) as well as your contribution to the group discussion and answering the questions. I will be walking around to check contribution and ensuring that discussion is conducted in a meaningful way. What this means is that not all group members automatically receive the same grade. On Seminar group days, students do not have to complete a notecard. You will be able to use your seminar papers on your exams.

6. Personal Reflection Homework (100/600 points; 10 points each):

Over the course of the quarter, you will complete homework assignments that require you to reflect on the course material. The goal of these assignments is to personalize course content. You should do your best to address every assignment thoughtfully, clearly, and completely. Homework will be graded not only on completeness (Did you adequately address all the components of the assignment?), but also thoughtfulness (Does your assignment show that you thought hard about the topic, or did you give the topic just a little superficial attention?). Homework assignments vary in length - some may be a paragraph long, others will be 1-2 pages (but always typed and double-spaced). Please note that I will not accept late homework, so homework that is not handed in on time will receive a zero grade. Additionally, I will not accept homework that isn't typed (unless I've specifically mentioned that it can be handwritten).

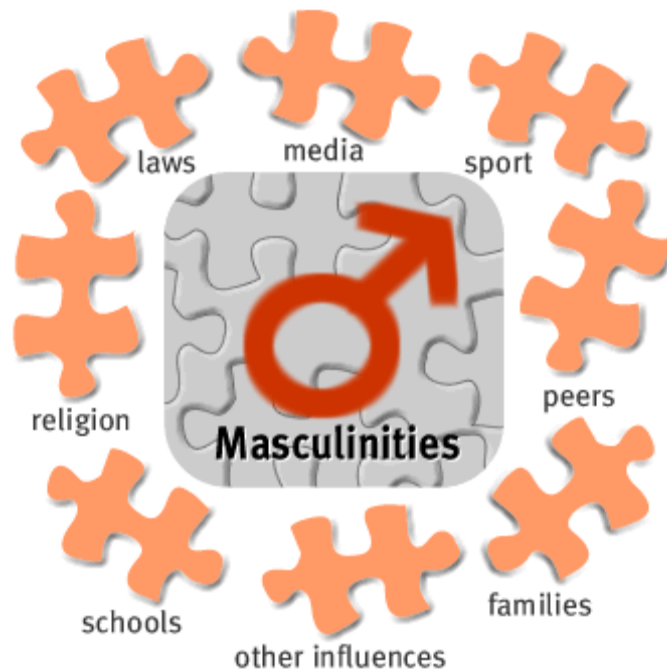
General Guidelines for All Written Work **

All papers or written work should be typed, in Times New Roman, 12-point font, double-spaced with 1” margins on all sides, and stapled. Assignments are due at the beginning of class – promptly at 10:30 p.m. – no late work will be accepted. Late papers or assignments will receive a zero. No emailed assignments will be accepted. Your work must be cited in MLA style and you must always give proper credit to the texts from which you draw and formulate your ideas. Title pages and bibliographies are not counted toward the minimum page requirements. Student information (name, assignment title, class) is single-spaced, at the top left-hand side of the page. Do not put extra spaces between paragraphs and paragraphs contain no less than four sentences. Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are “in quotation marks.” Quotes inside of a quotation use ‘single quotation marks.’ Papers should be written from an academic perspective – so no colloquial language please!

Instructor Notes:

If at any point throughout the quarter you are confused or unclear about the expectations of the course, course material, a grade you received, or any other matters, I strongly encourage you to come talk with me early. It is my goal that all students succeed in this course; but, I can only help you if you meet me half way.

Furthermore, if you are having personal problems or other issues going on outside of school, please let me know. I recognize that we all have lives outside of school, and am very willing to work with students, but I can only do so if I know there is a problem!



Syllabus

You should be looking at your syllabus on a daily basis so you know what is expected of you in class.
You are to have read the readings assigned for the current day by the time you arrive in class!

**Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes. These will be announced in advance in class. **

Week 1

Monday, April 4th: Introduction to the Course

Go over syllabus; class introductions; beginning definitions

Tuesday, April 5th: Course Introductions: Getting to Know Your Peers

Continue going over syllabus and introductions

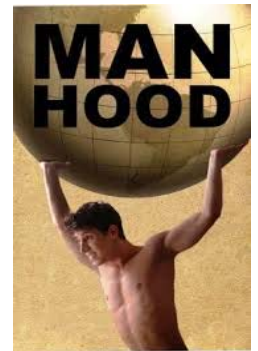
Wednesday, April 6th: Men as Gendered Beings

Readings: "Perspectives on Masculinities," pp. 1-2
"Act Like a Man Box," pp. 14-16

Thursday, April 7th: Male Privilege and Patriarchy

Readings: "The Black Male Privileges Checklist," pp. 26-31

Friday, April 8th: Response Paper #1 Due



Week 2

Monday, April 11th: Men as Hunters = Dominance?

Readings: "Caveman Masculinity," pp. 3-12

Tuesday, April 12th: Testosterone Rules?

Readings: "If Men Could Menstruate," pp. 250-251

Wednesday, April 13th: Response Paper #2 Due

Thursday, April 14th: Constructed Masculinities

Readings: "All Men Are Not Created Equal," pp. 17-23

Friday, April 15th: Variations in Masculinities

Readings: "Latino Masculinities in the Post 9/11 Era," pp. 32-39



Week 3

Monday, April 18th: Making Boys to Men

Readings: "Warrior Narratives in the Kindergarten Classroom," pp. 43-53
Seminar Group #1

Tuesday, April 19th: Learning Childhood Masculinity

Readings: "No Way My Boys Are Going to Be Like That," pp. 56-71

Wednesday, April 20th: Learning to Put on the Mask

Readings: "Guys are Just Homophobic," pp. 73-79



Thursday, April 21st: **Approaching Adolescence: Masculinity in Schools**

Readings: "Making a Name for Yourself," pp. 80-91

Friday, April 22nd: **Response Paper #3 Due**

Week 4

Monday, April 25th: **Transitions to Adulthood**

Film: Boys to Men? (Part 1 – 52 minutes)

Tuesday, April 26th: **Collegiate Masculinities**

Readings: "College Men's Meanings of Masculinities," pp. 114-131

Wednesday, April 27th: **Manhood in a Bottle**

Readings: "Why College Men Drink," pp. 157-170

Thursday, April 28th: **Hook-Ups and "Game"**

Readings: "He's Got No Game," pp. 284-296

Friday, April 29th: **Response Paper #4 Due**

Week 5

Monday, May 2nd: **Compulsory Heterosexuality**

Readings: "Becoming 100 Percent Straight," pp. 355-360

"The Heterosexual Questionnaire," pp. 361

Tuesday, May 3rd: **Expressing Intimacy between Men**

Readings: "They Don't Want to Cruise Your Type," pp. 368-379

Seminar Group #2

Wednesday, May 4th: **Wrap up and Review for Exam**

Thursday, May 5th: **Exam #1 – Part 1**

Friday, May 6th: **Exam #1 – Part 2**

Week 6

Monday, May 9th: **Response Paper #5 Due**

Tuesday, May 10th: **Masculinity in the Workplace**

Readings: "The Glass Escalator," pp. 152-163



Wednesday, May 11th: Race, Manhood, and the Workplace

Readings: "Racializing the Glass Escalator," pp. 166-178

Thursday, May 12th: Masculinity and Boundary Management

Readings: "Sexual Harassment and Girl Watching," pp. 180-190

Seminar Group #3

Friday, May 13: Transitioning on the Job

Readings: "Just One of the Guys?" pp. 193-209



Week 7

Monday, May 16th: Response Paper #6 Due

Tuesday, May 17th: The Parent Trap

Readings: "Fathering: Paradoxes, Contradictions, and Dilemmas," pp. 394-406

Wednesday, May 18th: Queer Kinship and Families

Readings: "Cruising to Familyland," pp. 411-420

Thursday, May 19th: The Second Shift

Readings: "Ethnicity, Race, and Difference," pp. 423-432

Friday, May 20th: Gay Fatherhood

Readings: "Can a Gay Man be a Housewife?" pp. 435-442



Week 8

Monday, May 23rd: Response Paper #7 Due

Tuesday, May 24th: Mainstream Masculinity in Rap

Readings: "Misogyny in Rap Music," pp. 490-505

Wednesday, May 25th: Videogame Literacy

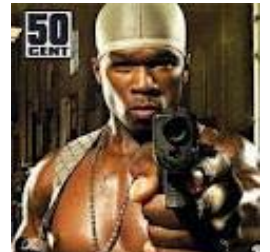
Readings: "Resistance through Video Game Play," pp. 509-518

Thursday, May 26th: Disney/Pixar and Gender

Readings: "Post-Princess Model of Gender," pp. 520-527

Friday, May 27th: Gender, Sports, and Ads

Readings: "The Male Consumer as Loser," pp. 529-540



Week 9

Monday, May 30th: No School

Tuesday, May 31st: Reflection Paper #8 Due

Wednesday, June 1st: Masculinity and the Tolls on Men's Health

Readings: "Masculinities and Men's Health," pp. 213-226

Thursday, June 2nd: Violence and Masculinities

Readings: "The Seven P's of Men's Violence," pp. 543-547

Friday, June 3rd: Sports and Aggression

Readings: "Athlete Aggression on the Rink and Off the Ice," pp. 548-561

Seminar Group #4



Week 10

Monday, June 6th: Rape, Sexual Assault, and Masculinity

Readings: "Men on Rape," pp. 563-568

Tuesday, June 7th: Violence against Women on College Campuses

Readings: "Male Commitment to Gender Equity," pp. 576-585

Wednesday, June 8th: Reflection Paper #9 Due

Thursday, June 9th: Men and the Future of Resistance

Readings: "Change Among the Gatekeepers," pp. 587-598

Friday, June 10th: Anti-Violence Action

Readings: "How Can I Not," pp. 607-620



Week 11

Monday, June 13th: Masculinity in Social Change

Readings: "More Than a Few Good Men," pp. 622-633

Reflection Paper #10 Due

Tuesday, June 14th: Wrap-Up and Review for Final Exam

Wednesday, June 15th: Exam #2 (9:30-11:20)

