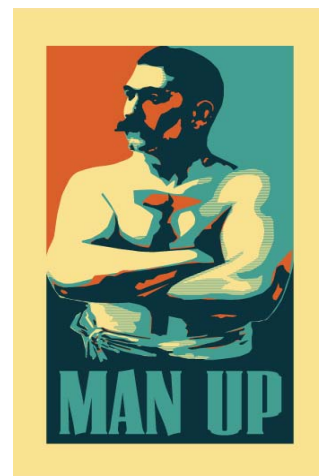


Men and Masculinities: Identities and Intersections of Manhood

SOC 253, Spring 2012

9:30-10:20 Daily; C-164

Professor: Dr. Lori Saffin
Office Location: A100-E
Office Phone: 425-564-2161
Office Hours: MWF 12:30-1:30; TTH 8:30-9:30 and by appointment
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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. 8th edition. Boston: Allyn & Bacon, 2010.
2. Additional articles or handouts are posted on the course website ([My BC](#) – under “shared documents”).

Please note due to budget cuts, students will be expected to print out their own handouts, syllabus, and other agenda items to bring to class.

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.

Learning and Course Outcomes:

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

1. Explain the difference between "sex" and "gender"
2. Demonstrate how masculinity is socially constructed
3. Analyze the ways in which masculinity influences how boys become men
4. Understand how masculinity has changed historically
5. Critically assess the ways masculinity impacts men's lives including sex, work, friendship, sports, and/or fatherhood
6. Discuss the impacts of race, class, and sexuality on masculine identities

General Education Outcomes:

This course's General Education ratings are: 2 in Critical Thinking, 2 in Reading, 1 in Writing, 1 in Listening and Speaking, 2 in Historical and Intellectual Perspectives, and 3 in Cultural Diversity.

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 - men and women - 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 to BOTH men and women.

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 homophobia/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 homophobia, etc.) So as a female teaching this class, I am fully aware that many students will often discount critiques of hegemonic masculinity because of who is offering up the critiques (i.e. of course you would say that, you're a woman; you don't know what it's like to be a man, so how would you know?, 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.

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 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 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. Please see the writing guidelines for the format of submitting all written assignments.
- **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, blackberries, laptops, 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 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:

All students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific academic accommodations due to a disability, please speak with me and with the Disability Resource Center at (425)564-2498. You will need to obtain the appropriate documentation from the DRC in room B132. The disability accommodation documentation must be given to me before it is needed rather than afterward, so that we can make appropriate arrangements. You will need to make arrangements with the DRC in advance for test-taking or other accommodations.

Grading:

Grades are based on **six factors**. (1) Participation and Discussion, (2) Weekly Seminar Papers, (3) Exams, (4) Weekly Journal Entries, (5) Discussion Leader, and (6) In-Class activities. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
Weekly Seminar Papers (10 at 10 points/each)	100 points
Exams (2 at 100 points/each)	200 points
Weekly Journal Entries	50 points
Discussion Leader	50 points
In-Class activities (5 at 10 points/each)	50 points

TOTAL

500 points

Description of the 7 Grading Components:

- 1. Class Participation/Discussion (50 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. More than three unexcused absences or late attendances will lower your grade. 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. 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. Weekly Seminar Papers (100 points – 10 points each):** Each week, I will provide students with a prompt that connects specific reading(s) and/or film clip(s) to larger issues, current events, or even your own life. The purpose of these seminar papers are to ensure that you are keeping up with the readings and allows students to make connections and apply key concepts beyond the assigned readings. For example, I might ask students to use particular assigned articles and apply ideas presented in those readings to the recent murder of Treyvon Martin, the “hoodie debate,” and conceptions of Black masculinity. Seminar papers are not just your own opinion; they are informed by the readings and should be one-two pages typed in length.
- 3. Exams (200 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, and readings. Exams are designed to make sure you understand important course concepts and themes. Exams will include multiple choice, short answer, and essay 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 comprised of multiple-choice and short answer will be on Thursday, May 10th and the second day will be comprised of essay on Friday, May 11th. 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 Friday, June 15th during our scheduled exam time, 9:30 – 11:20, so plan ahead. Please note that I do not give make-up exams, allow students to take exams early or late.
- 4. Weekly Journal Entries (50 points):** I know, a journal – how lame. If it helps you can call this your “Man Blog,” your “Inner Tweet,” or your “Gender Chronicle.” Basically, a course such as this one necessarily entails emotional responses; some of the material may touch you on a very personal level. In order to give you space for your personal responses while leaving class time free to talk about the issues on an academic level, I am asking that you keep a course journal. This journal may include your personal responses to the material at any level that you feel comfortable entrusting to paper or thoughts that you do not share in class. I want students to bring their journals to class daily as I might leave time at the beginning or end of class to reflect in them. It is expected that you write in your journal a minimum of once per week – a weekly prompt will be provided or if you would like to take a couple of minutes each day to reflect on the class topics, that is fine. I want these to be honest reflections – if you are struggling with content, hating certain ideas (or even things that I have said) write about it. I am only going to skim these to make sure you are actually reflecting, not writing a grocery list, so use this “tool” for you. Journals will be randomly collected twice during the quarter and graded at 25 points.
- 5. Discussion Leader (50 points):** Since this is a smaller class size, this offers a unique opportunity for students to be actively engaged leaders in the class. Students will be paired up and will be responsible for leading one class discussion throughout the quarter. Here are the expectations as a discussion leader: you need to meet with your discussion partner and come up with how you would like to lead the class for that day. You can bring in a question, a film clip, have the class get into small groups to discuss a particular topic, or connect a recent event to the course content of that day. You need to complete the readings and provide your classmates with an outline or write-up of key points articulated in all of the readings. Here’s the catch: what you provide to the class in terms of an outline/key points, etc is what everyone gets to use on exams, so do this well – ahh, peer pressure! You will also submit a brief feedback evaluation of your partner ensuring that equitable labor was conducted.

6. **In-Class Activities (50 points – 10 points each):** Over the course of the quarter, you will be asked a total of 5 times to submit work that you have completed during the class session. These in-class activities can occur either individually or in a group. **They will be randomly delivered and *cannot be made up*.** For example, I might bring in magazines for gender analysis one day and ask students to look at how masculinity is depicted or I might provide you with specific questions related to a film we will be watching in class and have you submit those at the end of class.

Please also note that your grades will be available 24/7 on Jupitergrades.com. A generic ID # and password will be distributed to you within the first week of the quarter. Make sure you log on and check in frequently, so you know exactly where you stand throughout the quarter!

IF YOU HAVE ANY QUESTIONS, COSIDERATIONS, OR COMPLAINTS ABOUT A GRADE YOU RECEIVED, I ASK YOU TO TAKE 24 HOURS TO REEXAMINE THE ANSWERS OR THE WRITING THAT YOU SUBMITTED AND THEN COME AND TALK WITH ME.

**** 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 9:30 p.m. unless otherwise noted- and 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 2nd: Introduction to the Course

Go over syllabus; class introductions; beginning definitions

Tuesday, April 3rd: Course Introductions: Getting to Know Your Peers

Continue going over syllabus and introductions

Wednesday, April 4th: Men as Gendered Beings

Readings: "Introduction to Men's Lives," pp. xi-xix
"Perspectives on Masculinities," pp. 1-2

Thursday, April 6th: Men as Hunters = Dominance?

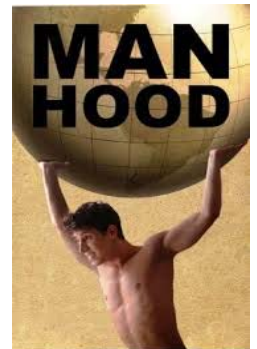
Readings: "Caveman Masculinity," pp. 3-12

Friday, April 7th: Social Construction of Masculinity

Film Clip: "Contemporary Masculinity in 30 Seconds"

Readings: "The Cultural Construction of Gender and Manhood," on course website

Seminar Paper #1 Due



Week 2

Monday, April 9th: Male Privilege and Patriarchy

Readings: "Male Privilege Checklist," pp. 14-15
"If Men Could Menstruate," pp. 280-281

Tuesday, April 10th: Understanding Sexism

Readings: "Night to His Day: The Social Construction of Gender," on course website

Wednesday, April 11th: The Ultimate Marriage: Sexism and Homophobia

Readings: "Masculinity as Homophobia," on course website

Thursday, April 12th: Men, Masculinity, and Struggle

Film: Tough Guise

Readings: "Act Like a Man Box," pp. 83-85

Friday, January 13th: The Damage of Sexism on Men

Film Clip: Tony Porter "A Call to Men" on TED

Readings: "Confessions of a Recovering Misogynist," on course website

Seminar Paper #2 Due



Week 3

Monday, April 16th: Making Boys to Men

Film Clip: *Sexism, Strength, and Dominance: Masculinity and Disney*

Readings: "Warrior Narratives in the Kindergarten Classroom," pp. 39-50

Tuesday, April 17th: Learning Childhood Masculinity

Readings: "No Way My Boys Are Going to Be Like That," pp. 52-69

Wednesday, April 18th: Learning to Put on the Mask

Film Clip: *Boys to Men: Crisis in Masculinity*

Readings: "Inside the World of Boys: Behind the Mask of Masculinity," on course website

Thursday, April 19th: Approaching Adolescence: Masculinity in Schools

Audio Clip: *This American Life – Pecking Order and Masculinity*

Readings: "Learning to Fight," on course website

"Making a Name for Yourself," pp. 104-116

Friday, April 20th: Performing Masculinity on the Playground

Readings: "Football Ritual and the Social Reproduction of Masculinity," on course website

Seminar Paper #3 Due



Week 4

Monday, April 23rd: Manhood in Teen Culture

Film Clip: *Hell Week*

Readings: "Dude, You're a Fag," pp. 70-79

Tuesday, April 24th: Proving Manhood to Peers

Readings: "The Kid No One Noticed," on course website

Wednesday, April 25th: Connecting Masculinity to Sexuality

Readings: "Trains" on course website

Thursday, April 26th: Transitions to Adulthood

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

Friday, April 27th: Conceptualizing Adulthood for Men in the 21st Century

Readings: "Guyland: Gendering the Transition to Adulthood," pp. 119-131

Seminar Paper #4 Due



Week 5

Monday, April 30th: Male Friendships

Readings: "Men's Friendships: Mismeasured, Demeaned and Misunderstood," on course website

Tuesday, May 1st: Expressing Intimacy between Men

Readings: "Covert Intimacy," on course website

Wednesday, May 2nd: Tales from the Locker Room

Readings: "Fraternal Bonding in the Locker Room," on course website



Thursday, May 3rd: Joking = Bonding

Readings: "The Fraternal Bond as a Joking Relationship," pp. 147-156

Friday, May 4th: Strategic Bonding: Wing Men, Grenades, Milfs, and Duffs

Readings: "The Girl Hunt," pp. 320-334

Weekly Seminar Paper #5 Due



Week 6

Monday, May 7th: Manhood in a Bottle

Film Clip: *Spin the Bottle: Sex, Lies, and Alcohol Use*

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

Tuesday, May 8th: Alcohol Use and Fraternity Life

Readings: "Whales Tales, Dog Piles, and Beer Goggles," on course website

Weekly Seminar Paper #6 Due



Wednesday, May 9th: Wrap up and Review for Exam #1

Thursday, May 10th: Exam #1 – Part 1

Friday, May 11: Exam #2 – Part 2

Week 7

Monday, May 14th: Men's Physical Health

Readings: "Masculinities and Men's Health: Toward a Post-Superman Era," pp. 243-256

Tuesday, May 15th: Penis Paranoia

Film Clip: *Private Dicks*

Readings: "The Size Question," on course website
"Actual Size," on course website

Wednesday, May 16th: Sexualized Health?

Readings: "Fixing Broken Masculinity," pp. 282-288

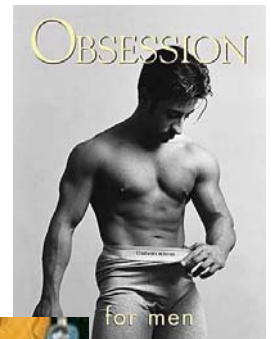
Thursday, May 17th: Performing Masculinity in the Workforce

Readings: "Sexual Harassment and Masculinity," pp. 208-220

Friday, May 18th: Masculinity in Feminized Occupations

Readings: "Why Marcia You've Changed," pp. 192-207

Weekly Seminar Paper #7 Due



Week 8

Monday, May 21st: Stay-at-Home Dads

Readings: "Leaving Work and Staying Home," on course website

Tuesday, May 22nd: Men in Families and the Second Shift

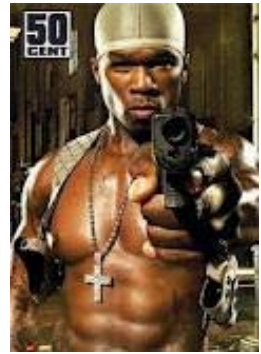
Readings: "Strategies Men Use to Resist," pp. 413-419



Wednesday, May 23rd: Challenging Black (Hyper)Masculinity

Film Clip: *Hip Hop: Beyond Beats and Rhymes*

Readings: "From Angry Boys to Angry Men," on course website



Thursday, May 24th: Understanding the Cool Pose

Readings: "Gangsta Culture," on course website

Friday, May 25th: Latino and Mexicano Masculinities

Readings: "Macho: Contemporary Conceptions," pp. 26-36

Weekly Seminar Paper #8 Due

Week 9

Monday, May 28th: NO CLASS

Tuesday, May 29th: Asian American Manhood

Readings: "All Men Are Not Created Equal," pp. 17-25



Wednesday, May 30th: Compulsory Heterosexuality

Film Clip: *The Butch Factor*

Readings: "Becoming 100 Percent Straight," pp. 371-376

"The Heterosexual Questionnaire," pp. 377



Thursday, May 31st: Constructing Male Hyper-Sexuality

Readings: "A Pornographic World: What is Normal?" pp. 378-383

Friday, June 1st: Race, Class, Gender, and Sexual "Demands"

Readings: "Fantasy Islands," pp. 397-409

Weekly Seminar Paper #9 Due

Week 10

Monday, June 4th: Hegemonic Masculinity and the Roots of Violence

Readings: "The Triad of Men's Violence," on course website

Tuesday, June 5th: Lecture/Discussion of Rape and Sexual Assault

Wednesday, June 6th: Violent Masculinities

Readings: "Men on Rape," pp. 559-564



Thursday, June 7th: Sexual Violence as the Norm?

Readings: "On Becoming Antirapist," on course website

"Seduced by Violence No More," on course website

Friday, June 8th: Men and the Future of Resistance

Readings: "The Role of Men and Boys in Achieving Gender Equality," 575-578

"More than a Few Good Men," pp. 579-590



Week 11

Monday, June 11th: Masculinity in Social Change

Readings: "Unraveling the Gender Knot," pp. 613-622
"Men Comrades in Struggle," on course website
"The Feminist Man's Manifesto," on course website
Weekly Seminar Paper #10 Due

Tuesday, June 12th: Wrap-Up and Review for Final Exam

Friday, June 15th: Exam #2 (9:30-11:20) in C-164

