

# Men and Masculinities: Identities and Intersections of Manhood

## SOC 253, Spring 2011

### T/TH 12:30-2:40, L-124

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**Course Introduction:** 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. 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. 8<sup>th</sup> edition. Boston: Allyn & Bacon, 2010.
2. Additional articles or handouts are posted on the course website ([My BC](#) – under “shared documents”) or distributed in class.

*\*\*Please note due to recent 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 men's lives from boyhood to adulthood

4. Understand how masculinity is embedded within sociopolitical and socio-historical contexts
5. Describe how masculinity is systemically and structurally organized
6. Identify key terms such as patriarchy, sexism, and hegemonic masculinity
7. Critically assess the ways the masculinity impacts various substantive topics relevant to men's lives (sex, work, friendship, sports, fatherhood)
8. Discuss the major historical influences on constructions of racialized and classed masculinities
9. Explain how homophobia functions in maintaining hegemonic masculinity

### **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.

### **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) Guided Film Questions, (4) Analytical Magazine Group Activity, (5) Exams, (6) Reflections on Masculinity and Male Privilege Paper and Re-Visitations Analytical Essay. Each of these elements is awarded a specific number of points:

<b>Participation/Discussion</b>	<b>75 points</b>
<b>Weekly Seminar Papers</b> (10 at 10 points/each)	<b>100 points</b>
<b>Guided Film Questions</b>	<b>50 points</b>
<b>Magazine Activity</b>	<b>50 points</b>
<b>Exams</b> (3 at 100 points/each)	<b>300 points</b>
<b>Reflection and Analytical Paper</b> (25 and 100 points)	<b>125 points</b>
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<b>TOTAL</b>	<b>700 points</b>

### **Description of the 6 Grading Components:**

- 1. Class Participation/Discussion (75 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. Please note that since this class meets only twice per week, if you miss six or more classes, which is roughly ¼ of the quarter, you will fail the course. 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):** Since this is a discussion-based course, 10 times over the course of the quarter (roughly one per week), you will need to submit a 1 page typed seminar paper. Please note hand-written papers and late papers will not be accepted and will receive a 0 grade. The purpose of these brief papers is for you to make connections between the various readings and for me to make sure you are reading. These papers will also help to make out conversations more lively and informed. Each 1-page seminar paper should include the following: a reflection on the main theses, ideas, or key concepts of the articles read that week, 3-4 central questions that you have about the articles that you would like to talk about with your classmates (the questions should be thought-provoking, not “What did you think about the article?” and “What is the author saying?”), and most importantly, connections that you are seeing between the articles. Seminar papers will be collected at the end of class as they can be used for reference or group work within the class period. Furthermore, I will allow students to use these seminar papers on the exams. I will hold on to all seminar papers until the day of the test, whereby papers will be redistributed.
- 3. Guided Film Discussion Questions (50 points):** Throughout this course, we will watch a number of film clips. The point value of the discussion questions will be determined by how much of a given film we watch in class. The purpose of the guided film questions is to read a film the way you would a text and to apply information and a critical analysis of the films watched in class.
- 4. Analytical Magazine Group Activity (50 points):** This is an activity where students will be broken into groups of 3-4 and will conduct an analysis of magazines, advertisements, and masculinity in class. Each group will be given a couple of magazines focused on a theme and you will conduct and present an analysis of your magazines. A theme could include representations of Black masculinity in magazines such as Ebony, Essence, Legacy, Black Enterprise, XXL, Jet, Sister-to-Sister, etc. Your group will present on your theme and address major ideas such as the positioning of models, objectification, the male gaze, target audience, and discuss what messages are being sent to men through these cultural/media representations.

5. **Exams (300 points – 100 points each):** The purpose of these exams is to hold students responsible for the readings; therefore, exams will consist primarily of short answer and essay questions that are based on the readings, major concepts, and ideas/theories that are discussed throughout the course. Exams will be held during the first part of the class (roughly 1 hour). Students will need to bring blue books for answering essay questions.
6. **Papers (125 points):** The first paper, **Reflections on Masculinity and Male Privilege**, is a short reflection on gender worth **25 points**. This paper is meant to have each of us begin to contemplate the role masculinity has played in each of our lives. Your paper should discuss not only your personal experiences with masculinity in a thoughtful and honest way, but should also be informed by readings that have been discussed up to that point. This paper should be **3-4 pages** in length. If you choose to write more, please do – this paper will also help me to get to know you on a deeper level! The second paper, **Re-Visitations Analytical Essay**, is a reexamination of your first reflection paper and an in-depth, critical analysis of changes you have seen in yourself (if any) or issues/topics surrounding masculinity and manhood that you are seeing in a different light. Although this is a revisitation of your previous reflection paper, this analytical essay should be more formal in tone, more nuanced in its integration of core concepts and ideas discussed throughout the quarter, and should present a honed-in, focused, and specific thesis. Think of this essay as a formal, academic paper that is informed by your personal experiences. This analysis should be **7-8 pages** in length, grammatically impeccable and well thought-out with articles, citations, and research backing your assertions. This essay is worth **100 points**. See the general guidelines below for formatting details.

**PLEASE NOTE THAT IF YOU HAVE ANY QUESTIONS, CONSIDERATIONS, 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 12:30 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!

**General Grading Guidelines for Written Work:**

**A Paper** - An A paper shows me you're engaged with the readings, the media, and the lectures in class. It's a paper free from grammar and spelling errors, and a paper that demonstrated your command not only of the English language, but of the form and flow of a solid piece of written work. Your arguments are solid and backed up with intellectual ammunition. You've demonstrated a strong understanding of our readings and the in-class materials and how they intersect with one another.

**B Paper** – The B tells me you're doing very good work. You may have a few grammar issues, but your paper is still tidy and the writing is still strong. You have a relatively firm grasp on the themes in the course but you may not be as well versed in the readings or materials as you could be. Your understandings of some of the course materials are stronger than others, but I would like to see you challenge yourself a bit more with the course issues and themes.

**C Paper** – The C paper means that you're not as invested in the class as I'd like to see. Your writing is relatively weaker than it could be and you're not thinking as critically as I'd like you to. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in class.

**D Paper** – A D paper is not proofread and it does not deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is no integration of material or questions raised in class. The course materials are not presented clearly, or at all. I will work closely with each of you as much as time allows.

**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. \*\*

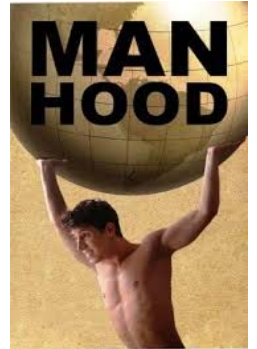
### Week 1

#### **Tuesday, April 5<sup>th</sup>: Introduction to the Course**

Go over syllabus; class introductions; beginning definitions

#### **Thursday, April 7<sup>th</sup>: Men as Gendered Beings**

**Readings:** "Introduction to Men's Lives," pp. xi-xix  
"Perspectives on Masculinities," pp. 1-2  
"Caveman Masculinity," pp. 3-12  
"The Cultural Construction of Gender and Manhood," on course website  
**Weekly Seminar Paper #1 Due**



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### Week 2

#### **Tuesday, April 12<sup>th</sup>: Privilege, Patriarchy, and Understanding Sexism**

**Readings:** "Male Privilege Checklist," pp. 14-15  
"Night to His Day: The Social Construction of Gender," on course website  
"Masculinity as Homophobia," on course website  
"If Men Could Menstruate," pp. 280-281  
**Weekly Seminar Paper #2 Due**



#### **Thursday, April 14<sup>th</sup>: Men, Masculinity, and Struggle**

**Film:** Tough Guise (Guided Questions distributed in class)  
**Readings:** "Act Like a Man Box," pp. 83-85  
"Confessions of a Recovering Misogynist," on course website

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### Week 3

#### **Tuesday, April 19<sup>th</sup>: Making Boys to Men: Learning Childhood Masculinity**

**Film Clips:** *Sexism, Strength, and Dominance: Masculinity and Disney Boys to Men: Crisis in Masculinity*  
**Readings:** "Warrior Narratives in the Kindergarten Classroom," pp. 39-50  
"No Way My Boys Are Going to Be Like That," pp. 52-69  
"Inside the World of Boys: Behind the Mask of Masculinity," on course website  
**Weekly Seminar Paper #3 Due**

#### **Thursday, April 21<sup>st</sup>: Approaching Adolescence: Masculinity in Schools and on the Playground**

**Audio Clip:** *This American Life – Pecking Order and Masculinity*  
**Readings:** "Learning to Fight," on course website  
"Making a Name for Yourself," pp. 104-116  
"Football Ritual and the Social Reproduction of Masculinity," on course website  
**Reflections on Masculinity and Male Privilege Paper Due**





#### Week 4

##### **Tuesday, April 26<sup>th</sup>: Manhood in Teen Culture**

**Film Clip:** *Hell Week*

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

"The Kid No One Noticed," on course website

"Trains" on course website

**Weekly Seminar Paper #4 Due**



##### **Thursday, April 28<sup>th</sup>: Transitions to Adulthood**

**Film:** *Boys to Men?* (Part 1 – 52 minutes - Guided Questions distributed in class)

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

**EXAM #1 (first hour of class)**

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#### Week 5

##### **Tuesday, May 3<sup>rd</sup>: Male Friendships**

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

"Covert Intimacy," on course website

"Men have Friends Too," on course website

##### **Thursday, May 5<sup>th</sup>: Male Bonding and Collegiate Masculinities**

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

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

"The Girl Hunt," pp. 320-334

**Weekly Seminar Paper #5 Due**



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#### Week 6

##### **Tuesday, May 10<sup>th</sup>: Manhood in a Bottle: Alcohol Use and Fraternity Life**

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

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

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

##### **Thursday, May 12<sup>th</sup>: Men's Physical and Sexual Health**

**Film Clip:** *Private Dicks*

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

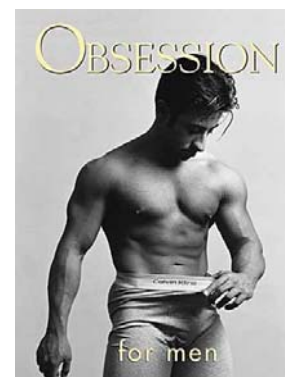
"Men's Hidden Depression," on course website

"Fixing Broken Masculinity," pp. 282-288

"The Size Question," on course website

"Actual Size," on course website

**Weekly Seminar Paper #6 Due**





## Week 7

### **Tuesday, May 17<sup>th</sup>: Performing Masculinity in the Workforce**

- Readings:** "Giving at the Office," on course website  
"When You Get Laid Off, It's Like You Lose a Part of Yourself,"  
on course website  
"Sexual Harassment and Masculinity," pp. 208-220

### **Thursday, May 19<sup>th</sup>: Masculinity in Feminized Occupations**

- Readings:** "The Glass Escalator," pp. 177-191  
"Why Marcia You've Changed," pp. 192-207  
"Leaving Work and Staying Home," on course website  
**Weekly Seminar Paper #7 Due**



## Week 8

### **Tuesday, May 24<sup>th</sup>: Men in Families**

- Readings:** "Strategies Men Use to Resist," pp. 413-419  
"Fathering: Paradoxes, Contradictions, and Dilemmas," pp. 432-444  
**EXAM #2 (last hour of class)**

### **Thursday, May 26<sup>th</sup>: Racialized Masculinity: Challenging Black (Hyper)Masculinity**

- Film:** *Hip Hop: Beyond Beats and Rhymes*  
(Guided Film Questions distributed in class)  
**Readings:** "From Angry Boys to Angry Men," on course website  
"Gangsta Culture," on course website  
**Weekly Seminar Paper #8 Due**



## Week 9

### **Tuesday, May 31<sup>st</sup>: Racialized Masculinities: Latino and Asian American Manhood**

- Readings:** "Macho: Contemporary Conceptions," pp. 26-36  
"All Men Are Not Created Equal," pp. 17-25

### **Thursday, June 2<sup>nd</sup>: Compulsory Heterosexuality**

- Film Clip:** *The Butch Factor*  
**Readings:** "Becoming 100 Percent Straight," pp. 371-376  
"The Heterosexual Questionnaire," pp. 377  
"Old Gay Men's Bodies and Masculinity," pp. 261-279  
**Weekly Seminar paper #9 Due**



## Week 10

### **Tuesday, June 7<sup>th</sup>: In-Class Analytical Magazine Activity**



**Thursday, June 9<sup>th</sup>: Violent Masculinities**

**Readings:** "The Triad of Men's Violence," on course website  
"Men on Rape," pp. 559-564  
"On Becoming Antirapist," on course website  
"Seduced by Violence No More," on course website  
**Weekly Seminar Paper #10 Due**

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**Week 11**

**Tuesday, June 14<sup>th</sup>: 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  
"Unraveling the Gender Knot," pp. 613-622  
"Men Comrades in Struggle," on course website  
"The Feminist Man's Manifesto," on course website  
**EXAM #3 (last hour of class)**

**Thursday, June 16<sup>th</sup>: 11:30-1:20 - Re-Visitations Analysis Paper Due**

