

SOC 253 - Men and Masculinities: Identities and Intersections of Manhood Spring 2010

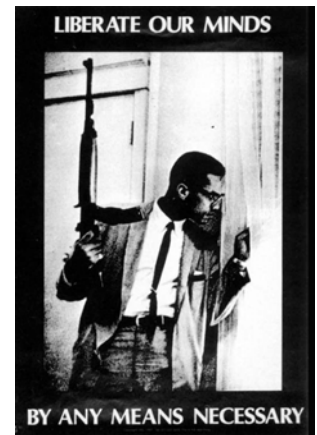
Professor: Dr. Lori Saffin

Office Location: D110-I

Office Phone: 425-564-2161

Office Hours: 1:30- 2:30 daily and by appointment

Email: lsaffin@bellevuecollege.edu



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. 8th 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.

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!

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 Who Require Disability Accommodations:** Students with disabilities who have accommodation needs are encouraged to meet with the [Disability Resource Center](#) (DRC) office located in B132 (telephone 425.564.2498 or TTY 425.564.4110), to establish their eligibility for accommodation. The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter. Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with [Disability Resource Center](#), and review those needs with the instructor as well.
- **Distribution of Grades:** Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BC Web site.
- **Return of Papers and Tests:** Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets must be kept by the instructor for a minimum of sixty (60) instructional days following the end of the quarter.

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 four factors. (1) Participation and Discussion, (2) Reflection Papers and Guided Discussion Questions, (3) Exams, and (4) Magazine activity. Each of these elements is awarded a specific number of points:

Participation/Discussion	50 points
Reflection Papers and Film Questions (4 at 25 points/each)	100 points
Exams (4 at 75points/each)	300 points
Magazine Activity	50 points
TOTAL	500 points

Description of the 4 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. 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. Reflections Papers/Guided Film Discussion Questions (100 points – 25 points each): Throughout the course, students will have 4 written assignments to turn in. The first assignment, *Reflections on Masculinity and Male Privilege*, is a short reflection on gender. Your paper should discuss not only your personal experiences with masculinity, but should also be informed by readings that have been discussed up to that point. This first paper is due Tuesday, April 13th and should be 2-3 pages in length. The remainder of these assignments will be guided film discussion questions whereby you will apply information and a critical analysis of the films watched in class. *Boys to Men?* discussion questions are due on Wednesday, April 21st. *I Am A Man* discussion questions due Friday, May 21st. *Generation M* discussion questions due June 11th.

3. 4 Exams (300 points – 75 points each): The purpose of these exams is to hold students responsible for the readings; therefore, exams will consist primarily of multiple-choice and short essay questions that are based on the readings, major concepts, and ideas/theories that are discussed throughout the course. Exams will not be cumulative, but cover roughly 2-3 weeks worth of information. Exam #1 is on Thursday, April 22nd; Exam #2 on Wednesday, May 12th; Exam #3 is on Thursday, May 27th; Exam #4 is on Friday, June 18th.

4. Magazine activity (50 points): This is an activity where students will be broken into groups of 4-5 and will conduct an analysis of magazines, advertisements, and masculinity. Each group will be given a theme and will bring in images out of current magazines related to that theme. For example, your group might be given Black masculinity and you will seek out images from magazines such as Ebony, Essence, Legacy, Black Enterprise, XXL, Jet, Sister-to-Sister, etc. Your group will bring in images and discuss common themes, positioning of models, objectification, the male gaze, target audience, and discuss what messages are being sent to men through these cultural/media representations.

PLEASE NOTE THAT 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 11:30 a.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!

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. Also, you are expected 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 5th: Introduction to the Course

Go over syllabus; class introductions; beginning definitions

Tuesday, April 6th: Men, Masculinity, and Struggle

Film Clip: *Tough Guise* (7 minutes)

Readings: "Introduction," pp. xi-xix
"Perspectives on Masculinity," pp. 1-2

Wednesday, April 7th: Sex, Science, and Social Construction

Readings: "How to Build a Man," on course website
"The Five Sexes," on course website

Thursday, April 8th: Gender Meets the Sexual Body

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

Friday, April 9th: Defining Masculinity and the Origins of Male Privilege

Readings: "Night to His Day: The Social Construction of Gender," on course website
"The Male Privilege Checklist," pp. 14-16



Week 2

Monday, April 12th: Privilege, Patriarchy, and Understanding Sexism

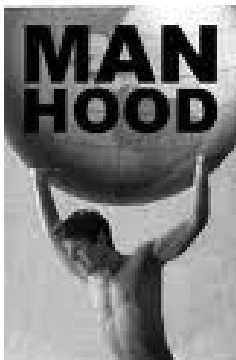
Readings: "If Men Could Menstruate," pp. 280-81
"Teaching about Being an Oppressor," on course website
"Confessions of a Recovering Misogynist," on course website

Tuesday, April 13th: Reflections on Masculinity Paper Due

Wednesday April 14th: Making Boys to Men: Learning Childhood Masculinity

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

Readings: "The Act Like a Man Box," pp. 83-85
"Warrior Narratives in the Kindergarten Classroom," pp. 39-50

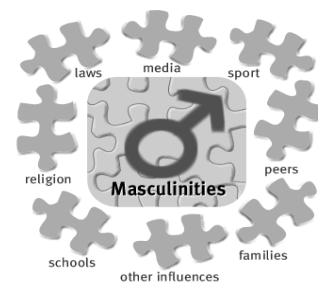


Thursday, April 15th: Hegemonic Masculinity in Schools and on the Playground

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

Readings: "Learning to Fight," on course website
"Making a Name for Yourself," pp. 104-116

Friday, April 16th: Gender Transgression and Structural Homophobia
NPR Clip: *This American Life – Pecking Order and Masculinity*
Readings: “No Way My Boys are Going to be Like That,” pp. 52-68
 “Dude, You’re a Fag,” pp. 70-79



Week 3

Monday, April 19th: Manhood in Teen Culture

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

Guided Film Discussion Questions distributed in class

Tuesday, April 20th: Violent Teens: What’s Happening to Male Youth?

Film Clip: *Hell Week*

Film Clip: Jackson Katz on *School Shootings* (8 minutes)

Readings: “Guyland,” pp. 119-131

Wednesday, April 21st: Wrap-Up/Catch-Up Day

Boys to Men? Discussion Questions Due

Thursday, April 22nd: Exam #1 in class

Friday, April 23rd: Locker Room Talk and Male Bonding

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



Week 4

Monday, April 26th: Collegiate Masculinities and Dating Rituals

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

“The Girl Hunt,” pp. 320-334

Tuesday, April 27th: Male Bonding through Sexual Objectification

Readings: “Sexual Harassment and Masculinity,” pp. 208-218

“The Starbucks Intervention,” pp. 171-173

Wednesday, April 28th: Gimme a Beer!: Manhood in a Bottle

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

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

Thursday, April 29th: Masculinity and Relationships

Readings: “I’m Not Friends the Way She’s Friends,” pp. 303-315

“The Approach-Avoidance Dance,” on course website

Friday, April 30th: Homosocial Relationships

Readings: “The Politics of Gay Men’s Friendships,” pp. 316-319



Week 5

Monday, May 3rd: Men in Families

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

“Fathering: Paradoxes, Contradictions, and Dilemmas,” pp. 432-444

Tuesday, May 4th: EmBODYment of Masculinity

Readings: "Masculinities and Men's Health," pp. 243-260

Wednesday, May 5th: Men's Sexual Health

Readings: "Fixing Broken Masculinity," pp. 282-287
"It Takes Balls," pp. 289-300

Thursday, May 6th: Catch-Up Day

Friday, May 7th: Performing Masculinity in the Workforce

Readings: "Rambo Litigators," on course website
"Being the Go-To Guy," on course website



Week 6

Monday, May 10th: Masculinity in Feminized Occupations

Readings: "The Glass Escalator," pp. 1747-191
"Why Marcia You've Changed!" pp. 192-207



Tuesday, May 11th: Masculinity on the Streets

Readings: "Hitting Bottom: Homelessness, Poverty, and Masculinity," on course website
"InSecure Times: White Working Class Masculinities," on course website

Wednesday, May 12th: Exam #2 in class

Thursday, May 13th: The Roots of Black Masculinity

Readings: "The Black Male: Searching Beyond the Stereotypes," on course website
"Plantation Patriarchy," on course website

Friday, May 14th: Challenging Black (Hyper)Masculinity

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



Week 7

Monday, May 17th: "I Am A Man!"

Guided Film Discussion Questions distributed in class

Tuesday, May 18th: The Roots of Latino/Mexicano Masculinities

Readings: "Macho: Contemporary Conceptions," pp. 26-36
"Masculinity and Gender Roles among Puerto Rican Men," on course website

Wednesday, May 19th: Misconceptions Surrounding Latino Identities

Readings: "Fathering Latina Sexualities," on course website



Thursday, May 20th: Asian American Masculinities

Readings: "All Men Are Not Created Equal," pp. 17-25
"Lives at the Center and the Periphery," on course website

Friday, May 21st: I Am A Man Discussion Questions Due



Week 8

Monday, May 24th: Compulsory Heterosexuality

Readings: "Becoming 100 Percent Straight," pp. 371-376
"The Heterosexual Questionnaire," pp. 377
"Old Gay Men's Bodies and Masculinity," pp. 261-279

Tuesday, May 25th: Queerly Hegemonic

Readings: "They Don't Want to Cruise Your Types," pp. 384-396

Wednesday, May 26th: Male Hyper-Heterosexualities

Readings: "Fantasy Islands: Exploring the Demand for Sex Tourism," 397-410
"A Pornographic World," pp. 378- 383

Thursday, May 27th: Exam #3 in class

Friday, May 28th: Violent Masculinities

Readings: "Culture, Gender and Violence," pp. 551-558
"The Triad of Men's Violence," on course website



Week 9

Monday, May 31st: No Class – College Issues Day

Tuesday, June 1st: Rape and Domestic Violence - lecture

Wednesday, June 2nd: Rape Culture

Readings: "Men on Rape," pp. 559-564
"The Anti-Rape Rules," on course website



Thursday, June 3rd: Militarism

Readings: "Wielding Masculinity Inside Abu Ghraib," pp. 565-571
"War, Wimps, and Women," on course website

Friday, June 4th: Terrorism and Masculinity

Readings: "Neo-Macho Man: Pop Culture and Post 9/11 Politics," on course website
"Gender, Class, and Terrorism," on course website

Week 10

Monday, June 7th: Generation M: Misogyny and Media Culture

Guided Film Discussion Questions distributed in class

Tuesday, June 8th: Generation M: Misogyny and Media Culture

Wednesday, June 9th: MagaZine Group Activity

Thursday, June 10th: Magazine Group Activity

Friday, June 11th: Manhood Under Siege

Readings: "A Walking Open Wound: Emo Rock and the Crisis of Masculinity," pp. 521-532

Generation M Discussion Questions Due



Week 11

Monday, June 14th: Men and the Future

Readings: "The Role of Men and Boys in Achieving Gender Equality," 575-578
"More Than a Few Good Men," pp. 579-590

Tuesday, June 15th: Strategies for Resistance

Readings: "Unraveling the Gender Knot," pp. 613-622
"Men Comrades in Struggle," on course website

Wednesday, June 16th: No Class

Thursday, June 17th: No Class

Friday, June 18th: Exam #4 (11:30-1:20 in C-164)