

MEN AND MASCULINITIES (SYD 4820, 2A60, Class Number: 24551), Fall 2022

This section is NOT a Writing Requirement section for the 24,000 word writing requirement

Note: Because this is an upper division course. You should have taken at least one (preferably more than one) introductory course in sociology, women's studies, or psychology. Conscientious students who have no experience with social sciences courses can excel in this course, but they may need to put a little more effort into it than someone who is more familiar with the basic concepts and perspectives.

When: Tuesday: (2-3rd, 8:30-10:25 a.m.), Thursday (3rd, 9:35 a.m. - 10:25 a.m.)  
Where: ROL 0115

Dr. William Marsiglio

Office: Turlington Hall 3108-A

Office Phone: 352-294-7182

E-mail: [marsig@ufl.edu](mailto:marsig@ufl.edu) (PLEASE USE THIS EMAIL TO CONTACT ME DIRECTLY RATHER THAN USING THE CANVAS SYSTEM)

U.F. Home Page: <https://people.clas.ufl.edu/marsig/>

Office Hours:

Tuesday: 10:30 a.m. – 11:30 a.m.

Thursday: 10:30 a.m. – 12:30 p.m.

And by appointment, zoom is sometimes a possibility

UF policy covid-19 updates, <https://coronavirus.ufl.edu/university-updates/>.

---

**COURSE DESCRIPTION** (Note: I will organize this course on E-learning/Canvas).

This course examines males' diverse experiences as boys/men and public discourses about masculinities primarily in the U.S. The course examines how the gendered social order influences men's actions and the way men think about gender and perceive others and social situations as gendered. We will use an intersectionality perspective to explore the relationships between multiple dimensions of social relations and inequalities: gender, race/ethnicity, class, and sexual orientation. We will also consider how masculinities are produced in various physical/social sites. This course evaluates the prospects for social change in how men think, feel, and act. It addresses issues such as: male socialization and boyhood/guyland culture, male body image, male friendship, male sexuality and fertility, men's experiences as fathers, men's involvement in volunteer and paid youth work, male aggression and violence, African American and Latino males' experiences, men's commitments to sports and work, media representations of boys and men, the social construction of masculinities in different historical and cultural contexts, and men's movements and networks.

## CLASS FORMAT AND ETIQUETTE

The course will be a combination of lecture, class discussion, in-class small group exercises, and videos. Lectures supplement the assigned reading material so it is important that students attend class regularly in addition to reading the assignments. I encourage student participation and portions of many classes will be set aside specifically for class discussions on selected topics. Students will benefit the most from our classes if they keep up with the reading.

The subjective matter for this course should offer students plenty of opportunities to relate to our readings and class discussions. Students should feel free to think about how their personal experiences are relevant to our class discussions and group exercises; however, it is essential that students attempt to understand how their experiences illustrate sociological concepts and general patterns or represent exceptions to those patterns.

Because many students are likely to have strong personal opinions about the issues we will cover in this course, we need to create an environment in which students feel comfortable expressing their ideas and disagreeing with one another in a civil manner. My teaching philosophy is grounded on the assumption that it is better to "allow" students to take unpopular or unconventional stands on gender issues than to try and police speech. However, I expect students to direct their comments toward a specific idea or philosophy, rather than personalizing attacks against other students. So long as the comment does not reflect a personal attack, I will expect students to take the initiative to defend their own position in a civil way if they are offended by another student's way of thinking. I would like us to listen to learn, not to confirm. Ultimately, it will be helpful to have an open mind when we encounter others with whom we disagree. **I also strongly encourage students to keep our class discussions off of social media where sentiments/ideas can quickly get distorted and spiral into regrettable scenarios. If students feel uncomfortable with something another student or I have said, please let me know directly after or before class and we'll work to sort things out amicably.**

If all goes as planned, we should have a lot of fun and learn from each other!

## REQUIRED READINGS

Course Packet: I have compiled a collection of readings (mostly book chapters) that can be purchased from BookiT. They operate completely online now. You can order your packet at <https://book-it.myshopify.com/products/syd4820-marsiglio-fall2022>. They offer free shipping.

You need to acquire this material quickly so that you can stay on top of the readings. In the syllabus, you'll see numerous journal articles that I've assigned, and I've uploaded those to Canvas under "readings." You'll be responsible for deciding whether you want to print them or not. I do expect you to read them as closely as the material for which you'll be collecting hard copies.

**From my past experience, students typically do better on their exams if they print these documents and highlight them and write notes on them!**

1. Kimmel, Michael. (2013). *Angry white men: American masculinity at the end of an era*. New York: Nations Books.

**Note:** In the spirit of full transparency, there has been some controversy associated with this scholar who is now retired. You can review a brief summary of his credentials and the issue in question at: [https://en.wikipedia.org/wiki/Michael\\_Kimmel](https://en.wikipedia.org/wiki/Michael_Kimmel). Because Kimmel has arguably:

- a. done more to advance the subfield of men and masculinity than anyone else,
- b. published more material on men and masculinities themes than anyone else,
- c. and wrote an important book that deals with timely topics that speak to our polarized society, masculinity themes,
- d. and wrote another book about gendered college life

I felt it reasonable to incorporate this book, and a few chapters from another book, into the class readings. I recognize that some students would have chosen to ignore his work because of the accusations against him. However, given my intimate knowledge of the history of the field, I believe students will benefit from reading his work and develop a fuller grasp of this area of study by being exposed to Kimmel's work.

2. Young, Alford A. (2018). *Are Black Men Doomed?* Cambridge, U.K: Polity Press.

Optional Reading: Students will only need the book listed below if they decide to do term project option 4.

Marsiglio, William and Kendra Siler-Marsiglio. (2015). [\*The Male Clock: A Futuristic Novel about a Fertility Crisis, Gender Politics, and Identity.\*](#) Rotterdam, The Netherlands: Sense Publishers.

You should be able to find used copies of each of the books on line--but please make sure you acquire them in time to read before we discuss them in class.

**COURSE OBJECTIVES**

1. Show students, both men and women, how an understanding of gender issues can provide them with fresh insights about their personal lives.
2. Clarify for students how they can interpret men's issues using various theoretical perspectives (e.g., life course, intersectionality, social constructionism, social psychological, and sociohistorical).

3. Stress the idea that there are multiple versions of masculinity that are shaped by age, race/ethnicity, social class, and sexual orientation.
4. Demonstrate how the expressions of gender and masculinities are embedded within a sociopolitical and sociohistorical context.
5. Introduce students to various substantive topics relevant to men's lives (e.g., sex, work, fatherhood, friendship, sports).
6. Encourage students to appreciate how the gender order is fundamentally affected by men's orientation towards children, both as fathers and men more generally (e.g., relatives, workers, volunteers, neighbors, friends, and strangers).

**COURSE REQUIREMENTS AND GRADING**

1. (10%) In-class projects/attendance.
2. (20%) The midterm exam will be primarily multiple choice but students may be required to answer an essay question as well (specific details about the exam will be given later). Exam format will be contingent on class size.
3. (25%) Term Project A (two options available)
4. (25%) Term Project B (two options available)
5. (20%) A final exam will be given during the scheduled exam period. As with the midterm, it will be primarily a multiple choice format although an essay question may also be included. It will cover the final 7-8 weeks of the semester and it may also include a small amount of material from the first part of the course (specific details about the exam will be given later.)

	Due Date	Possible Points	Percent of Final Grade
In-class projects, reading assignments, and attendance	Week 2 – Week 16	100	10
Midterm	Oct 18 (Tuesday)	200	20
Term Project A: Options <ul style="list-style-type: none"> <li>• Mentor Essay</li> <li style="text-align: center;">or</li> <li>• Creative Critique of <i>The Male Clock</i></li> </ul>	Nov 3 (Thursday)	250	25
Term Project B: Options	Nov 29 (Tuesday)	250	25

<ul style="list-style-type: none"> <li>• Photo Journal Essay: (<b>Note: brief written proposals for this assignment must be submitted by Oct 31<sup>st</sup>—Thursday; approval is required</b>)</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>• Analytic Video-Documentary</li> </ul>			
Final Exam	Dec. 16th, (Friday) 7:30 – 9:30 a.m.	200	20
	Total	1,000	100%

### **LECTURES AND NOTE TAKING**

I will use Power Point slides, videos, discussion groups, Socratic dialogue, and other techniques in class to share information and solicit your ideas/reactions. The slides I present are designed to help me and you organize our thoughts about the ideas I'm presenting. This material is important, but I will elaborate on most points and you should be attentive to my comments that flesh out the nuances of the material. I will provide lots of narrative examples to illustrate my points/concepts. You should jot those examples down to help you recall and process the material when you go back over it later. Being able to develop your own examples will give you a sense of whether you understand the key dimensions to the concept. I strongly encourage you to talk about the material to your classmates outside of class. These exchanges should help you process the material more fully while enabling you to create more numerous and diverse neural networks that can help you retrieve and reconstruct those cognitive snippets.

### **ONLINE COURSE EVALUATIONS**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **IN-CLASS RECORDING**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the

presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, July 28th, 2021 Honor Code and Student Conduct Code.

### **EXAM, PAPER, AND GRADING POLICIES**

The exams will include multiple choice questions that will require you to understand the meaning of concepts and theories. All exams are the property of this course. Students are not permitted to take an exam out of the classroom or office nor may they write down exam questions--failure to comply will result in an "E" since non-compliance is, in effect, cheating. Cheating or copying during an exam also results in an "E" and I will not hesitate to take students to honor court.

I expect all students to take the exams during the scheduled class periods. I do not give make-up exams except under the rarest of circumstances. You **MUST NOTIFY ME IN ADVANCE** that there is a very serious problem and I will decide if you are allowed to take the make-up. If you do not take the scheduled exam, you are given a grade of zero for the exam and will fail the course. If I do administer a make-up exam, I reserve the right to give an exam that is different from the exam the class took and to give an essay exam. Students who take make-up exams, regardless of their reason for doing so, will NOT be eligible for the class curve if there is one. My policy is designed to promote fairness for students taking the exam during the scheduled period because those who might take it late have additional time to study. Please do not take this course if you anticipate that you might miss an exam for any reason.

I expect to receive all student papers by the assigned due dates. I will assign a late penalty of 20 points per weekday (not class period) for papers handed in after the announced due date (regardless of your excuse). Each weekend day is 10 points apiece. If you hand in a paper a day late, for example, and you would have earned a score of 225 out of 250 if you had honored the due date (90%, A-), you will wind up with a score of 215 (86%, B). A good rule of thumb, then, is to plan to hand the paper in a few days in advance and then spend those last few days making minor changes to it if necessary.

Your final grade will be based on your attendance, performance on the in-class projects and reading assignments, mentor essay, two exams, and a personal journal essay assignment or

interview-based term project. In addition, I may, on rare occasions, award a student from 1-10 additional points if he/she has done an EXCEPTIONAL job in class discussions and has stellar attendance. Offering insightful comments and asking thought provoking questions on a regular basis throughout the course is required--simply talking a lot does not suffice nor will an occasional brilliant comment earn you any of the points. Being present and being prepared EVERY day (having read the material) is part of EXCEPTIONAL participation in my mind. To clarify my philosophy regarding these potential points, I'll describe a specific student I once had who would have risen to the level of being awarded some EXCEPTIONAL participation points (she actually earned an A so she didn't need them). The person attended class EVERY day; she was on time EVERY day; she did her readings on time throughout the ENTIRE semester; she actually read them early in the morning prior to each class period; she was able to answer EVERY question regarding the readings that other students could not; she offered insightful commentary on a consistent basis throughout the ENTIRE semester--not in spurts; she asked thought provoking questions at various points throughout the ENTIRE semester; and she was a leader in her small in-class group projects. This student is the standard I use to assess EXCEPTIONAL participation. There are some classes in which no students distinguish themselves as being eligible for these participation points.

**Policy on Extra Credit:** There is absolutely NO additional extra credit for this course. Please do not ask me if you can do extra credit.

**Paper/Project submissions:** Only hard copies of all assignments will be accepted. I do **NOT** accept email copies for any type of assignment. Papers need to be **STAPLED!**

VERY IMPORTANT: Your final point total, and the letter grade associated with it, are FINAL. I will NOT simply add a point or two to someone's final point total so he or she can get a passing grade or a score that will enable the student to graduate that semester. Students should not ask for preferential treatment; it's unfair to the other students and challenges the integrity of the grading scale. Students must complete ALL assignments to pass the course.

### **COVID-19 RECOMMENDATIONS**

The following UF recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [one.ufl.edu](http://one.ufl.edu) for screening/testing and vaccination opportunities.
- If you are sick with COVID-like symptoms, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- As with any excused absence, you will be given a reasonable amount of time to make up missed work.

### **SPECIAL CONSIDERATIONS**

Students are permitted to tape my lectures for their OWN use. However, students are NOT permitted to sell class notes or tapes of lectures, presentations, or discussions.

I encourage students who have arranged a special needs accommodation letter through the Office of Student Disability Services (SDS) to see me immediately to present their paper work and to figure a plan of action. The SDS office is located in 001 Reid Hall, phone: 392-8565.

Students interested in seeking writing assistance should consider visiting the UF Reading & Writing Center (RWC). It provides 30-minute consultations. The RWC is located in SW Broward Hall. Phone 392-6420. <http://www.at.ufl.edu/rwcenter>

### **FINAL GRADE DISTRIBUTION**

The distribution I've listed below shows the grade point value in terms of how a student's grade will be calculated into his or her GPA, the percentage range I will be using to assign final grades, and the point value range that I'll use to determine final grades. PLEASE NOTE THAT IF YOU EARN A GRADE OF "C-" OR BELOW IT WILL NOT BE COUNTED TOWARD YOUR GENERAL EDUCATION REQUIREMENTS OR YOUR SOCIOLOGY MAJOR REQUIREMENTS. In other words, you will need at least 730 total points in this class in order for it to count toward your Gen Ed or sociology major requirements.

Grade	Grade Points	Percent	Points
A	4.0	93-100	930-1000
A -	3.67	90-92	900-929
B+	3.33	87-89	870-899
B	3.0	83-86	830-869
B-	2.67	80-82	800-829
C+	2.33	77-79	770-799
C	2.0	73-76	730-769
C-	1.67	70-72	700-729
D+	1.33	67-69	670-699
D	1.0	63-66	630-669
D-	.67	60-62	600-629
E	0	Below 60	599 and below

### **UNIVERSITY OF FLORIDA HONOR CODE**

Found at <http://www.dso.ufl.edu/judicial/honorcode.php>

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Student and faculty support are crucial



to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: We, the members of the University of Florida, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

(1) All students are required to abide by the Student Honor Code.

(2) The conduct set forth hereinafter constitutes a violation of the Student Honor Code. Those adjudged to have committed such conduct shall be subject to sanctions provided in Rule 6C1-4.016, F.A.C.

Any form of "paper sharing," electronic paper purchasing, or plagiarism will not be tolerated. I will fail students for the entire COURSE for any form of academic misconduct regarding the preparation of their paper. Please do your own work!

### **ASSIGNMENT DESCRIPTIONS**

In-Class Projects, Reading Assignments, Attendance (worth 100 points)

At various times throughout the course (11 times total—I will drop the lowest score and only count the highest 10 scores) I will ask students to complete projects during the class period or I will have students answer questions that they will need to bring to class. I will NOT accept assignments as EMAILS for attendance related assignments after the class is over because the assignments are designed to be ATTENDANCE-related. I want to encourage and reward students to read their assigned readings on time in order to improve the quality of our interactive class discussions. Some of the in-class projects will involve small group exercises or **POP QUIZZES. I may quiz you on the syllabus early in the semester.** I will do these in-class grading opportunities 11 times during the semester, but I will only count the top 10 scores for each student.

Students who miss class will be responsible for checking Canvas for any possible questions I may post. In general, if you miss an announcement that I make at the beginning of class because you are late or did not attend, it is your responsibility to know what's going on in class. All students should make several "class-buddies" to keep them informed if they are late or miss a class.

I will award between 1-10 points for those persons who participate and satisfactorily complete their small group projects. Fewer points will be awarded to groups (persons) that do only a mediocre job. For the written reading assignments, I will assign 0-10 points to students' work based on its quality.

You cannot make-up these in-class projects under any circumstances. Hence, if you miss class that day, you forfeit those 10 points (1% of your final grade). Do NOT email answers to me. If one of these in-class projects days falls on a day when you have a UNIVERSITY AUTHORIZED absence for travel or illness, you must show me written documentation of this conflict and I will add 1% to the weight of your final exam for each instance.

In some instances I will simply take attendance and those who are present for the ENTIRE period(s) will receive 10 points. In fairness to the punctual students, if you come in late or leave early you will only receive partial credit. It is every student's responsibility to sign the attendance sheet when they are present. If your name does not appear, you will be marked absent.

Honor code: Students should **NEVER** sign the name of another student to the attendance list. This is considered academic misconduct and will result in dismissal from the course.

### **TERM PROJECT A: (Choose between Options #1 or #2): WORTH 250 TOTAL POINTS**

Students have the option of choosing to complete either project #1 or #2 described below. Students will only complete one of these two options and I will only grade one Project A option per student. These options provide students creative opportunities to demonstrate their understanding of and ability to apply course material.

#### **1. Mentor Essay**

You are responsible for developing a 7-8 page essay (at least 7 pages and no more than 8 pages in length, double-spaced and typed, Times Roman, 12" font, 1 inch top and bottom margins, number your pages, with NO extra spaces between paragraphs) that integrates your gendered analysis of a male mentoring experience that affected your life. Your journal entry is to be submitted on the designated due date listed above. Late essays will be subject to a late penalty (see above).

You should explicitly incorporate insights gleaned from the course lectures and readings and apply them to your real-life experience. You should think of a non-family male person (e.g., school/music teacher, neighbor, coach, camp counselor, youth minister) who you interacted with at some point in your life and left an impression on you (good/bad/mixed). Some students will be able to identify such a person easily; others may have to focus on someone who wasn't as central to their youth or young adulthood. In either case, students need to choose someone and think about how this person interacted with you--and perhaps others.

You should develop a thematic essay that focuses explicitly on issues discussed in *Men on a Mission*. In addition, you need to **frame explicitly** your essay by drawing on at least one of the theoretical perspectives discussed in class (e.g., social psychological, life course, sociohistorical, social constructionist, situated fathering).

You might explore how you perceived this person treating you as a male/female differently than others who were not male/female. Perhaps you looked toward this person as a quasi-father figure. In some instances, you might have felt this person helped create masculinity validating rituals in sports or wilderness survival. Some may choose to focus on dimensions associated with physical and social places and how this man's interactions with you were gendered. The male mentor might have helped you cope with a critical life course experience or enabled you to develop your confidence in some area. Alternatively, the person might have violated your trust or angered you with how poorly he treated you based on some type of gendered dynamic. You may have wanted this person to mentor you, but you felt that he did not follow through. My examples are only meant to stimulate your thinking; there are plenty of other options.

Make sure you include a separate cover page. Also, in your essay, **bold** and underline all key concepts and perspectives relevant to our course. My evaluation will be based largely on how well students systematically incorporate course material into their analyses. Papers should clearly demonstrate that students have learned something in this course and from reading *Men on a Mission* in particular.

Please note that I will collect, read, and return your essays in a confidential manner in case you want to deal with an experience you perceive to be personal.

**Purpose:** Students will have the opportunity to apply sociological insights as they explore a specific dimension to their personal development in a gendered world. The self-reflexive exercise is designed to prompt students to appreciate more fully how a particular man helped or hindered their personal growth.

## **2. Creative Critique of *THE MALE CLOCK: A Futuristic Novel about a Fertility Crisis, Gender Politics, and Identity***

In this 7-8 page essay you should develop your observations about the futuristic world portrayed in this science fiction novel in which a virus compromises human fertility and fundamentally alters social life. You should focus on how gender themes shape individuals' experiences with the family construction process. Your task is to reflect on the diverse issues presented in the novel and develop a critical analysis that explores the dimensions of the story that you find most compelling, troubling, or refreshing. Your approach can:

- highlight your own views on how gender power dynamics might unfold relative to a world experiencing the fertility crisis described in the book,
- identify new issues not covered in the book that you believe would be significant and life altering,
- note other institutional forces beyond those mentioned in the book that you believe would play a significant role in how men would perceive and construct families,
- refine, expound on, or challenge patterns depicted in the book and explain your reasoning,
- share insights about how interpersonal dynamics relevant to the romantic arena might change that differ from what is presented in the novel,

- present your creative interpretations and assessment of the storyline’s socially significant aspects.

In short, your essay needs to go beyond merely summarizing or describing the events depicted in the novel. Your essay should showcase your ability to apply a gender lens with an emphasis on masculinities as you think sociologically and critically about a futuristic social world that is likely to be quite different from our current reality.

**Purpose:** The assignment provides students a unique (and potentially fun) opportunity to think “outside the box” and consider how the proactive realm is shaped by gender norms, masculinities, and institutional forces. By engaging with this futuristic novel, students should develop a deeper appreciation for how our current socially constructed gendered order contextualizes how individuals develop and express their reproductive and familial identities. Using fiction as a literary medium, students should see more clearly both the social psychological and institutional dimensions to sexuality and the family construction process.

TERM PROJECT B (Choose between Options #3 or #4): WORTH 250 TOTAL POINTS

Students have the option of choosing to complete either project #3 or #4 described below. Students will only complete one of these two options and I will only grade one Project B option per student. These options provide students creative opportunities to demonstrate their understanding of and ability to apply course material to your own life experience. **Note that you are expected to submit a written proposal to me if you’re doing the photo journal essay or have a face-to-face consultation with me if you’re doing the analytic auto-documentary. My approval is REQUIRED** prior to submitting the final project.

**3: Personal Photo Journal Essay**

You will be responsible for completing a personal photo journal assignment relevant to the first and second course objectives. Your journal entry is to be submitted on the designated due date listed above. Late essays will be subject to a late penalty (see above). These essays are to be at least 7 pages and no more than 8 pages in length, double-spaced and typed (Times Roman, 12" font, 1 inch top and bottom margins, number your pages). The page length does NOT include the title page or pages devoted to your appendix that will include copies of your photos.

You will need to interpret a personal life event, process, situation, or relationship from a particular **theoretical perspective/framework** discussed in class (e.g., social psychological, life course, sociohistorical, social constructionist, situated fathering) directly relevant to the course material (either lectures or readings). You may combine and integrate theoretical perspectives, but you must **explicitly** show how you are applying the perspective(s). I will discuss the "theoretical focus" part of the assignment in class.

You **MUST** demonstrate your ability to use material effectively from this course to explore and make sense of your personal experience that involves interpretations and expressions of masculinities in some aspect of your everyday life (past or present). Stream of consciousness

papers that could have been written prior to taking this course will receive low grades. You will earn a higher score by demonstrating more rigor and creativity in incorporating ample material from the class into your analysis. I am NOT looking for you to just describe an experience; you need to ANALYZE your particular life experience using ideas from the course.

In some cases, you will focus on an experience you've observed relevant to a male-identified person or persons (father, grandfather, husband/partner, son, male coworkers)--but you must still show how this experience implicates you specifically. Sometimes the other person or persons with whom you're interacting may be female-identified. And, there may also be occasions that your interactions are with someone who identifies as nonbinary. Whatever your circumstances, I want you to be immersed in the experience in some way, so your personal standpoint is relevant. In other words, don't write a paper that simply profiles another person or persons. Note too that women or nonbinary persons can choose a project that focuses on their own production of masculinity in specific types of contexts (e.g., playing traditionally masculine sport, traditional male work environment). Students who might choose an unconventional topic should chat with me BEFORE submitting a proposal.

The one basic question you should ask yourself is: How does one or more of the theoretical perspectives/frameworks, and various concepts associated with men and masculinities (as discussed in this class), help me interpret and make sense of my journal topic? You should keep in mind the types of issues we will address in class (work, sports, sexuality, fertility, aging, health, socialization, violence, etc.). You are free to focus on any issue that we address in the course. You should choose readings/issues that are meaningful to you.

A useful way of approaching this assignment is to pose a question or a series of closely related questions about yourself as a man, a woman who interacts with a particular man/men, or a woman exposed to masculine constructions that influence her life (e.g., woman rugby player), or a nonbinary person who is expected by others to manage their gendered expressions in particular ways in specific settings. This question should be framed by your recognition that aspects of the gender order shape your perceptions and experiences (or those of the significant other(s) you're writing about). This strategy will direct you to the most relevant literature in the course readings.

**Photo Dimension (Appendix):** Because I'm asking you to incorporate a "photo" dimension into your analysis, some topics may be more suitable than others because you either have photos you can copy or you can easily take new photos (and then copy) that will provide you an opportunity to narrate your auto-ethnographic account. You should include at least 3 photos but you are free to include more if you like. Ideally, choosing and thinking about pre-existing photos will jog your memory and your analytic mind to reconstruct an account of a previous experience(s) that you can explore using a gender lens. If you take new photos for this assignment, the process of selecting particular photos should be guided by your memory and analysis as to what would be important to capture visually in order for you to present your particular narrative/analysis. The photos can be of a place and/or people (individual, group, or a combination) directly relevant to you. Ideally, you'll want to choose photos that have distinct features that illustrate critical points (e.g., social processes of aggression or cooperation; playful gendered scenes; visually moving/revealing image of aspects of work setting--hard, dangerous,

socially interactive; emotionally compelling elements imbedded in a particular place--grandfather's rocking chair sitting outside his farm house). Use your imagination!

Label your photos (Appendix A, B, C....), refer to them in your narrative, and include them at the end of your paper. PLEASE DO NOT GIVE ME ORIGINALS--MAKE PHOTO COPIES, OR PRINT ELECTRONIC IMAGES (it is fine if they are black and white).

Examples of Questions: the following are examples of the types of things that might be relevant for your assignment. You can choose one of these if you like, or modify one, or choose something else--so long as it's relevant to the course!

How did/does my father or father/mother interact with me in gendered ways based on particular places (athletic venues, part of the house, wilderness/nature, commercial sites, etc.)?

How are my same gender (applicable only to males) or opposite gender (applicable to males or females) friendships influenced by different types of settings that are gendered in some way?

How does my experience as a nonbinary person shape that why I find myself navigating displays of masculinity in different settings and how has this changed over the course of my life?

Compared to my grandfather, how did my father construct his sense of masculinity relative to his work? [If you were to address a question like this one, you would need to also show how their experiences relate to your own perspective on work, or how you were able to relate to your grandfather and father interpersonally]

As a woman, how did I have to negotiate my experiences as an ROTC cadet?

You MUST obtain my approval for your paper topic PRIOR to submitting your final paper. This can be accomplished by submitting a brief (300 words) TYPED proposal of what you plan to write about.

### **Proposal Requirements:**

- a) briefly describe your topic,
- b) **explicitly** show how you plan to apply a **specific** theoretical perspective(s) (e.g., symbolic interactionism, social constructionism, life course) to your project,
- c) **explicitly** identify some of the key concepts and course readings you plan to incorporate into your analysis, and
- d) discuss how you plan to analyze your material.

On a **separate sheet** you should **list and describe the types of photos** you plan to incorporate (you do not have to have them ready yet). If for some reason you wish to change your topic, after you have had a paper topic approved, you MUST clear this with me prior to submitting your final paper.

**Guidelines and Grading:** In order to receive an "A" grade for this paper you will need to raise and systematically address a question relevant to this course while demonstrating your ability to show how the gendered social order and masculinity issues are relevant to your discussion. Your paper will need to be well-written and organized in a logical fashion. Creative and original thinking will be rewarded.

**I will collect and return essays in a confidential fashion in case students wish to write about something they consider exceptionally personal. I will be the only one who reads these papers. I will only hand papers back to students directly (i.e., Friends can NOT pick them up for you. Also, I will NOT place them out on a table).** I may ask a few students if they would like to talk about their project in class, but that would be strictly voluntary and NOT a graded feature of the assignment--just a fun opportunity to share.

You are expected to prepare this assignment in a professional manner. The following guidelines should be followed:

1. The proposal needs to be handed in on time and tailored according to the comments listed above. **Proposals need to be roughly 300 words**, double-spaced (not including citation listings)--essentially one full page. A separate page should include a listing and description (a couple sentences) of the photos you plan to include.
2. When you turn in your final paper include a title page which includes the title of your report, your name, UF ID #, course title, date, and E-MAIL address. **Attach to the end of your paper a copy of your proposal that I approved with my handwritten marks.** I will NOT grade your paper unless you attach this sheet so make sure you don't lose it! Do NOT use binders of any kind--staple your paper together. You should make three copies of this paper. You will need to hand-in **TWO COMPLETE COPIES**--the master copy will include the attached proposal (I will return the one with my comments).
3. Papers should be neatly typed, double spaced (**7-8 pages, NO extra spaces between paragraphs**) not including tables or references and make sure you **NUMBER** your pages.
4. Five references needed. You should use **AT LEAST 2 solid, scholarly references (academic peer-reviewed journals or books) not covered in class IN ADDITION to other class readings.** You can cite popular press magazine articles from Newsweek, Time, etc., but you should NOT count them as part of your required 2 outside references. You will need to use at least 3 readings from the course readings but they must be in addition to the 2 outside references. Your grade will not be affected by including additional references beyond these 5 references. It is best to make the most out of the limited references I've asked you to use. You should integrate material from the references rather than citing lots of references in a superficial way.
5. You may use whatever standard referencing format you prefer but please make sure that you reference you materials completely and consistently. **YOU MUST HAVE A REFERENCE LIST WITH FULL CITATION INFORMATION.**

6. **Do NOT use extensive direct quotes in your paper.** You may want to use a quote or two at some point (of the short variety), but the text should reflect your own synthesis of the material. Thus, you should paraphrase material and then include a citation at the end of the sentence or paragraph. If an entire paragraph is based on ideas from a particular source, reference that source at the beginning of the paragraph--you then won't have to reference that source after each sentence in the paragraph.

7. Place in **bold and underline all key sociological concepts** you used from the readings and lectures so that I can easily notice them..

8. Enjoy the process!

I will assess your completed research paper on the following specific criteria (use this as a check list):

1. Quality of literature review (breadth, depth, relevance) [40 points]

- have you found an adequate number of relevant and compelling articles/books
- have you located relevant materials
- have you identified recent materials
- have you incorporated the material into your analysis in a meaningful way

2. Degree and quality of analytic effort (MOST IMPORTANT) [150 points]

- how insightful is your analysis, i.e., does it go beyond a superficial treatment of the subject and get at underlying themes and patterns
- do you present your ideas in a logical fashion
- does your analysis integrate key concepts in meaningful ways
- do you compare/contrast key ideas in a way that demonstrates your deep understanding
- have you used concepts and a theoretical perspective(s) accurately
- have you incorporated your visual images effectively into your paper and developed your narrative analysis around them

3. Organizational structure and writing style [25 points]

- is your paper easy to read, are your sentences lucid and without grammatical mistakes
- is your paper well organized with topic sentences and logical transitions between paragraphs
- is there a sense of continuity from the beginning to the end
- have you included a strong opening and conclusion?

4. Creativity of thought and presentation [20 points]

- do you keep my interest and motivate me to turn the pages
- do you include thought provoking passages or questions that demonstrate original thinking



- do your photos and analysis stimulate insightful thinking

5. Quality of professional presentation [15 points]

- have you submitted your proposal and paper on or before the due date
- is your paper the appropriate length
- have you double and triple checked your paper to eliminate typos and misspellings
- is your paper printed with neat and clear ink (no faded type please)
- have you followed my directions for preparing your paper including the photo dimension
- attached a separate page to the end of your paper and assigned a letter grade (e.g., A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E) to your effort for each of the five criteria I describe above. In other words, I want you to evaluate your own work.

	Student	Dr. Marsiglio
1. Breadth and depth of literature review	_____	_____
2. Analytic effort	_____	_____
3. Organization and writing style	_____	_____
4. Creativity	_____	_____
5. Professional presentation	_____	_____

**Purpose:** By engaging in this self-reflexive exercise, students will have an opportunity to see how theoretical perspectives and concepts relevant to this course are meaningful to them directly. Students should develop a deeper understanding of how processes associated with gendered practices connected to masculinities affect aspects of their everyday lives. In some instances, students may experience personal growth when they systematically analyze dimensions to their lives that they had either ignored or took for granted.

**4. Analytic Video-Documentary**

This project is similar to #3 in many respects BUT you're expected to create a video documentary that showcases your ideas. Like option #3, this project is relevant to the first and second course objectives. Your project is to be submitted on the designated due date listed above. Late projects will be subject to a late penalty (see above). **Your video should be between 7-12 minutes in length.**

You will need to interpret a personal life event, process, situation, or relationship from a particular **theoretical perspective/framework** discussed in class (e.g., social psychological, life course, sociohistorical, social constructionist, situated fathering) directly relevant to the course material (either lectures or readings). You may combine and integrate theoretical perspectives, but you must **EXPLICITLY** show how you are applying the perspective(s). I will discuss the "theoretical focus" part of the assignment in class.

You **MUST** demonstrate your ability to use material effectively from this course to explore and make sense of your personal experience. Your documentary should be structured in a thoughtful way. You will earn a higher score by demonstrating more rigor and creativity in incorporating ample material from the class into your analysis. I am **NOT** looking for you to just describe an experience; you need to **ANALYZE** your particular life experience using ideas from the course.

In some cases, you will focus on an experience you've observed relevant to a male-identified person or persons (father, grandfather, husband/partner, son, male coworkers)--but you must still show how this experience implicates you specifically. Sometimes the other person or persons with whom you're interacting may be female-identified. And, there may also be occasions that your interactions are with someone who identifies as nonbinary. Whatever your circumstances, I want you to be immersed in the experience in some way, so your personal standpoint is relevant. In other words, don't write a paper that simply profiles another person or persons. Note too that women or nonbinary persons can choose a project that focuses on their own production of masculinity in specific types of contexts (e.g., playing traditionally masculine sport, traditional male work environment). Students who might choose an unconventional topic should chat with me **BEFORE** submitting a proposal.

The one basic question you should ask yourself is: How does one or more of the theoretical perspectives/frameworks, and various concepts associated with men and masculinities (as discussed in this class), help me interpret and make sense of my journal topic? You should keep in mind the types of issues we will address in class (work, sports, sexuality, fertility, aging, health, socialization, violence, etc.). You are free to focus on any issue that we address in the course. You should choose readings/issues that are meaningful to you.

A useful way of approaching this assignment is to pose a question or a series of closely related questions about yourself as a man, a woman who interacts with a particular man/men, or a woman exposed to masculine constructions that influence her life (e.g., woman rugby player), or a nonbinary person who is expected by others to manage their gendered expressions in particular ways in specific settings. This question should be framed by your recognition that aspects of the gender order shape your perceptions and experiences (or those of the significant other(s) you're writing about). This strategy will direct you to the most relevant literature in the course readings.

**Video Dimension:** Because I'm asking you to produce an audio visual product for this option, some topics may be more suitable than others. You may either already have some video material you can incorporate into the document, or you can create it. There is no ideal way to create this product but you should strive to educate the viewer about your life in a sociologically informed manner. I am not asking you to do a typical documentary about a generic subject. The subject is **YOU**. You're supposed to address issues from a **PERSONAL** perspective that illustrates your ability to analyze your life circumstances from a perspective that demonstrates that this course has helped you to think about your life in new, more nuanced ways. This is an auto-ethnographic account of your life. The product you produce should be something that you could **NOT** have done as well prior to taking this course. Some of the video should incorporate you as a "talking

head” but you can also use voice-over approaches to describe video clips or other materials you use as external content. You should be using the first-person throughout this auto-documentary.

Some of the visual material can be of a place and/or people (individual, group, or a combination) directly relevant to you. You can incorporate graphs or other relevant images to convey key ideas. Ideally, you'll want to choose or create material that has distinct features that illustrate critical points (e.g., social processes of aggression or cooperation; playful gendered scenes; visually moving/revealing image of aspects of work settings--hard, dangerous, socially interactive; emotionally compelling elements imbedded in a particular place--grandfather's rocking chair sitting outside his farm house). Use your imagination!

**Guidelines and grading:** If you choose this option you should have the requisite video production skills to create a product that is reasonably well-designed and polished from a technical perspective. However, this is NOT a media or documentary class so your project is going to be graded largely on how well you've conveyed your message and have demonstrated your analytic understanding of your personal life experience. Unless you arrange something different with me, you should plan on uploading your file to a YouTube link that I can easily access.

For inspiration you might check out Prince Ea's site: <https://princeea.com/>. I do NOT expect you to submit something as technically polished as his work and I want you to prepare something that is more auto-ethnographic, but reviewing a few of his projects might give you some general ideas about purpose, style, formatting, etc..

Note: I do NOT have any special expertise in digital media that relates to design, editing, or content production. So, I am NOT qualified to provide you with informed guidance on technical matters. However, I am open to talking to you about conceptual matters if you have the technical skills for media production.

## **COURSE OUTLINE AND READING ASSIGNMENTS**

Please have the readings completed PRIOR to our class sessions. Your familiarity with the material in advance will enhance our class discussions and your learning. The items that are shaded can be found in the course pack reader you will purchase from BookiT.

### **Week 1 (Aug 22-26): INTRODUCTION**

1. Keith, Thomas (2017). Patriarchy, male privilege, and the consequences of living in a patriarchal society. Pp. 1-44, chapter in (Thomas Keith, author) *Masculinities in Contemporary American Culture: An Intersectional Approach to the Complexities and Challenges of Male Identity*. New York: Routledge.

2. Schrock, Douglas and Schwalbe, Michael (2009). Men, masculinity, and manhood acts. *Annual Review of Sociology*, 35, 277-295.

### **Optional Relevant Reading:**

Kimmel, Michael (2004). Masculinities. In Michael Kimmel and Amy Aronson (Eds.) *Men and masculinities: A social, cultural, and historical encyclopedia*, Vol. II (pp. 503-507). Santa Barbara, CA: ABC Clio.

Harrington, Carol. (2021). What is “toxic” masculinity” and why does it matter? *Men and Masculinities*, 24, 345-352.

Esposito, Luigi and Victor Romano. (2018). Make America manly again: Trump as the savior of white American Masculinity. Chapter in *Trumpism: The Politics of Gender in a Post Propitious America* (pp. 56-76). Cambridge Scholars Publishing.

### **Week 2 (Aug 29-Sept 2): INTRODUCTION (continued)**

1. Barber, Kristen and Tristan Bridges. (2017). Marketing manhood in a “post-feminist” age. *Contexts*, 16, 38-43.

2. Messerschmidt, James W. (2019). The salience of “hegemonic masculinity.” *Men and Masculinities*, 22, 85-91.

3. Anderson, Eric. (2009). Inclusive masculinity theory. Pp. 93-101, chapter 6 in *Inclusive masculinity: The Changing nature of masculinities*. New York: Routledge.

### **Optional Relevant Readings:**

King, Neal, Calasanti, Toni, Pietila, and Hanna Ojala. (2021). The hegemony in masculinity. *Men and Masculinities*, 24, 432-450.

Connell, R. W. and James W. Messerschmidt (2005). Hegemonic masculinity: Rethinking the concept. *Gender & Society*, 19, 829-859.

Kahn, Jack S. (2009). Social context and masculinities. Pp. 21-46, chapter in (Jack Kahn, author) *An Introduction to Masculinities*. United Kingdom: Wiley-Blackwell.

Elliott, Karla. (2016). Caring masculinities: Theorizing an emerging concept. *Men and Masculinities*, 19, 240-259.

Duncanson, Claire. (2015). Hegemonic masculinity and the possibility of change in gender relations. *Men and Masculinities*, 18, 231-248.

de Boise, Sam. (2015). I’m not homophobic, “I’ve got gay friends”: Evaluating the validity of inclusive masculinity. *Men and Masculinities*, 18, 318-339.

O’Neill, Rachel (2015). Whither critical masculinity studies? Notes on inclusive masculinity theory, postfeminism, and sexual politics. *Men and Masculinities*, 18, 100-120.

Flood, Michael. (2005). Men's collective struggles for gender justice: The case of antiviolence activism. In Michael Kimmel, J. Hearn, and R. W. Connell (Eds.), *Handbook of studies on men & masculinities* (pp. 458-466). Thousand Oaks, CA: Sage.

Kimmel, Michael. (1994). Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity. In Harry Brod and Michael Kaufman (Eds.), *Theorizing masculinities* (pp. 119-141). Thousand Oaks, CA: Sage.

Schwalbe, Michael and Wolkomir, Michelle. (2002). Interviewing men. In Jaber F. Gubrium and James A. Holstein (Eds.), *Handbook of interview research: Context & method*. Thousand Oaks, CA: Sage.

Messerschmidt, James W. (2012). Engendering gendered knowledge: Assessing the academic appropriation of hegemonic masculinity. *Men and Masculinities*, 15, 56-76.

### **Week 3 (Sept 5-9): CONSTRUCTING MASCULINITIES: HISTORICAL TIME AND PLACE**

1. Kimmel, Michael. *Angry white men: American masculinity at the end of an era* (pp. 1-29). New York: Nations Books. Pp. ix-198

#### **Optional Relevant Readings:**

Hinojosa, Ramon. (2010). Doing Hegemony: Military, Men, and Constructing a Hegemonic Masculinity. *Journal of Men's Studies*, 18(2), 179-194.

Sabo, Don, Kupers, Terry A., and London, Willie (2001). Gender and the politics of punishment. Chapter in Don Sabo, Terry A. Kupers, and Willie London (Eds.), *Prison masculinities* (pp. 3-18). Philadelphia. Temple University Press.

Carlson, Jennifer. (2015). Mourning Mayberry: Guns, masculinity, and socioeconomic decline. *Gender & Society*, 29, 386-409.

Dignam, Pierce, Schrock, Douglas, Erichsen, Kristen, and Benjamin Dowd-Arrow. (2021). Valorizing Trump's masculine self: Constructing political allegiance during the 2016 presidential election. *Men and Masculinities*, 24, 367-392.

### **Week 4 (Sept 12-16): CONSTRUCTING MASCULINITIES: HISTORICAL TIME AND PLACE**

1. Kimmel, Michael. (2013). *Angry white men: American masculinity at the end of an era* (pp. 1-29). New York: Nations Books. Pp. 199-285.

2. Anderson, Eric. (2008). Inclusive masculinity in a fraternal setting. *Men and Masculinities*, 10, 604-620.

## **Week 5 (Sept 19-23): SOCIALLY CONSTRUCTED MALE DEVELOPMENT: BOYHOOD AND GUYLAND**

1. Kimmel, M. (2008). "Bros before Hos": The guy code. Chapter 3 in *Guyland: The Perilous World Where Boys Become Men* (pp. 44-69). New York: HarperCollins.
2. Kimmel, M. (2008). "Just Guys." Chapter 12 in *Guyland: The Perilous World Where Boys Become Men* (pp. 265-289). New York: HarperCollins.
3. Foste, Zak and Davis, Tracy L. (2018). "Am I doing this right?": A qualitative exploration of how college men make meaning of gendered expectations." *Men and Masculinities*, 21, 583-602.

### **Optional Relevant Readings:**

- Jordan, Ellen and Cowan, Angela. (2004, reprinted). Warrior narratives in the kindergarten classroom: Renegotiating the social contract. Chapter 9 in Michael Kimmel and Michael A. Messner (Eds.), *Men's Lives* (pp. 103-115). Boston: Allyn and Bacon.
- Hasbrook, Cynthia and Harris, Othello. (2000). Wrestling with gender: Physicality and masculinities among inner-city first and second graders. In Jim McKay, Michael A. Messner, and Don Sabo (Eds.) *Masculinities, gender relations, and sport* (pp. 13-30). Thousand Oaks, CA: Sage.
- Pascoe, C. J. (2005). Dude, you're a fag: Adolescent masculinity and the fag discourse. *Sexualities*, 8, 329-346.

## **Week 6 (Sept 26-Sept 30): MALE BODIES: PERCEPTIONS AND HEALTH ISSUES**

1. Courtenay, Will H. (2000). Constructions of masculinity and their influence on men's well-being: A theory of gender and health. *Social Science and Medicine*, 50, 1385-1401.
2. Marsiglio, William (2016). Making proactive dads. Pp. 187-208, 225-227 in (William Marsiglio, author), *Dads, kids, & fitness: A father's guide to family health*. New Brunswick: Rutgers University Press.
3. Rogers, Baker A. (2022). Trans manhood: The intersections of masculinities, queerness, and the south. *Men and Masculinities*, 25, 24-42.

### **Optional Relevant Reading:**

- Wenger, Lisa M. (2013). Moving through illness with strong backs and soft fronts: A substantive theory of men's help-seeking during cancer. *Men & Masculinities*, 16, 517-539.

Shuttleworth, Russell, Wedgwood, Nikki, and Wilson, Nathan J. (2012). The dilemma of disabled masculinity. *Men and Masculinities*, 15, 174-194.

Frank, Elena. (2014). Groomers and consumers: The meaning of male body depilation to a modern masculinity body project. *Men and Masculinities*, 17, 278-298.

Anderson, Eric and Kian, Edward, M. (2012). Examining media contestation of masculinity and head trauma in the National Football league. *Men and Masculinities*, 15, 152-173.

Marsiglio, William (2009). healthy dads, healthy kids. *Contexts*, 8, 22-27.

Hennen, Peter. (2005). Bear bodies, bear masculinity: Recuperation, resistance, or retreat? *Gender & Society*, 19, 25-4

Loe, Meika (2006). The Viagra blues: Embracing or resisting the Viagra body. In Dana Rosenfeld and Christopher A. Faircloth (Eds.). *Medicalized masculinities* (pp. 21-44). Philadelphia: Temple University Press.

Norman, Moss E. (2011). Embodying the double-bind of masculinity: Young men and discourses of normalcy, health, heterosexuality, and individualism. *Men and Masculinities*, 14, 430-449.

Gerschick, Thomas J. and Miller, Adam Stephen. (2004, reprinted). Coming to terms: Masculinity and physical disability. Chapter 29 in Michael Kimmel and Michael A. Messner (Eds.), *Men's Lives* (pp. 349-362). Boston: Allyn and Bacon.

Hurd, Laura and Raveena Mahal. (2021). "I'm please with my body": Older men's perceptions and experiences of their aging bodies. *Men and Masculinities*, 24, 228-244.

### **Week 7 (Oct 3-7): MEN AND SPORTS**

1. Messner, Michael. (2005). Still a man's world? Studying masculinities and sport. In Michael Kimmel, J. Hearn, and R. W. Connell (Eds.), *Handbook on Men and Masculinities* (pp. 313-325). Thousand Oaks., CA: Sage.

2. Hirose, Akihiko and Pih, Kay Kei-ho. (2010). Men who strike and men who submit: Hegemonic and marginalized masculinities in mixed martial arts. *Men and Masculinities*, 13, 190-209.

3. Anderson, Eric. (2011). Updating the outcome: Gay athletes, straight teams, and coming out in educationally based sports teams. *Gender & Society*, 25, 250-268.

### **Optional Relevant Reading**

Anderson, Eric (2005). Sport, masculinity, and hegemonic oppression. Chapter 2 in Eric Anderson (author) *In the game: Gay athletes and the cult of masculinity* (pp. 19-38). Albany State University of New York Press.

Hartmann, Douglas (2003). The sanctity of Sunday football: Why men love sports. *Contexts*, 2, 11-19.

Adams, Adi, Eric Anderson, and Mark McCormack. (2010). —Establishing and Challenging Masculinity: The Influence of Gendered Discourses in Organized Sport. *Journal of Language and Social Psychology* 29(3): 278-300.

Vaccaro, Christian A., Schrock, Douglas, P., and McCabe, Janice M. (2011). Managing emotional manhood: Fighting and fostering fear in mixed martial arts. *Social Psychology Quarterly*, 74, 414-437.

## **Week 8 (Oct 10-14): SEXUALITY AND RELATIONSHIPS**

### **MIDTERM EXAM**

1. Silva, Tony (2017). Bud-sex: Constructing normative masculinity among rural straight men that have sex with men. *Gender & Society*, 31, 51-73.

2. Eck, Beth A. (2014). Compromising positions: Unmarried men, heterosexuality, and two-phase masculinity. *Men & Masculinities*, 17, 147-172.

### **Optional Relevant Reading:**

Montemurro, Beth. (2021). *Getting It, Having It, Keeping It Up: Straight Men's Sexuality in Public and Private*. New Brunswick, NJ: Rutgers University Press.

Garlick, Steve. (2010). Taking control of sex?: Hegemonic masculinity, technology, and internet pornography. *Men and Masculinities*, 12, 597-614.

Lamont, Ellen. (2015). The limited construction of an egalitarian masculinity: College educated men's dating and relationship narratives. *Men and Masculinities*, 18, 271-292.

Milrod, Christine and Weitzer, Ronald. (2012). The intimacy prism: Emotional management among the clients of escorts. *Men and Masculinities*, 15, 447-467.

Flood, Michael (2007). Men, sex, and homosociality: How bonds between men shape their sexual relations with women. *Men and Masculinities*, 10, 339-359.

Mutchler, Matt G. (2000). Seeking sexual lives: Gay youth and masculinity tensions. In Peter Nardi (Ed.), *Gay Masculinities* (pp. 12-43). Thousand Oaks, CA: Sage.

## **Week 9 (Oct 17-21): MEN AND KIDS IN PUBLIC PLACES**



1. Marsiglio, William (2008). The Landscape. Chapter 2 in *Men on a Mission: Valuing Youth Work in Our Communities* (10-40). Baltimore, MD: Johns Hopkins University Press.

2. Marsiglio, William (2008). Men and Mentoring. Chapter 8 in *Men on a Mission: Valuing Youth Work in Our Communities* (200-232). Baltimore, MD: Johns Hopkins University Press.

### **Week 10 (Oct 24-28): PROCREATIVE CONSCIOUSNESS AND FATHERING**

1. Marsiglio, William, Lohan, Maria, and Culley, Lorraine (2013). Framing men's experience in the procreative realm. *Journal of Family Issues*, 34, 1011-1036.

2. Scheibling, Casey. (2020). "Real heroes care": How dad bloggers are reconstructing fatherhood and masculinities. *Men and Masculinities*, 23, 3-19.

#### **Optional Relevant Reading:**

Terry, Gareth and Braun, Virginia. (2012). Sticking my finger up at evolution: Unconventionality, selfishness, and choice in the talk of men who have had "preemptive" vasectomies. *Men and Masculinities*, 15, 227-229.

Marsiglio, William and Sally Hutchinson (2002). Becoming aware, being Aware. Chapter 3 in William Marsiglio and Sally Hutchinson (authors). *Sex, Men, and Babies: Stories of Awareness and Responsibility* (pp.61-109). New York: New York University Press.

### **Week 11 (Oct 31 - Nov 1-4): FATHERING**

1. Gottzén, Lucas and Kremer-Sadlik, Tamar (2012). Fatherhood and youth sports: A balancing act between care and expectations. *Gender & Society*, 26, 639-664.

2. Randles, Jennifer. (2018). "Manning Up" to be a good father: Hybrid fatherhood, masculinity, and U.S. responsible fatherhood policy. *Gender & Society*, 32, 516-529.

**TERM PROJECT "A" DUE—Thursday, Nov 3—IN CLASS, OTHERWISE IT WILL BE CONSIDERED LATE**

#### **Optional Relevant Reading:**

Smith, Jeremy A. (2009). The astonishing science of fatherhood, or three more myths about male caregiving. Chapter 7 (pp. 120-145) in J. A. Smith's *The daddy shift: How stay-at-home dads, breadwinning moms, and shared parenting are transforming the American family*. Boston: Beacon.

Aumann, Kerstin, Galinsky, Ellen, and Matos, Kenneth. (2011). The New Male Mystique. Families and Work Institute National Study of the Changing Workforce. <http://www.familiesandwork.org/site/research/reports/newmalemystique.pdf>

Catlett, Beth S. and McKenry, Patrick C. (2004). Class-based masculinities: Divorce, fatherhood, and the hegemonic ideal. *Fathering*, 2, 165-190.

Coltrane, Scott (2004). Fathering: Paradoxes, contradictions, and dilemmas. In Marilyn Coleman and Lawrence Ganong (Eds.) *Handbook of contemporary families: Considering the past, contemplating the future* (pp. 224-243). Thousand Oaks, CA: Sage.

Harrington, Brad, Van Deusen, Fred, and Humberd, Beth. (2011). The new dad: Caring, committed and conflicted. Center for Work & Family. Boston College. <http://www.bc.edu/content/dam/files/centers/cwf/pdf/FH-Study-Web-2.pdf>

Harrington, Brad, Van Deusen, Fred, and Ladge, Jamie. (2010). The new dad: Exploring fatherhood within a career context. Center for Work & Family. Boston College. [http://www.bc.edu/content/dam/files/centers/cwf/pdf/BCCWF\\_Fatherhood\\_Study\\_The\\_New\\_Dad1.pdf](http://www.bc.edu/content/dam/files/centers/cwf/pdf/BCCWF_Fatherhood_Study_The_New_Dad1.pdf)

Marsiglio, William and Pleck, Joseph H. (2005). Fatherhood and masculinities. In Michael Kimmel, J. Hearn, and R. W. Connell (Eds.), *The handbook of studies on men and masculinities*. (pp. 249-269). Thousand Oaks, CA: Sage.

Marsiglio, William. and Roy, Kevin (2012). *Nurturing dads: Social initiatives for contemporary fatherhood*. New York: Russell Sage Foundation.

Marsiglio, William (2016). *Dads, kids & fitness: A father's guide to family health*. New Brunswick: Rutgers University Press.

Pleck, Joseph H. (2010). Fatherhood and masculinity. Chapter 2 in M. E. Lamb (Ed). *The role of the father in child development (5th edition)* (pp. 27-57). Hoboken, NJ: John Wiley.

Shows, Carla and Gerstel, Naomi (2009). Fathering, class, and gender: A Comparison of physicians and emergency medical technicians. *Gender & Society*, 23, 161-187.

## **Week 12 (Nov 7-11): MEN AND WORK**

1. Cooper, Marianne (2000). Being the "go-to-guy": Fatherhood, masculinity, and the organization of work in Silicon Valley. *Qualitative Sociology*, 23, 379-405.

2. Schilt, Kristen. (2006). Just one of the guys? How transmen make gender visible at work. *Gender & Society*, 20, 465-490.

3. McGrath, Kevin F. (2021). Masculinity and risk: Is teaching "too risky" for men in Australia? *Men and Masculinities*, 24, 278-288.

### **Optional Relevant Reading:**

Walker, Gregory W. (2006). Disciplining protest masculinity. *Men and Masculinities*, 9, 5-22.

### **Week 13 (Nov 14-18): MASCULINITIES, AGGRESSION, AND CRIME**

1. Kilmartin, Christopher (2000). Chapter 12: Boys will be boys: Men and violence. In *The masculine self* (author, 2nd edition). Boston: McGrawHill.

2. Scaptura, Maria N. and Boyle, Kaitlin (2022). Protecting manhood: Race, class, and masculinity in men's attraction to guns and aggression. *Men and Masculinities*, 25, 355-376.

### **Optional Reading:**

Curtis, Anna (2014). "You have to cut it off at the knee": Dangerous masculinity and security inside a men's prison. *Men & Masculinities*, 17, 120-146.

Abrams, Laura S., Anderson-Nathe, Ben, and Aguilar, Jemel (2008). Constructing masculinities in juvenile corrections. *Men and Masculinities*, 11, 22-41.

Felson, Richard B. (2006). Is violence against women about women or about violence? *Contexts*, 5, 21-25.

Flood, Michael. (2005). Men's collective struggles for gender justice: The case of antiviolence activism. In Michael Kimmel, J. Hearn, and R. W. Connell (Eds.), *Handbook of studies on men & masculinities* (pp. 458-466). Thousand Oaks, CA: Sage.

Vaccaro, Christian A., Schrock, Douglas, P., and McCabe, Janice M. (2011). Managing emotional manhood: Fighting and fostering fear in mixed martial arts. *Social Psychology Quarterly*, 74, 414-437.

### **Week 14 (Nov 21-25): MEN OF COLOR**

Young, Alford A. (2018). *Are Black Men Doomed?* Cambridge, U.K: Polity Press.

Hill, Marbella Eboni. (2022). Do the marriageable men want to protect and provide? The expectation of black professional hybrid masculinity. *Gender & Society*, 36, 498-524.

### **Optional Relevant Reading:**

Chong, Kelly H. and Kim, Nadia Y. (2021). "The model man:" Shifting perceptions of Asian American masculinity and the renegotiation of a racial hierarchy of desire." *Men and Masculinities*, 1-23.

Patron´, Oscar E. and Rodriguez, Fernando (2022). Exploring the tensions between masculinities and connections with faculty and staff among gay latino collegians. *Mean and Masculinities*, 25, 148-166.

Merida, Kevin. (2007). *Being a black man: At the corner of progress and peril*. New York: Public Affairs.

Gradilla, Alexandro J. and Torres, Rodolfo D. (2004). Latino masculinities. In Michael Kimmel and Amy Aronson (Eds.). *Men & Masculinities: A social, cultural and historical encyclopedia, Vol II*. (pp. 460-463). Santa Barbara, CA: ABC Clío.

McGuire, Keon, Berhanu, Jonathan, Davis, Charles, H. F. III, and Harper, Shaun R. (2014). In search of progressive black masculinities: Critical self-reflections on gender identity development among black undergraduate men. *Men and Masculinities*, 17, 253-277.

hooks, bell (2004). *We real cool: Black men and masculinity*. New York: Routledge.

Klein, Alan (2000). Dueling machos: Masculinity and sport in Mexican baseball. In Jim McKay, Michael A. Messner, and Don Sabo (Eds.) *Masculinities, gender relations, and sport* (pp. 67-85). Thousand Oaks, CA: Sage.

### **Week 15 (Nov 28-Dec 2): MEN OF COLOR (cont.) & MASCULINITIES, SOCIAL STRUCTURE, AND SOCIAL CHANGE**

1. Flood, Michael (2011). Involving men in efforts to end violence against women. *Men and Masculinities*, 14, 358-377.

2. Pease, Bob (2019). Recreating men’s relationship with nature: Toward a profeminist environmentalism. *Men and Masculinities*, 22, 113-123.

**TERM PROJECT “B” DUE—Tuesday, Nov 29—IN CLASS, OTHERWISE IT WILL BE CONSIDERED LATE**

#### **Optional Relevant Reading:**

Messner, Michael. (1997). Men and masculinities (chapter 1, pp. 1-15) in *Politics of masculinities: Men in movements*. Thousand Oaks: CA: Sage.

Connell, R. W. (2005). Change among the gatekeepers: Men, masculinities, and gender equality in the global arena. *Signs: Journal of Women in Culture and Society*, 30, 1801-1825.

Marsiglio, William and Roy, Kevin. (2012). Promoting nurturance (chapter 8, pp. 193-220, 251-254) in *Nurturing dads: Social initiatives for contemporary fatherhood*. New York: Russell Sage Foundation.

Bridges, Tristan. (2019). The costs of exclusionary practices in masculinities studies. *Men and Masculinities*, 22, 16-33.

**Week 16 (Dec 5-9): CONCLUSION**

**No class on Thursday, December 8th**

**RESOURCES**

Center for Changing Systems of Power at Stony Brook University

<http://www.stonybrook.edu/commcms/csmm/index.html>

An extensive and relatively up-to-date bibliography compiled by Michael Flood for various book and article/chapters related to men's issues can be found at: <http://mensbiblio.xyonline.net/>

**Journals:** *Men and Masculinities*; *Journal of Men's Studies*; *International Journal of Men's Health*; *Fathering: A Journal of Theory, Research, and Practice About Men as Fathers*; *Psychology of Men and Masculinity* (discontinued recently). Many other journals include articles that address men's issues, often using a gender lens (e.g, *Gender & Society*, *Journal of Marriage and Family*, *Journal of Family Issues*, *Sociology of Sport*)