

Be a Man! Masculinities, Race & Nation



*This syllabus draws content and format from syllabi by Krista Benson, Denise Fuller, Linda Mizejewski, Emek Ergun, Michael Messner, and Erin Tobin.

Our class meets on land taken by force from Native Americans. The original inhabitants of this land include the Shawnee, Miami, Wyandotte, Delaware, Mingo, Seneca, Erie, and Ottawa tribes. More information is available at <http://westernreservepublicmedia.org/onestate/np1600s.htm>.

Access & Able-ism

We all learn differently, and I am committed to making class as accessible as possible for all students. If there is anything I can do to facilitate your learning, please always feel welcome to email me or speak with me. This commitment includes tackling **able-ism**: The ways our society excludes people who are labeled as disabled.

Officially, OSU only lets instructors address able-ist concerns if students register with the Office of Disability Services. I know it can feel intimidating and time-consuming to register—but registering will make both our lives much easier. The Office for Disability Services is at slds@osu.edu; [614-292-3307](tel:614-292-3307); slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Here is OSU's official statement on disability services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; [614-292-3307](tel:614-292-3307); slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course Description

This course analyzes cultural ideas about masculinity, and how they relate to ideas about race, sexuality, and citizenship. Because we will emphasize how masculine expectations vary between

cultures, places, and eras, we will use the plural term *masculinities*. The class introduces students to foundational feminist and queer analytical tools about masculinities, and especially the field known as men's studies or feminist masculinity studies.

Treating gender as a relational system of power, we will investigate how masculinities are defined against femininities, and how different masculinities are defined against each other (for example, the stereotypes of the straight jock vs. the gay sissy). Combining sociological studies with media analysis, we will ask the following questions and more: Where do beliefs about masculinities come from, and how do they change over time? How do these beliefs naturalize certain kinds of violence? How do these beliefs interact with, and help to create, ideas about race and nation?

The first section introduces students to the most central questions of feminist masculinity studies: How can masculine ideologies simultaneously harm men yet privilege them? And how do these harms and privileges differently affect men of different races, sexualities, and classes? To help address such questions, this section also introduces the most central theoretical framework of feminist masculinity studies: the notion of *hegemonic masculinity*. The second section complicates taken-for-granted ideas of gender by examining female masculinities and male femininities. Finally, the third section looks at how ideas of masculinity, race, and nation not only interact, but co-create each other. That is, how ideas about masculinity define racial boundaries, and justify excluding groups from citizenship or denying their rights as citizens.

The goals of this course are both scholarly and practical. On a scholarly level, students will trace the scholarly debates about masculinity, and understand how these questions have emerged out of feminist and queer research. On a practical level, this knowledge may help students to understand the ideologies they encounter in daily life. In turn, this understanding may help students to navigate the pressures, exclusions and violence they face in order to enhance their own wellbeing and others'.

Goals and Learning Outcomes

At the completion of WGSS 3320, students should be able to:

- Explain the core questions and theoretical vocabulary of feminist masculinity studies.
- Explain how cultural ideas about masculinity simultaneously harm men yet also privilege them.
- Explain how gender ideologies help to define racial and national identities and policies.
- Explain how beliefs about masculinity serve to justify certain kinds of violence by men against others, and violence by some men against other men.

Students will achieve these goals by reading and discussing articles on gender, sexuality, race, and nation; viewing and analyzing examples of pop culture; and writing critical essays on these topics.

Required Texts:

Dude, You're a Fag! By C.J. Pascoe, 2007.

All other reading and viewing assignments are posted on Carmen or OSU's Secure Media Library. Please **BRING** readings to class, either in print or electronically. When applicable (and available),

there will be links to media also posted on Carmen.

Film Viewing

You will sometimes screen full-length films and documentaries. All of our films should be available through OSU's Secure Media Library, but if the SML malfunctions, you may need to use Netflix, Hulu, Amazon video, or similar services. **You are always responsible** for watching assigned media, just like assigned readings.

How to Succeed in This Course

- **Attend class.**
- **Do the readings & viewings** and prepare for class by marking significant passages and main ideas in them, as well as taking notes on the films.
- **Bring the assigned readings with you to class every day.**
- **Take notes during class.**
- **Ask questions.** You are responsible for understanding the material. If a concept or assignment is unclear, speak up in class or make an appointment with me.

Class Requirements and Grade Breakdown

Attendance & Participation, including Carmen response posts – 34%

Interview Paper – 33%

Final Exam – 33%

Extra Credit: maximum of 5%

1. Attendance & Participation (34%)

Attendance is crucial. After 2 “free” absences, for each additional absence you will lose **2%** off your final grade, regardless of the reason. If exceptional circumstances arise, such as longterm illness, please speak with me.

This course is **dialogue-intensive**. Students can only learn by attending class and actively participating in class discussions. Together, we will produce knowledge rather than just consuming it. **To earn full participation points for each class, you must post to Carmen one response for each reading by 11am before class.** (i.e. if there are two readings, you'll post two responses).

2. Interview Paper & Presentation (33%) – 4-5 pages. Pick one person you know to interview on their ideas about masculinity. In advance, develop questions to ask and show me your question list. Interview the person for about 30 min. Then, write a paper that uses our class concepts to analyze the interview responses. On the last two days of class, each student will present their findings to the class. I will provide more detailed instructions.

3. Final Exam (33%) – This exam asks short-essay questions (7-10 sentences) about our class concepts.

4. Extra Credit (max of 5%) – I'll announce many extra-credit opportunities, each worth +1% on your final grade. You may submit a maximum of five extra-credit assignments.

Grading Scale

93-100% A	80-82% B-	67-69% D+
90-92% A-	77-79% C+	63-66% D
87-89% B+	73-76% C	60-62% D-
83-86% B	70-72% C-	

Classroom & Discussion Decorum

- **Attendance:** Please arrive promptly: Be seated and ready to start before 12:45.
- **Electronics:**
 - Prohibited: Cell phones. Please turn them off and keep them stowed at all times.
 - Required: Please bring a computer, tablet, or e-reader to every class to enrich our group discussions. During our discussions, you should always have the following three items onscreen or in hardcopy:
 - The day's articles and your notes on them
 - Your notes on the day's film
 - Your Carmen post for the day
- **Respect:** We will routinely discuss topics that many people consider taboo, controversial, deeply personal, or simply unfamiliar. To ensure a safe, constructive environment, we will establish "ground rules" for class discussion.
- **Participation:** To receive credit, students must participate in class discussions through a combination of speaking, active listening, eye contact, and general good attention.

Email Etiquette

Please check your email daily and reply to emails within 48 hours. This is an important professional habit: Your coworkers (and bosses) will always expect you to promptly reply to their emails.

Likewise, professional email etiquette is a key skill for being taken seriously in the "real world." I will only respond to emails that follow these formatting standards:

1. Includes a subject line
2. Opens with a salutation (such as "Hi Jon" or "Dear Jon")
3. Ends with a closing statement, i.e. "Sincerely," "Best wishes," etc.
4. Uses proper grammar and spelling.

Jonathan Branfman (gmail.com)
Essay question
Hi Jon, I'm confused about the essay prompt, so I'll be coming by your office hours tomorrow at 10am. Sincerely, Bob Smith

ACADEMIC MISCONDUCT & PLAGIARISM

Plagiarism is a very, very serious offense. **Plagiarism includes direct copying and paraphrasing from another author without acknowledging your source.** For your own protection, please take the time to understand OSU's policy on plagiarism:

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>."

PARENTS & CAREGIVERS IN A FEMINIST CLASSROOM

Many students are also parents or caregivers for children and/or other loved ones. Students in this position may sometimes need their academic and caregiving lives to overlap. If you need to bring your child or loved one to class, please don't hesitate to let me know, and we will welcome their participation in class. (I do appreciate an advance heads-up when possible). Using our schedule of topics below, you can determine which days you would feel comfortable having your child or loved one in class. OSU's ACCESS program also offers free support for single parents, including childcare.

IMPORTANT DATES

- 2/16 – List of interview questions due by 10am
- 3/21 – Interview transcripts due by 10am
- 4/4 – Interview paper due by 10am
- 4/18 and 4/20 – In-class presentations
- 4/26 – Final exam at 12:00-1:45

CLASS PLAN

Meeting	Topic	Readings

Foundational Concepts

1/10	Welcome! Masculinities 101: Privilege, Pain, & Intersectionality	- <i>Politics of Masculinities, Ch.1</i> (p.1-top of p.11) – Michael Messner, 1997
1/12	Masculinities & Privilege: Work	-“The Glass Escalator,” in <i>Social Problems</i> (p.253-267) – Christie Williams, 1992 - <i>Just One of the Guys? Trans Men in the Workplace, Ch.3</i> (p.69-88) – Kristen Schilt, 2010 [read in class: Male privilege checklist, in <i>Men’s Lives 8th ed.</i> (p.14-16) - Barry Deutsch, 2010]
1/17	Complicating Masculinities: Racialization	-“Brazil in Black & White,” NPR podcast (32 min) -“Racializing the Glass Escalator,” in <i>Gender & Society</i> (p.5-26) – Adia Wingfield, 2009
1/19	Complicating Masculinities: Race, Sexuality, & Age	-“All Men are Not Created Equal,” in <i>Men’s Lives, 4th ed.</i> (p.35-44) – Yen Le Espiritu, 1992 -Ch.1 of <i>Dude, You’re a Fag</i> (p.1-24) – C.J. Pascoe
1/24	Masculinities & Pain: Intimacy	-p.275-285 of “Masculinity as Homophobia”, in <i>The Masculinities Reader</i> – Michael Kimmel, 2001 -“Medicalizing Military Masculinity”, in <i>Medicalized Masculinities</i> (p.183-203) – Marissa Smith, 2006 [watch in class: “10 Responses of the Phrase, ‘Man Up’” – Guante]
1/26	Masculinities & Violence	- <i>Tough Guise 2</i> [film: 80 min. Secure Media Library] -“Advertising and the Construction of Violent White Masculinity,” in <i>Gender, Race & Class in Media</i> (p.349-358) – Jackson Katz -“As Women March, Ohio State Course Reprimands White Heterosexual Masculinity” – Tyler Durden
1/31	Hegemonic Masculinity	- p.183-188 of <i>Gender & Power</i> – Raewyn Connell, 1987 -Ch.2 of <i>Dude, You’re a Fag</i> (p.25-51) – CJ Pascoe, 2007.
2/2	Multiple Dominant Masculinities Explain Paper Prompt	-“Negotiating the Field of Masculinity,” in <i>Men & Masculinities</i> (30-44) – Tony Coles, 2009. -p.33-first paragraph of p.42 in <i>Unheroic Conduct</i> – Daniel Boyarin, 1997
2/7	Masculinities & Homophobia	-Ch.3 of <i>Dude, You’re a Fag</i> (p.52-83) – CJ Pascoe, 2007.
2/9	Masculinities, Homophobia, and Violence	-“Unassuming Motivations,” in <i>Stigma & Sexual Orientation</i> (p.1-23) – Karen Franklin, 1998 -“Dude Sex: Dudes Who Have Sex with Dudes,” in <i>Sexualities</i> (p.414-434) – Jane Ward, 2008
2/14	Masculinities, Heterosexuality & Violence	-p.13-17 of “Talk is Action” (in <i>Feminist Fieldwork Analysis</i>) – Sheryl Kleinman, 2007 -Ch.4 of <i>Dude, You’re a Fag</i> (p.84-114)– CJ Pascoe, 2007
2/16	Masculinity & Sexuality: Penetration Politics Due: List of Interview Questions	-“Teaching Men’s Anal Pleasure,” in <i>American Journal of Sexuality Education</i> (p.404-428) – Susan Stiritz
2/21 MacQuigg Lab 160	Comprehensive Sex Education	Bring 2 or more friends for extra credit. -[optional, but very fun!] <i>John Oliver: Sex Education</i> [video, 21 min]

Complicating Masculinity

2/23	Female Masculinities	-Ch.5 of <i>Dude, You’re a Fag</i> (p.115-155) – CJ Pascoe, 2007 -Specific excerpts from “Whiteface Performances”: p.108-top half of p.113, and middle of p.125-second paragraph of p.130.
2/28	Female Masculinities	- <i>Broad City: Season 1 Episode 1</i> (“It’s A Wonderful World”). Available on Hulu. - <i>Broad City: Season 2 Episode 1</i> (“Knockoffs”). Available on Hulu

3/2	Male Femininities: [White] Gay Men	-“Gay Characters in Conventional Spaces,” in <i>Critical Studies in Media Communication</i> (p.87-105) – Battles & Hilton-Morrow, 2002 - <i>The New Normal</i> , Season 1, Episode 1 (21 min). Available on Amazon and iTunes
3/7	Male Femininities: Gay Men, Trans Women, & Drag Queens of Color	-“Rounding up the Homosexuals,” in <i>Captive Genders</i> (p.77-84) – Wesley Ware - <i>Paris is Burning</i> [film: 80 min. Secure Media Library]
3/9	Male Femininities, cont’d	<i>Priscilla, Queen of the Desert</i> [film: 104 min. Secure Media Library]
3/12-3/16	Spring Break	
Gender, Race & Nation: Masculinity & Citizenship		
3/21	Masculinity, Race & Colonization Due: Transcript of your interview	“The Berdache Tradition,” in <i>Meaning of Difference</i> (73-81) – Walter Williams “Sodomy in the New World,” in <i>Social Text</i> (p.46-56) – Jonathan Goldberg, 1991
3/23	Masculinity, Race & Colonization	-“I Guess Your Warrior Look Doesn’t Always Work,” in <i>Across the Great Divide</i> (p.251-273) – Brian Klopotek, 2001. - TBD excerpts from Ch.5 of <i>Manliness & Civilization</i> (p.170-217) – Gail Bederman, 1995
3/28	Masculinity, Race & Colonization	-“The Sexual Savage,” in <i>Medicalized Masculinities</i> (p.165-183) – Ann Marie Hickey, 2006 -Key & Peele, “Hoodie Skit” [video clip]
3/30	Masculinity, Race & Assimilation	-“Masculinity and Undocumented Labor Migration,” in <i>Social Science & Medicine</i> (1159-1168) – Nicholas Walter, 2004 -Despacito [music video, Spanish version]
4/4	Masculinity, Race & Assimilation Due: Interview Paper	-“Muscle Jews vs. Nervous Jews,” in <i>Emancipation Through Muscles</i> (13-27) – Moshe Zimmerman, 2006 - <i>Jewtopia</i> [film: 90 min. Secure Media Library]
4/6	Masculinity, Race, Queerness & National Boundaries	-“Between ‘Oriental Depravity’ and ‘Natural Degenerates,’” in <i>American Quarterly</i> (p.703-725) – Nayan Shah, 2005.
4/11	Masculinity, Race, Queerness & National Boundaries	-“Monster, Terrorist, Fag,” in <i>Social Text</i> (117-148) – Jasbir Puar and Amit Rai, 2002 - <i>Reel Bad Arabs</i> [film: 50 min. Secure Media Library]
4/13	Masculinity, Race, and Internal Boundaries	-“Look, Mohammed the Terrorist Is Coming!,” in <i>The Scholar & Feminist Online</i> (1-12) – Nadine Naber, 2008 -pages 1-6, 15-35, 62-63, 70, 74-75, and 82-86 of the <i>DOJ Report on Ferguson Police Department</i> -Dashcam footage of Philando Castile’s murder (NY Times, 2017)
4/18	Class Presentations + Evals	
4/20 Last Day!	Wrapping Up + SEIs	
4/23	Extra credit deadline: 5pm	
4/26	Final Exam at 12:00-1:45	

Free Healthcare Resources

Columbus Free Clinic.....614.404.8417
2231 N. High St.
Columbus, Ohio 43212

List of free clinics in Ohio.....<http://www.ohiofreeclinics.org/find-a-clinic/>

Counseling & Support Resources

General

OSU Counseling & Consultation Service..... (614) 292-5766

OSU Couple and Family Therapy Clinic (**All OSU students are \$8 per session)... [\(614\) 292-3671](tel:6142923671)

-Provides individual, couple, and family therapy

-West campus location: 012 Mount Hall

-Available Mondays-Fridays from about 8 am to about 7 or 8 pm

OSU Student Wellness Center..... (614) 292-4527

Student Health Services.....(614) 292-4321

Multicultural Center..... (614) 688-8449

Crisis/Suicide Prevention Services

OSU Campus Suicide Prevention Services.....(614) 688-5829

Suicide Prevention 24-hr Hotline (Columbus).....(614) 221 5445

Suicide Prevention 24-hr Hotline (National)..... 1-800-273-8244

Trevor Project (LGBTQ-specific).....1-866-488-7386

Rape & Sexual Violence

Sexual Assault Response Network of Central Ohio.....(614) 267-7020

Student Wellness Center's Sexual Violence Education & Support (in R-PAC)

LGBTQ Hotlines

National LGBTQ Help Center (anonymous, confidential counseling, info on safer sex/sexual health, and referral to local resources).....1-888-843-4564

Trevor Project (suicide prevention).....1-866-488-7386

Sexual Health & Safer Sex Resources

To ask questions about safer sex and sexual health

Ohio HIV & STD Prevention Hotline.....1-800-332-2437

San Francisco Sex Information (national hotline).....(415) 989-SFSI (7374)

PEP (post-exposure prophylaxis)

Emergency med for anyone exposed to HIV, the most serious STD (see <http://aids.gov>). If you're ever concerned that you've been exposed to HIV, you must begin PEP within 72 hours. After that, PEP won't work. This is the only window when HIV is curable. PEP is available at OSU's student health center and is covered by our health insurance. PEP is a one-month daily pill.