PART TWO:

SYLLABI FOR SOCIOLOGY OF MASCULINITY/MEN AND SOCIOLOGY OF WOMEN
**Course Description:**

This course is an introduction to the field of Men’s Studies within a feminist perspective. Topics include: general perspectives on masculinities, cross-cultural and ethnic perspectives on masculinities, boyhood, coming of age issues, men and work, men and health, men in relationships, male sexualities, men in families, men and media, and men’s movements. We will be using weekly films as the medium to frame our class discussions and understanding of the concepts and theories presented in our text, *Men’s Lives* and supplemental lecture material.

**Goals and Course Objectives:**

- To give students a broad exposure to theories and research in the academic field of Men’s Studies
- To help students see that Men’s Studies is an important facet of feminism movement
- To help students understand masculinity in the context of other social categorizations like ethnicity, social class, sexual orientation, and disability
- To develop students’ ability to use critical thinking skills and a gender analysis of popular films

**Text:** *Men’s Lives* 5th Edition edited by Michael Kimmel and Michael Messner (available in the SSU Bookstore)

**Class Requirements:**

**Attendance:**

The most important aspect of this class is attendance and class participation. We will be exploring these concepts together. I am the guide, but we are all learners. I expect everyone to be on time for class and to stay the entire class period. (Even though we have an extended class period time it will be tight for watching the movie and having a significant class discussion.) Every week the movie will start at precisely 7:00 PM. There will be a short break and then class discussion the remainder of our time together. Attendance will be taken twice each class session: once at the beginning of class and once at the end of class. (It is your responsibility to make sure that you have signed the roll sheet.) Three absences will result in no credit for the course. If you know that you will be absent please email me or give me a call.

**Papers:** LATE PAPERS ARE NOT ACCEPTED!

Please double space 12 pt. Font with 1-inch margins. Pay attention to content and proof reading.

(The SSU’s writing center is in the library on the second floor and is free to registered students. You can call over the telephone to make an appointment at: (707) 664-4401 between 9 AM - 5 PM, Monday - Friday.)

- **“Tell Me What You Think” Papers**
  
  You are required to write 2 papers about what you think makes a man a man. The first of these papers is due Feb. 6th and the second is due May 15th.
  
  The first time you write this paper I want it to be an opinion paper with no references. It should be no longer than 2-3 pages. It is due Feb. 6th. (You may email me the paper if you have MS Word but I must receive it by midnight on the 6th.) Respond to these issues in your paper: What is it that makes a man, a man? What do you believe are the most important identifiers of manhood? Please refer to men you know, yourself -if you are a man, or images of manhood you witness in everyday life as concrete examples of why you think about manhood in the manner you do. Please keep a copy of this paper on a disk or your hard drive. You will be rewriting it for your
final “tell me what you think” paper of the class. More details about the paper will be provided towards the end of the semester.

- **The Integration Papers**
  There will be four 4-page papers due throughout the semester integrating core concepts about masculinit(ies). Specifics about the paper will be given to you at least 2 weeks before the paper is due. These papers should include quotes from the text, examples from the movies, information discussed in class, and your own analysis and reactions to these concepts. (Use MLA or APA format for citations.) Due dates are Feb. 27th, March 20th, April 10th, and May 1st.

**Class Participation:**
Class participation is vital in this type of class. Some people are more comfortable talking in groups while others are not. Their silence does not mean that they aren’t participating. However, they may need to be invited to give their opinion. If you are a talker it is important that you take responsibility to ask them to join our conversation. If you are a listener it is important to on occasion tell us what you are thinking. NO ONE will ever be put on the spot to talk if they do not wish to do so, but I encouraged everyone to participate in the dialogue. Each one of us can create a more inviting atmosphere with a few ground rules:

- All opinions, even those that differ, will be respected
- All discussions will stay in the class

**Grading:**
This is a credit/no credit class. To get credit you must:

- Meet the attendance requirements
- Participate in class discussions
- Complete the 2 “Tell Me What You Think” and at least 3 of the Integration Papers

If you have a limitation or disability please come talk to me about any accommodations that you may need early in the semester. The quality of your learning experience is as important as any other student in the class. I will try to make the necessary accommodations with the help of SSU’s support staff. In order to do this I need to be made aware of your needs early in the semester. Disclosure of this information will remain confidential unless the accommodation is dependent on the assistance of the entire class such as more structured class discussions so those with hearing devices can follow the dialogue. (If everyone talks over one another it is very difficult for the person with the hearing device to follow the discussion.)

January 30

*Introduction*

- Why study men? Why study men in a Women’s and Gender Studies department?
- Why study men in film?
- Why was *Men’s Lives* chosen as the text?
- Who’s Who-Tell us something we don’t know about you
- Movie of the Week: *Tough Guise*

Support materials online:
http://mediaed.sitepassport.net/videos/MediaGenderCulture/ToughGuise/studyguide/html
Assignment for Next Week (Readings to be completed before Class)

Readings for Feb. 6: Building A Common Language in Which to Discuss the Films

• Introduction (ix-xvii) 8
  Perspectives on Masculinity
• Article 1 (pp. 4-16) 12 The Construction of Masculinity and the Triad of Men’s Violence
• Article 7 (pp.73-87) 13 Playing in the Gender Transgression Zone
• Article 53 (p.539) 1 The National Organization for Men Against Sexism:
• Article 54 (pp. 540-551) Clarence, William, Iron Mike, Tailhook, Senator Packwood,

Essay: What makes a man a man?

See page 2 of the syllabus for guidelines on how to write this paper.

February 6 Masculinity Theories (First paper is due)

Movie of the Week: Beauty and the Beast

Class Discussion:
Constructions of Masculine Identity
Brannon’s Four Traditional Rules of American Manhood
Different Paradigms or Lenses Used to Study Masculinities (Lecture material)
A Tension in How We Discuss Masculinity: “All men…” or “Men …”

Assignment for Next Week (Readings to be completed before Class)

Readings for Feb. 13
Part 2 (pp.71-72) Boyhood
Article 8 (pp. 88- 99) Boyhood, Organized Sports, and the Construction of Masculinities
Article 9 (pp. 100-103) Learning to Fight
Article 11 (p.117-133) Memories of Same-Sex Attractions
• Article 10 (pp.104-116) Warrior Narratives in the Kindergarten Classroom:

No essay due next week

February 13 “Boy Code”

Movie of the Week: Rio Grande and excerpts from “Boys will be Men” (PBS Documentary on growing up male in America)

Support materials online for Boys will be Men:
http://www.boyswillbemen.com/Viewer/v_index.html

Class Discussion:
Old Westerns Development of Warrior Narratives
Othering as part of the Warrior Narrative in Westerns
The Boy Code :Gender Socialization for Boys excerpts of Boys will be Men

Assignment for Next Week (Readings to be completed before Class)

Readings for Feb. 20

• Part 3 Editor’s Introduction (p. 156)
• Article 14 (pp. 157- 166) The Fraternal Bond as a Joking Relationship
• Article 15 (pp. 167-177) Fraternities and Collegiate Rape Culture
• Article 16 (pp. 178—187) Male Student-Athletes Reported for Sexual Assault
• Article 17 (pp. 188-201) Fraternal Bonding in the Locker Room
February 20 “Boy Code” Part 2 **Late Adolescence and The College Years**
*Movie of the Week: Varsity Blues and more excerpts from “Boys will be Men” (PBS Documentary on growing up male in America)*

**Class Discussion:**
- The Boy Code: Continued
- Sports
- Boys will be boys—what does that mean?

**Assignment for Next Week (Readings to be completed before Class)**

**Readings for Feb. 27**
*(Please read all the articles but spend a little more time on Article 3. It is important that you understand what Baca-Zinn means by “Structural Interpretations of Gender Roles.”)*

- Article 2 (pp.17-23) 6 The Black Male: Searching Beyond Stereotypes
- Article 3 (pp. 24-32) 7 Chicano Men and Masculinity
- Article 4 (pp.33-41) 7 All Men Are Not Created Equal: Asian Men in U.S. History
- Article 5 (pp. 42-55) 11 In Search of Masculinity: Violence, Respect, and Sexuality among
- Article 6 (pp. 56-70) 12 Masculinities and Globalization

**Essay for February 27**

Integration Paper 1 William Pollack in the documentary *Boys will be Men* talks about the boy code: what is it, how does a boy learn it, and how is it reinforced? How would you relate the boy code with Brannon’s four traditional rules of American manhood? (Brannon’s model can be found in Article 54 p. 541) Incorporate at least 4 of the readings in your discussion and give three examples from the movies shown in class of the boy code.

February 27 Class and Ethnicity (**Integration Paper 1 is due**)  
*Movie of the Week: “White Man’s Burden”*

**Class Discussion:**
- Structural Interpretations of Gender Roles
- Implications of Class and Ethnicity on Masculinity

**Assignment for Next Week (Readings to be completed before Class)**

**Readings for March 6**

- Part 4 Editor’s Introduction (p.209)
- Article 19 (pp. 211-224) The Glass Escalator
- Article 20 (pp. 225-241) Rambo Litigators
- Article 22 (pp. 242-251) Hitting Bottom
- Article 23 (pp. 268-282) Re-Examining “A Moment in History”
- Article from Newsweek January 28, 2002 The New Black Power (Copies will be provided)

**No essay due next week**
March 6 Men and Work

Movie of the Week: The Full Monty

Class Discussion:

The meaning of work for men
Men’s competition with other men
Men’s friendships with each other
Men are objectified and implication to women

Assignment for Next Week (Readings to be completed before Class)

Readings for March 13

- Part 5 Editor’s Introduction (p. 283)
- Article 24 (pp. 285-298) Masculinities and Men’s Health
- Article 25 (pp. 299-305) Confessions of a Nice Negro, or Why I Shaved My Head
- Article 26 (pp. 306-310) How to Build a Man
- Article 28 (pp. 268-282) Coming to Terms
- Article 30 (pp. 433-350) Pills and Power Tools

No essay due next week

March 13 Men and Health: Body and Mind

Movie of the Week: Fight Club

Class Discussion:

The implications of Brannon’s Model of Masculinity to Men’s Health
Emotional Restrictive-ness
Men’s relationships
Disability

Assignment for Next Week (Readings to be completed before Class)

Readings for March 20

- Part 6 Editor’s Introduction (p. 351)
- Article 31 (pp. 353-358) The approach-Avoidance Dance: Men, Women and Intimacy
- Article 32 (pp. 359-366) Black Male-Black Female Conflict
- Article 33 (pp. 367-379) I’m Not Friends the Way She’s Friends
- Article 35 (pp. 384-389) Men on Rape
- Article 36 (pp. 390-398) Getting Off on Feminism

Essay due March 20th Topic will be given March 6th

March 20 Men and Relationships (Integration Paper 2 is due)

Movie of the Week: Class Vote on Brothers*

Class Discussion:

Ethnicity and Race
Men’s relationships

Assignment for Next Week (Readings to be completed before Class)

Readings for March 27

- Article 11 (Review) Memories of Same Sex Attractions
- Article 29 (pp. 327-343) Trips to Fantasy Island
- Article 34 (pp. 380-383) The Politics of Gay Men’s Friendships
- Part 7 Editor’s Introduction (p. 399)
March 27 Gay Men

Movie of the Week: Celluloid Closet and a segment of Blossoms of Fire

Class Discussion:
Depictions of gays over time
Implications of traditional masculinity on homosexuality

Assignment for Next Week
No Readings for April 10th, however there is an essay due!
Enjoy your Spring break!

April 3 Spring Break (Essay due April 10th)

April 10 What have we learned so far? (Integration Paper 3 is due)

Movie of the Week: Smoke Signals

Class Discussion:
Coming of Age
Structural Interpretations
Ethnicity
Men’s relationships

Assignment for Next Week (Readings to be completed before Class)
Readings for April 17th

- Article 37 (pp. 401-406) Becoming 100% Straight
- Article 38 (p. 407) The Heterosexual Questionnaire
- Article 39 (pp. 408-409) The Conventional Affair
- Article 40 (pp. 410-414) Stereotypes of Black Male Sexuality:

No essay due next week

April 17 Male Sexualities

Movie of the Week: The Wedding Banquet

Class Discussion:
The Impact of Ethnicity/Race on Sexuality
Gay Relationships
The Impact of Heterosexual Hegemonic Norms
Men’s relationships with each other

Assignment for Next Week (Readings to be completed before Class)
Readings for April 24th

- Part 8 Editor’s Introduction (p. 437)
- Article 43 (pp. 439-442) The Second Shift
- Article 44 (pp. 443-450) Life-Styles of Gay Husbands and Fathers
- Article 45 (pp. 451-466) Stability and Change in Chicano Men’s Family Lives
- Article 46 (pp. 467-474) On “Good” Black Fathers
No essay due next week (Topic for paper due May 1st will be passed out.)

April 24 Men in Families
Movie of the Week: My Life as a House
NATIONAL FATHERHOOD INITIATIVE ANNOUNCES 2002 DADDY AWARD WINNERS
For more information: http://www.fatherhood.org/articles/pr032002.htm
Class Discussion:
Fathering
Men’s Roles in Families
Negotiating the contradictions: traditional masculinity and family connectiveness

Assignment for Next Week (Readings to be completed before Class)
Readings for May 1st

- Part 9 Editor’s Introduction (p.475)
- Article 47 (pp. 477-493) Doing Studs
- Article 48 (pp. 494-504) In an Imperfect World, Men with Small Penises Are Unforgiven
- Article 49 (pp. 505-514) Beer Commercials
- Article 50 (pp. 515-524) Looking for My Penis

Essay due next week May 1st

May 1 Men in the Media (Integration Paper 4 is due)
Movie of the Week: Price of Glory and clips of The Ring (1952)
Class Discussion:
Sports and Representations in Media
Reinforcement of Ethnic Gender Stereotypes
Men’s Relationships

Assignment for Next Week (Readings to be completed before Class)
Readings for May 8th

- Part 10 Editor’s Introduction (pp.525-526)
- Article 51 (pp. 527-535) Men; Comrades in Struggle
- Article 52 (pp. 536-538) Racism, Sexism, and a Million Men

Final Essay Topic will be passed out. It is due May 15th

May 8 Men, Movements, and the Future
Movie of the Week: Get on the Bus*
Class Discussion:
Foraging new relationships

May 15 Wrapping it up

Amanda Udis-Kessler
CONTESTED MASCULINITIES

I. COURSE DESCRIPTION
Among the many social phenomena that we tend to take for granted, masculinity occupies an important, fascinating and disturbing place. We have definite images of what men are like – both positive and negative – and these images seem to be closely related to masculinity. Masculinity, in turn, appears to be utterly basic to what it means to be a man in the United States. Men just are masculine…or are they?

This course is designed to help us stop taking masculinity for granted by considering certain ways in which it is socially constructed. Indeed, when we examine masculinity through a sociological lens, we learn three things that are completely counterintuitive. First, there is not a single “masculinity,” but rather there are multiple “masculinities” (e.g., sexuality-based, class-based, race-based, religious). Second, men are better understood as “doing” masculinities than as “being” masculine. Third, masculinities are not once-and-for-all secure, and men are not “simply masculine;” rather, masculinities can be understood (to quote the course listing) as “problematic, fragile, negotiated and constantly under construction.”

We’ll begin the semester by approaching the idea of multiple masculinities through the concept of hegemonic (heterosexual, white, able-bodied, middle- to upper-class) and non-hegemonic (other) masculinities. We’ll then proceed with a social-historical study of manhood in the United States since its inception, in order to focus on some of the ways in which (and moments during which) masculinities are most fragile and problematic. Following the history section, we will explore certain key ways in which men (and women) sustain and recreate masculinities in the face of their fragility, particularly sports, violence, war and the military, and various social movements. Finally, we will spend some time learning about how men in the pro-feminist men’s movement make sense of their masculinities, and what, if anything, that might suggest about the future.

II. COURSE OBJECTIVES

By the end of this semester, I intend for you to:

- Better grasp the social construction of masculinity/masculinities
- Deepen your understanding of the gendered nature of both U.S. history and contemporary social patterns, as well as the interaction between gender and other group-based identities
- Take advantage of the opportunity to improve your analytic and writing skills afforded by the various assignments
- Have a more sophisticated understanding of the strengths and weaknesses of the pro-feminist men’s movement
- Be able to apply the course concepts and perspectives to your own life, regardless of your gender(s)

III. COURSE READINGS

The following books are available in the College Bookstore and on reserve in Burling Library:

Kimmel, *Manhood in America: A Cultural History*
Messner, *Politics of Masculinities: Men in Movements*
Schacht and Ewing, *Feminism and Men: Reconstructing Gender Relations*
A coursepack is under development. For the beginning of the semester (and potentially throughout the semester), we will rely on handouts. Please note that all handouts will be provided at the class before they are due to be read. If you miss a class, please obtain readings for the next class from me as soon as possible.

Please do the reading ahead of time. You will find that it significantly aids in your ability to understand the lecture, and will also enable you to participate more fully in the discussions.

IV. COURSE REQUIREMENTS/COMPONENTS OF COURSE GRADE

A. Exams: There will be two exams, a mid-term and a final, both take-home. These exams will cover lectures, reading material, videos and any other material provided during the course of the semester to date. (The final exam will be comprehensive.) Each exam will count for 25% of your final grade, for a total of 50%.

B. Journal entries: A course such as this one necessarily entails emotional responses; some of the material may touch you on a very personal level. In order to give you space for your personal responses while leaving class time free to talk about the issues on an academic level, I am asking that you keep a course journal. The journal may include your personal responses to the material at any level that you feel comfortable entrusting them to paper; it may also include any thoughts you have about the material that you do not share in class. At five points during the semester, I will ask you to turn in your journal. More information will be provided about this course requirement early in the semester. Each journal collection will count for two percent of your final grade, for a total of 10%.

C. Major paper: You will be asked to write a major paper (10-15 pages) on some topic in the area of the social construction of masculinity. A list of specific topic ideas will be handed out early in the semester; other ideas are welcome, provided they are discussed with the instructor first. A paper proposal must be handed in to me no later than February 15, 2002. Parameters for the paper, and for the paper proposal, will be handed out with the list of topic ideas. Your major paper will count for 30% of your final grade.

D. Attendance and participation: Regular classroom attendance is expected. Irregular or casual attendance has a negative impact on student comprehension and performance. If you miss a class session, it is your responsibility to contact me and/or other students in order to make up lost work. Attendance and participation in discussion (and other class activities where relevant) will count for 10% of your final grade.

Please be aware that there will be no extra credit work in this course.

V. GRADING AND LATE ASSIGNMENTS

The grading distribution will be as follows:

A  = 94 and up
A-  = 90-93
B+= 87-89
B   = 84-86
Please be aware that you will be graded in part on the quality of your writing, including the correct use of grammar. You are strongly encouraged to make appointments with staff at the Writing Lab to discuss rough drafts of papers, and to make use of a dictionary and thesaurus in order to write in the clearest and most compelling way possible. I will be handing out a sheet on criteria by which your papers will be graded.

In general, late work will be penalized a grade fraction for every class meeting that it is late (e.g., A- to B+, C to D). Should a situation arise during the semester in which an assignment is late for personal or medical reasons beyond your control, I will not penalize the grade at all. You only need to give me a note from a doctor or other individual in a position of authority who can testify to the circumstances behind your being late on the work. **This latter point does not hold for the final exam. I am not authorized to allow you to turn in the final exam at a time any later than that indicated at the end of this syllabus without permission from the Registrar, nor am I authorized to grant incompletes without permission from the Registrar.**

**VI. CHEATING**

As your *Student Handbook* indicates, you may not incorporate either the ideas or the assistance of others into your written work without direct and explicit acknowledgment. To do otherwise, **including use of the Writing Lab without acknowledgment**, constitutes cheating. I encourage you to use the Writing Lab, to discuss with others ideas raised in class or in assignments that you find interesting, and to make appropriate use of quotations in your writing. In order to keep these behaviors acceptable, you will simply need to either add a note of acknowledgment in your writing assignment or use the proper American Sociological Association citation style when you wish to quote other material. (I will hand out ASA reference style guidelines shortly.)

**VII. COURSE SCHEDULE WITH READING ASSIGNMENTS**

**Section I: Hegemonic Masculinities and Other Masculinities**

Monday, 1/21: **Introduction to Course: Who Are We? and What Are Contested Masculinities?**

Wednesday, 1/23: **Men as Gendered Beings**

   Read:
   1) Kimmel and Messner, “Introduction: Men’s Lives” (handout)
   2) Kimmel, “Inequality and Difference” (handout)

Friday, 1/25: **Hegemonic Masculinities**

   Read:
   1) Connell, “The Social Organization of Masculinity” (handout)

Monday, 1/28: **Male Bodies and Hegemonic/Non-Hegemonic Masculinities**
Read:
1) Hasbrook and Harris, “Wrestling With Gender” (handout/coursepack)
2) Wienke, “Negotiating the Male Body” (handout/coursepack)

Wednesday, 1/30: Straight Gays? Sexuality and (Non) Hegemonic Masculinities
Read:
1) Connell, “A Very Straight Gay” (handout/coursepack)
2) Kurtz, “Butterflies Under Cover” (handout/coursepack)

Friday, 2/1: Beauty and the Buff: Gay Masculinities in the Age of AIDS
Read:
1) Nardi, “Anything for a Sis, Mary” (handout/coursepack)
2) Halkitis, “Masculinity in the Age of AIDS” (handout/coursepack)

Monday, 2/4: Men on the Outs: Working-Class and Poverty-Class Masculinities
Read:
1) Fine et al, “(In)Secure Times” (handout/coursepack)
2) Nonn, “Hitting Bottom” (handout)

Wednesday, 2/6: Cool Pose as African-American Non-Hegemonic Masculinity
Read:
1) Majors et al, “Cool Pose” (handout/coursepack)
2) Langley, “Cool Pose: An Africentric Analysis” (handout/coursepack)

Friday, 2/8: Bargaining With Hegemony: Chinese Americans and Jews
Read:
1) Chen, “Lives at the Center of the Periphery, Lives at the Periphery of the Center” (handout/coursepack)
2) Martel, “From Mensch to Macho?” (handout/coursepack)

Monday, 2/11: Male Bodies Revisited: Puerto Rican Crack Dealers and Physically Disabled Men
Read:
1) Bourgois, “In Search of Masculinity” (handout/coursepack)
2) Gerschick and Miller, “Coming to Terms” (handout/coursepack)

First journal installment due today

Section II: Masculinities in Historical Context: Gender Anxiety and Backlash(es)

Wednesday, 2/13: The Birth of the Self-Made Man
Read:
1) Kimmel, Manhood in America (MIA), Preface, Introduction and Chapter 1

Friday, 2/15: Born to Run
Read:
1) Kimmel, MIA, Chapter 2
Proposal for major paper due today

Monday, 2/18: Men at Work at the Turn of the Century
   Read:
   1) Kimmel, MIA, Chapter 3

Wednesday, 2/20: Masculinity and Recreation at the Turn of the Century
   Read:
   1) Kimmel, MIA, Chapter 4

Friday, 2/22: Socializing the New Man at the Turn of the Century
   Read:
   1) Kimmel, MIA, Chapter 5

Second journal installment due today

Monday, 2/25: Masculinity Between the Wars
   Read:
   1) Kimmel, MIA, Chapter 6

Wednesday, 2/27: Masculinity, 1950s-style
   Read:
   1) Kimmel, MIA, Chapter 7

Friday, 3/1: The Masculine Mystique
   Read:
   1) Kimmel, MIA, Chapter 8

Monday, 3/4: The Contemporary Crisis of Masculinity and Beyond
   Read:
   1) Kimmel, MIA, Chapter 9 and Epilogue

Section III: Sustaining and Recreating Masculinities

Wednesday, 3/6: Male Bodies III: Sports and Masculinities
   Read:
   1) Whitson, “Sport in the Social Construction of Masculinity” (handout/coursepack)
   2) Laberge and Albert, “Conceptions of Masculinity and Gender Transgressions in Sport Among Adolescent Boys” (handout/coursepack)

Friday, 3/8: Spikes and Snowboards: Masculinities in Volleyball and Snowboarding
   Read:
   1) Harvey, “The Construction of Masculinity Among Male Collegiate Volleyball Players” (handout/coursepack)
Monday, 3/11: **The Gender of Violence**  
*Read:*  
1) Kimmel, “Clarence, William, Iron Mike, Tailhook, Senator Packwood, Spur Posse, Magic…and Us” (handout/coursepack)  
2) Kimmel, “The Gender of Violence” (handout/coursepack)

Wednesday, 3/13: **Becoming “Real Men”**  
*Read:*  
1) Messerschmidt, “Becoming ‘Real Men’” (handout/coursepack)

The midterm exam will be handed out today. *It is due in class on Friday, 3/15*

Friday, 3/15: **Midterm exam due in class**

No readings. Activity TBA.

Saturday, 3/16-Sunday, 3/31: **Spring break. Enjoy!**

Monday, 4/1: **The Power of Masculinity: Domestic Violence**  
*Read:*  
1) Anderson and Umberson, “Gendering Violence” (handout/coursepack)  
2) Sabo et al, “Domestic Violence and Televised Athletic Events” (handout/coursepack)

*Third journal installment due today*

Wednesday, 4/3: **Arms and the Man: Masculinities and War**  
*Read:*  
1) Morgan, “Theater of War” (handout/coursepack)  
2) Connell, “Arms and the Man” (handout/coursepack)  
3) Gibson, “Introduction: Post-Vietnam Blues” (handout/coursepack)

Friday, 4/5: **The Last Bastion of Masculinity: Military Academies**  
*Read:*  
1) Kimmel, “Saving the Males” (handout/coursepack)  
2) Addelston and Stirratt, “The Last Bastion of Masculinity” (handout/coursepack)

Monday, 4/8: **Movie: Tough Guise**

*No readings for today. The movie we will be watching is an hour and 25 minutes long; thus, we will need to meet early today. Class will meet from 12:40 to 2:05. We will discuss the movie on April 10.*

Wednesday, 4/10: **Tough Guise**

*No readings for today; we will discuss Tough Guise.*

Friday, 4/12: **Men in Movements**  
*Read:*
1) Messner, *Politics of Masculinities (POM)*, Preface and Chapter 1

Monday, 4/15: **Essentialist Retreats**  
*Read:*  
1) Messner, *POM*, Chapter 2

Wednesday, 4/17: **The Limits of the “Male Sex Role”**  
*Read:*  
1) Messner, *POM*, Chapter 3

Friday, 4/19: **Class cancelled; enjoy the day off.**

Monday, 4/22: **Profeminist Engagements**  
*Read:*  
1) Messner, *POM*, Chapter 4

Wednesday, 4/24: **Racial and Sexual Identity Politics**  
*Read:*  
1) Messner, *POM*, Chapter 5

**Fourth journal installment due today**

Friday, 4/26: **Backlash or Social Justice?**  
*Read:*  
1) Messner, *POM*, Chapter 6

**Section IV: New Masculinities**

Monday, 4/29: **The Many Paths of (Pro-)Feminism**  
*Read:*  
1) Schacht and Ewing, *Feminism and Men (FAM)*, Chapters 7, 2

Wednesday, 5/1: **To Be Black, Male and Feminist**  
*Read:*  
1) Schacht and Ewing, *(FAM)*, Chapter 3

Friday, 5/3: **Getting Off on Feminism?**  
*Read:*  
1) Schultz, “Getting Off on Feminism” (handout/coursepack)  
2) Schacht and Ewing, *(FAM)*, Chapter 5

**Fifth journal installment due today**

Monday, 5/6: **Real Men Don’t Have (a) Sex**  
*Read:*  
1) Schacht and Ewing, *(FAM)*, Chapters 6, 8

**Section VI: Final Matters**
Wednesday, 5/8: Major papers due; we will discuss them in class. No readings.

Friday, 5/10: Future Masculinities?

Read:
1) Kaufman, “Men, Feminism and Men’s Contradictory Experiences of Power” (handout)

Final exam handed out.

FINAL EXAM DUE IN MY OFFICE BY 5 PM, THURSDAY, MAY 16.

HAVE A GREAT SUMMER!

Scott Coltrane
THE SOCIOLOGY OF MEN

This course explores recent scholarship on men and masculinity, with special emphasis on work by sociologists. We will review major theoretical approaches to studying men within gender studies and read some empirical research. Most readings will be drawn from academic sources, though we will review some attempts to combine activism and scholarship, and will briefly review the politics of men’s movements both inside and outside of the academy.

In general, this course will focus on ways to study what it means to "be a man" in modern American society. We will explore how the experience and meaning of manhood varies across cultures and in different historical periods, with particular attention to social class, ethnicity, and sexual orientation. We will also investigate how social institutions such as the family, politics, religion, and the economy shape and are shaped by images of masculinity. Finally, we will highlight the ways that gender ideals and practices perpetuate inequality.

Course Requirements: In-depth reading of all required articles and books, preparation of weekly written discussion questions (see Analytical Questions), participation in class discussions, and a final paper (approximately 10-15 pages). Paper topics will be determined in consultation with the instructor. Possibilities include the application of ideas from the course readings to a research project the student has completed, is conducting, or plans to conduct in the future.
**Analytical Questions:** This working seminar entails collective responsibility by all participants. Enrolled students must prepare a written analytical question on the required readings each week as described below (beginning January 14). Questions should be 1-2 typed pages (double spaced) with one inch margins (so we can write margin notes to ourselves). Questions should be distributed to all members of the class via email or by placing a copy in each person’s mailbox (in the Sociology mailroom) by 2pm on Thursdays before the class meets (3-6pm).

The analytical questions should begin with reference to some specific aspect of the readings and end with a question. Questions should be preceded by a brief argument which justifies the question’s significance. Questions which merely ask, for example, "What does Connell mean by the term 'hegemonic masculinity'?” are not acceptable. Since a major emphasis of the course is on intensive textual analysis, some issue or problem arising from the study of the text should be posed. Focus your question by raising an issue about the logic and core argument of the readings for that week. Are elements of one theory or method internally consistent? Are related theories or methods compatible? Are the underlying issues addressed in different studies inter-related? What are the implications of a particular argument? It is often useful to compare or contrast authors within the week’s readings, or refer back to an author from a previous week’s readings. Make sure that you justify the significance of your question and give page references so that others may look them up. The analytical questions will help organize the weekly discussions and will be used to evaluate your performance in the course.

**READINGS FOR SOCIOLOGY 264G**

**THE SOCIOLOGY OF MEN**

**BOOKS**

**ARTICLES** (available in Graduate office for photocopying).


TENTATIVE SCHEDULE OF READINGS - SOCIOLOGY 264G

January 14: THEORIZING MASCULINITIES

January 21: THEORIES & CASE STUDIES

January 28: CASE STUDIES, HISTORY, & POLITICS

February 4: HISTORY OF AMERICAN MANHOOD

February 11: HISTORY OF AMERICAN MANHOOD

February 18: MASCULINITY AND ETHNICITY

February 25: MEN AND MARRIAGE

March 4: MEN AND PARENTHOOD
Scott Coltrane. 1996. Family Man: Fatherhood (ALL)
March 11: MEN’S MOVEMENTS
Michael Messner. 1996. Politics of Masculinities (ALL)

March 11: SUMMARY AND REVIEW
About the Course:

The is a course about how gender, and masculinity in particular, organizes and influences individuals, social interaction, organizations, social institutions and cultures. Masculinity, or more precisely, masculinities, shape the lives of both men and women. The influence that masculinities have is sometimes very subtle, sometimes glaringly obvious. Characteristics, beliefs and attitudes stereotypically associated with masculinity permeate every social institution, including education, work, government, religion, sports, family, and the media. Because gender is so ingrained in our daily lives, however, we often have difficulty understanding the socially constructed nature of gender in our society. This course is designed to provide you with the tools for understanding how gender, and especially masculinity, is constructed, and why it is so central to culture and society.

Major Questions:

Some of the questions we will be addressing include the following. What is masculinity? How do men differ in the ways they conceptualize masculinity? How do masculinities differ by race, class, ethnicity, and nationality? How might individual conceptualizations of masculinity change over the life course? Do differences among men in the way they conceptualize masculinity affect social relations among men? Between women and men? Under what conditions do our beliefs about and conceptualizations of masculinity change? Accordingly, our discussions in class this semester will center on topics that include the following: historical perspectives on masculinity; masculinity variations by race, ethnicity, class, sexual orientation, age, and marital status; masculinity in the workplace; masculinity in personal relationships; and masculinity and conversation.

Objectives:

Our objectives will include: (1) understanding processes through which masculinities are constructed; (2) understanding how masculinities shape individual lives, groups, organizations, and institutions; and (3) understanding the relationship between masculinities, femininities, and the broader “gender order.”

Requirements:

Class Participation - This course is designed to promote maximum participation on the part of the student. Participation is not only encouraged, it is expected. Questions and comments are always welcome. Class discussions (in small groups, and with the class as a whole) will be regularly conducted to help familiarize students with important concepts and to clarify critical issues. Class participation is worth 50 points of your grade.

In addition to the discussions generated by the instructor, students are expected to participate as discussion leaders (in groups) once during the semester. Your duties as a discussion leader will include (a) providing a written (3 - 4 typed pages) and verbal overview of the topic, and (b) leading
an informed discussion/generating a dialogue with class members on the topic. The discussion leader assignment is worth 50 points of your overall grade. Further information regarding this assignment will be distributed in class.

Books - You will find the following books (in paperback) for sale at the Bookie. All are required.


Additional Readings – Additional readings are located on reserve in the Economics-Sociology Reading Room (Heady Hall). The course schedule will identify which readings materials are on reserve.

Examinations - There will be one mid-term and a final exam for this course. Exam dates are listed in the class schedule. You are responsible for being in class to receive the mid-term and final exams and for turning each in by scheduled due dates. Each exam is worth 100 points.

Homework Assignments – There will be 2 short homework assignments, each of which is designed to help you further develop your interests in and understanding of particular issues regarding men, masculinities, and manhood. Each paper represents up to 50 points of your overall grade. Specific instructions for these assignments will be distributed in class.

Spelling and Grammar - Students are expected to use correct spelling and grammar on all assignments. The instructor reserves the right to deduct points from homework assignment for incorrect spelling.

CLASS POLICIES:

1. Discussion of issues is ALWAYS welcome. Feel free to ask questions, raise relevant points, and otherwise contribute to class discussion at any time.
2. Class participation is vital for this course. Failure to attend will negatively affect your grade for the course.
3. Reading the newspaper, sleeping, random chit-chat, or any other behavior that is distracting to the class will not be tolerated.
4. You are responsible for all information (including handouts, announcements, etc.) given in class. Failure to obtain information or receive announcements in class is no excuse for missing assignments or for turning assignments in late.
5. Assigned readings MUST be completed before the student comes to class. It is the student's responsibility to have all of the reading completed on time.
6. No extra credit. No late assignments accepted.
7. Cheating is unwise. If you are caught cheating or helping someone else cheat, you will:
   a. receive an F on the test/assignment.
   b. receive an F for the class.
8. Plagiarism is a form of cheating. Under no circumstances should you even think about plagiarizing. The penalty for plagiarism is indicated above (#7). If you are uncertain as to what plagiarism means, just ask me!

9. If you have a disability, either temporary or permanent, that might affect your ability to perform in this class please inform me as soon as possible so that we can work together to ensure that appropriate accommodations are made.

10. The Sociology Code of Ethics for Human Relations states: “The Department of Sociology is committed to providing a professional and educational environment free of discrimination and harassment. The department’s Code of Ethics for Human Relations and procedures for filing complaints of discrimination or harassment are posted on bulletin boards on all five floors of East Hall. For more information, see also the ISU Student Handbook: http://www.public.iastate.edu/~deanstdt_info/hand5.html.

11. Course lectures, readings, and discussions will, from time to time, include potentially sensitive materials. We will, for example, talk about men as victims of hazing, abuse, and rape. We will also discuss sexually explicit language and male cultures, and links between homosexuality, masculinity, and hate crimes. Students who wish to avoid these issues entirely are strongly encouraged to reconsider their enrollment in the course. Any student who finds a particular issue too sensitive will not be required to participate in discussions.

12. Grading:

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<th>Participation</th>
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Unit I

MASCULINITIES IN SOCIOLOGICAL PERSPECTIVE
Fifteen years ago, male social scientists finally realized that we had a gender, and that masculinity could be constructed as problematic. Those early works generalized from a white, middle-class, heterosexual masculinity so that *that* masculinity was cast as normative and individual experiences were measured against that construction. Happily, in the past few years, we’ve gone beyond that. We’ve begun to understand that the construction of masculinity contains a political dynamic, a dynamic of power, by which ‘the other’ is created and subordinated.

(Kimmel 1990, 95)

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**Week 1**

Jan. 9 T Introduction: Course Goals and Objectives

11 Th The Sociological Study of Masculinities

- Introduction, pp. ix – xvii in *Men’s Lives*

**Week 2**

*Theoretical Views*

16 T What’s Sex Got to Do with It?

18 Th Psychoanalytic Theory: From Small Biological Differences to Big Social Ones

- “In the Beginning There Are Babies” by Angela Phillips.*Handout

**Week 3**

23 T Psychoanalytic Theory—continued

- Video: *The Smell of Burning Ants* (Jay Rosenblatt)

Jan. 25 Th Socialization Theories

- “Learning to Fight,” pp.100-103 in *Men’s Lives*

**Week 4**

30 T “Doing Gender”: Enacting and achieving masculinity


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The essential point to grasp is that "male" and "female" are complementary categories, each defined in relation to the other. The male is by definition complementary to the female and only remains male so long as his sexual behavior relates exclusively to females. . . It must be emphasized (however) that there is nothing natural or inevitable about this moral framework based on "natural" categories. The framework derives from particular social structures and historical experience. . .

(Davies 1982, 1063)⁶

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Feb. 1  Th  Hegemonic Masculinity: Navigating gender hierarchies and Boundaries
   • “Playing the Gender Transgression Zone,” pp.73-87 in *Men’s Lives*

Week 5
6  T  Masculinities: Cultural Constructions of Difference
   • “All Men are Not Created Equal: Asian Men in U.S. History,” pp. 33-41 in *Men’s Lives*
   • “Chicano Men and Masculinity,” pp. 24-31 in *Men’s Lives*
   • “Masculinities and Globalization,” pp. 56-70 in *Men’s Lives*

8  Th  Masculinities: Cultural Constructions of Difference
   • Am I Black Enough For You? Chapters 1 & 2

Week 6
13  T  Masculinities: Cultural Constructions of Difference
   • Am I Black Enough For You? Chapters 3 & 4

15  Th  Masculinities: Cultural Constructions of Difference
   • Am I Black Enough For You? Chapter 5 & Epilogue

Week 7
Feb 20  T  Summary of Unit I
   Review for Exam

22  Th  FIRST EXAM

---

There is, in the lives of men, a strange combination of power and powerlessness, privilege and pain. Men enjoy social power and many forms of privilege by virtue of being male. But the way we have set up that world of power causes immense pain, isolation, and alienation not only for women but also for men... Men's worldly power... comes with a price for us.

(Kaufman 1994, 142)

Unit II

MEN IN RELATIONSHIPS AND IN THE FAMILY

Week 8
Feb. 27 T Men’s Friendships
- “I’m Not Friends the Way She’s Friends,” pp. 367-379 in Men’s Lives

Mar. 1 Th Men’s Intimate and Sexual Relationships with Women

Week 9
Mar. 6 Tu Men’s Intimate and Sexual Relationships with Men
- “Memories of Same Sex Attractions,” pp.117-133 in Men’s Lives

8 Th Men’s Changing Roles in the Family

Black males are portrayed by the mass media in a limited number of roles, most of them deviant, dangerous, and dysfunctional. This constant barrage of predominantly disturbing images inevitably contributes to the public's negative stereotypes of black men. . .

(Gibbs 1992, 51)  

Mar. 12-16 SPRING BREAK!!!!

Unit III

WOMEN AND MEN IN SUBCULTURES OF MASCULINITY

Week 11
Mar. 20 T Women in Subcultures of Masculinity: Masculinity and the Military
  • Camouflage Isn’t Only for Combat: Chapter 2—“Amazons and Butterflies”

22 Th Women in Subcultures of Masculinity: Masculinity and the Military
  • Camouflage Isn’t Only for Combat: Chapter 3 & 4—“Dykes and Whores” and “Camouflage Isn’t only for Combat”

Week 12
Mar. 27 T Subcultures of Masculinity: College Campuses
  • “Fraternal Bonding in the Locker Room,” pp.188-201 in Men’s Lives
  • “The Fraternal Bond as a Joking Relationship,” pp.157-166 in Men’s Lives

Unit IV

MEN’S BODIES/SEXUALITIES

29 Th Masculinity and the Body
  • “If Men Could Menstruate,” pp.311-312 in Men’s Lives
  • “How to Build a Man,” pp.306-310 in Men’s Lives
  • VIDEO: If Men Had to Deal with ‘That Time of the Month

Week 13

April 3  T  Masculinity and Bodily Transformations
• VIDEO: You Don’t Know Dick

April 5  Th  “Real Men”: Myths, Stereotypes, and How Some Men Do or Don’t Live Up to Them
• “Confessions of a Nice Negro, or Why I Shaved My Head,” pp. 299-305 in Men’s Lives
• “Pills and Power Tools,” pp.344-350 in Men’s Lives

Week 14
10  T  Male Sexualities: Gay and Straight Men’s Lives
• “Becoming 100 Percent Straight,” pp.401-406 in Men’s Lives
• “The Heterosexual Questionnaire,” pp.407 in Men’s Lives

Unit V

MASCULINE CULTURES OF VIOLENCE

12  Th  A Case Study: Our Guys by Bernard Lefkowitz
• Our Guys - Introduction and Chapters 1 and 2

Week 15
17  T  Our Guys
• Chapters 3-11.
• Chapters 12-27

April 19  Th  Our Guys
• Rest of the book

Week 16
24  T  The Social Construction of Masculine Cultures of Aggression
• VIDEO: Tough Guise (narrated by Jackson Katz)

26  Th  Where do we go from here?!?!!?
• Reading to be announced
Mark Gunty
THE SOCIOLOGY OF MASCULINITY

Reading List:
Course Packet. See Table of Contents below

Course Objectives
Upon completion of the course the student will:
  a) understand the role of socialization over the life span in the construction of gender roles and gender identity
  b) critique a variety of explanations for the relationship between gender differences and gender-related dominance
  c) develop a recognition of and appreciation for the variety of masculine gender identities
  d) recognize the conflicts between traditional and emerging definitions of masculinity in the home, workplace, politics, and relationships
  e) apply a social science approach to understanding gender in general and masculinity in particular
  f) design and conduct original research to address a specific question about masculine role identities and social context

Requirements
To be successful in this course, the student will have to
  a) complete all assigned readings
  b) come to class, pay attention to the proceedings, and participate in seminar discussions
  c) take two midterm and one final examinations
  d) facilitate two seminar sessions
  e) complete and hand in an interview or survey project, including a proposal, literature review, protocol, and report of findings
  f) attend one out of class session at the professor’s home on an evening mutually agreed upon

Expectations
To make the most of this learning opportunity, the student is expected to
  a) come to class on time with reading and writing assignments completed for the day’s work
  b) participate in class discussions and engage in the ideas presented
  c) be honest in his or her work
  d) respect the confidentiality of others’ contributions to class discussions
  e) be present and attentive to the proceedings of each class, and undistracted by other materials (i.e., reading, writing, or conversing unrelated to the course)
  f) communicate to the instructor any special needs or concerns in a timely manner
  g) take responsibility for his or her own learning
  h) avoid derogatory language in class discussions and assignments
  i) initialize his or her campus e-mail account and check in regularly for messages
The students can expect the instructor to
a) come to class on time and well-prepared
b) follow the written syllabus and to communicate any changes clearly in advance
c) take the student’s interests and experiences into consideration when preparing for class
d) respond in a timely fashion and as fully as possible to the student’s work
e) be available to the student as needed outside of class
f) manage the classroom so that time is used well and the individual is valued highly
g) respect the confidentiality of others’ contributions to class discussions
h) evaluate the student’s work fairly according to clearly communicated expectations
i) avoid derogatory language in class discussions

Grading

<table>
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<td>D: 60-69.9</td>
<td>15%</td>
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<tr>
<td>F: below 60%</td>
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Participation   20%  Seminar Facilitations  15%
Midterms        20%  Interview Project    30%
Final*          15%  (Proposal 5%, Lit review 10%, Report 15%)
Optional: Reading Reflection Journal and Critical Analysis (5% extra credit)
*You cannot pass the course without taking the final.

Some Presumptions about the Learning Process:

a) Students have a lifelong, personal experience with gender in general and men in particular.
b) Students have the capacity to reflect critically on their own experience.
c) Learning is a dialogue; all parties to a group learning process are responsible for investing
   their wisdom in that dialogue and for respecting the wisdom of others.
d) Students can assume responsibility for managing their exposure to mature materials that may
   contain profanity and references to sexually explicit or violent behaviors.
e) A profound respect for the learning process and for all participants makes the experience
   enjoyable and productive.

The Nature of the Work for this Course

Sociology provides the disciplinary framework for this course. Familiarity with basic
sociological concepts is required.

As in most college courses, you should plan to spend about two hours on your own for every
course credit hour. This means about six hours of reading and writing per week on average,
including time for reading and writing devoted to your interview research project.

Reading is not a passive activity. You must interact with the reading in order to understand it.
That means underlining, writing comments in the margins, and keeping track of your
questions about the material or anything you want to understand better or things you want
to understand better.

Examinations will be based on the readings, films, and class discussions.
Participation is a combination of being attentive, willing to contribute, and prepared for the
day’s material. You need to be in class and awake to participate. The seminar nature of
the course demands active participation.

Projects

Seminar Facilitation
The purpose of a seminar is for the students to share their work with each other under the direction of the professor. In order to fulfill that purpose, you will co-facilitate two of the sessions during the course of the semester. The sessions that will be student facilitated are marked with a single asterisk on the schedule of readings. You will choose two. Along with the other student who has chosen that session, you will prepare a set of opening remarks, discussion questions, and points you believe the discussion should cover. On the day of the session, you will use your preparation as a guide for facilitating. At the end of the session, you will hand your preparation notes.

A well facilitated session will have the following characteristics:
- Relates clearly to the readings assigned for that session
- Engages the entire class in lively discussion based on thought-provoking questions
- Additional materials to stimulate integration of the readings into personal meaning
- Makes use of the full class period
- Brings in at least one additional resource (video, music, other readings, etc.)
- Has an equal role for both facilitators

**Interview Project**

You have just one major writing assignment for this course. It is a single, integrated project to conduct original research on the way that gender role identity interacts with one other dimension of men’s lives to produce varieties of masculinity. The dimensions from which you might choose are class (socio-economic status), race and ethnicity, family or marital status, and sexual orientation. Other possibilities will be considered.

This project is designed to be completed by individuals or groups or individuals working in consultation with others. We will talk about this in class.

The first step is to carefully consider the dimensions or contexts and think about how you see them affecting masculinities. After narrowing your interests down to one dimension, you will propose a topic, explain your interest in it and your initial thoughts on the subject. You will also propose a preliminary set of questions you would use to conduct interviews with men to explore your ideas. The initial proposal is worth five percent of your overall grade.

For the second step, you will conduct a literature review of at least eight sources to see what other researchers have done on your topic. Multi-dimensional perspectives (e.g., race and sexual orientation) are wonderful, but beyond the scope of a one-semester project, so narrow this down to one. On the basis of the literature review, you will write a summary of current thinking in your area and refine the questions you want to use to conduct your interviews. The questions will be part of the interview protocol, which is simply an outline of how you will conduct the interviews from initial contact to closure. You will also include a sampling strategy and a methodology for recording and analyzing the responses of your interviewees. The literature review, proposed protocol, and methodology will be handed in together. It is also possible to conduct survey research, but you will need prior approval from the instructor for this option. The second step is worth ten percent of your overall grade, with major emphasis on the quality of the literature review. It is expected that your design will need refinement with the help of the instructor.

The third step is to conduct the interviews. Depending on your topic and the nature of your questions, I will help you determine the appropriate number of interviews, generally in the range of six to fifteen.
Next you will analyze the responses, which in this case means reading over the data a few times to see what patterns emerge from the variety of voices. Further instructions on analysis and reference to examples will be provided in class.

You will write up your findings in commonly accepted journal writing style for the social sciences. You will include a description of your methods, a summary of the findings, and a discussion of their meaning and significance.

**Due Dates:**
- Proposal:
- Literature Review
- Final Report

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### The Sociology of Masculinity

**Reading and Writing Assignments Schedule**

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<th>Class</th>
<th>Date</th>
<th>Topics</th>
<th>Readings **</th>
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<tr>
<td>1</td>
<td>Aug 23</td>
<td>Rethinking Gender</td>
<td>Gendered: Introduction</td>
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<tr>
<td>3</td>
<td>Aug 30</td>
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<td>Culture and Socialization</td>
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<td>The Construction of Differences</td>
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<td>between Males and Females</td>
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<td>6</td>
<td>Sept 11</td>
<td>Contexts of Masculinity</td>
<td>Harris: 9; Lives: 2-6***</td>
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<td>Gender Identities</td>
<td>Packet: Thompson</td>
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<td>7</td>
<td>Sept 13</td>
<td>Family of Origin</td>
<td>Gendered: 6; Packet: Gardner</td>
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<td>Lives: 7, 13</td>
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<td>Sept 18</td>
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<td>Sept 20</td>
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<td>Sept 25</td>
<td>Friendships</td>
<td>Harris: 8; Lives: 33, 34</td>
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<td>Sept 27</td>
<td>Intimacy</td>
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<td>Packet: Gillette</td>
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<td>Mid-term</td>
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<td>Sexualized Violence</td>
<td>Packet: Donnerstein and Linz, Brod</td>
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<td>Health</td>
<td>Lives: 24-30 ***; Packet: Lacayo</td>
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<td>17</td>
<td>Oct 25</td>
<td>Fatherhood</td>
<td>Lives: 44, 45, 46; Packet: La Rossa, Farmer, Blankenhorn, Gerson</td>
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<tr>
<td>18</td>
<td>Oct 30</td>
<td>Marriage and Husbanding*</td>
<td>Harris: 6</td>
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<td>19</td>
<td>Nov 1</td>
<td>Breadwinner</td>
<td>Harris: 4, 5; Lives: 19, 20</td>
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<td>“Occupation”</td>
<td>Packet: Barnard, Harris</td>
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<td>20</td>
<td>Nov 6</td>
<td>Dilemmas of Breadwinning</td>
<td>Gendered: 8; Lives: 21, 23, 43</td>
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<td>Date</td>
<td>Topic</td>
<td>Packet/Readings</td>
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<td>Nov 8</td>
<td>Death by Working</td>
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<td>Nov 13</td>
<td>Interpersonal Violence</td>
<td>Gendered: 11; Lives: 1</td>
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<td>Nov 15</td>
<td>Military and War</td>
<td>Harris: 7; Packet: Connell, Morgan</td>
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<td>Nov 20</td>
<td>Pro-feminism</td>
<td>Lives: 53</td>
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<td>Nov 22</td>
<td>Mythopoetics</td>
<td>Packet: Bliss, Burant, Iron John</td>
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<tr>
<td>Nov 27</td>
<td>Other men’s movements</td>
<td>Lives: 52</td>
<td></td>
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<tr>
<td>Nov 29</td>
<td>Spirituality</td>
<td>Packet: Rohr and Martos</td>
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<tr>
<td>Dec 4</td>
<td>Gender Revisited</td>
<td>Gendered: Epilogue; Harris: 10</td>
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<tr>
<td>Dec 6</td>
<td>Review and Integration</td>
<td>Lives: 51, 54; Packet: Kaufman</td>
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<tr>
<td>Dec 11</td>
<td>Final Exam</td>
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* Student-facilitated seminar sessions

** Readings in the Course Packet are referred to as “Packet” and the author’s last name. Readings from *Men’s Lives* are referred to as “Lives” and article numbers. Readings from Harris are referred to as “Harris” and chapter number. Readings from *Gender Society* are referred to as “Gendered” and chapter number. Readings are to be completed before class.

*** When a whole section of articles from Men’s Lives is assigned, you can skim them in a way that you get the general idea from each of the articles without worrying about lesser details.

### Tables of Contents

**The Sociology of Masculinity**

Course Packet

“How I Crossed the Street for the First Time All by Myself” by Herb Gardner 1
_Free To Be...You and Me._ New York: McGraw Hill.

“What Was Being Learned: The Boys” by Raphaela Best 8

“The War Against Boys” by Christina Hoff Sommers 17

“Pigskin, Patriarchy, and Pain” by Donald Sabo 30

“How Men Have (a) Sex” by John Stoltenberg 32

“Mass Media Sexual Violence and Male Viewers” by Edward Donnerstein and Daniel Linz 40

“Are You Man Enough?” by Richard Lacayo 47
from Time, April 24, 2000
with “Never Too Buff” by John Cloud

“Fatherhood and Social Change” by Ralph LaRossa
from Family Relations. 1988.

“Fathers and Sons” by Steven Farmer

“The Diminishment of American Fatherhood” by David Blankenhorn

“Dilemmas of Involved Fatherhood” by Kathleen Gerson

“The Good Provider Role: Its Rise and Fall” by Jessie Bernard

“Media Myths and the Realities of Men’s Work” by Ian Harris
from Meia and Values. Spring 1990.

“Masculinity, Violence, and War” by Bob Connell

“What Happens at a Mythopoetic Men’s Weekend” by Shepherd Bliss

“Of Wild Men and Warriors” by Christopher X. Burant

“The Story of Iron John”

“The Two Journeys” and “Men’s Liberation” by Richard Rohr and Joseph Martos

“Men, Feminism, and Men’s Contradictory Experiences of Power” by Michael Kaufman
Course Content & Objectives: The aim of course is to explore the assumptions about and social constructions of gender differences and sociological theories of gender. Although the focus is North American, we will examine comparative historical and cultural aspects throughout. At various times during this course we will read, view, and discuss emotionally challenging material. Please come to class prepared to address this material in an analytical, mature, and straightforward manner. If you are uncomfortable with direct and open discussion of explicit material (e.g., rape, prostitution, pornography, etc.), you may want to reconsider your enrollment in this course. If you have questions or concerns about this, please speak with me directly.

Class Lectures & Discussions: Success in this course requires regular class attendance and active participation in class discussions and activities. Lectures will clarify and build upon material covered in the readings as well as provide supplemental information. Class sessions will include active learning exercises in which you will be asked to discuss and critically evaluate information presented in readings and lectures. In your assignments you will be asked to focus on the application of course material to your own perspectives and experiences.

Details on Course Components:

1) “What is a Woman” Paper: You will write a brief paper incorporating readings, lecture, discussion, and your personal experiences and perspectives on the question, “What is a Woman?”. **Due in class on Thursday, January 18.** 3-5 pages, typed, spell/grammar checked, double-spaced, and stapled. Worth 10% of your grade.

2) Reaction Papers: You will keep a record of your understanding of and reaction to course readings, lectures, and discussions at least one time per week. Be sure to provide a summary of the article/chapter/thesis before discussion your own reaction to the material. The purpose of the reaction papers is for you to demonstrate your understanding of course material as it relates directly to your own experiences. Aim to write something that is neither a “book report” nor a “personal story”; that is, use the reaction paper to critically reflect on your own experiences and perspectives by applying relevant course material. Work to see and write about the personal relevance you find in the course material, doing so from a critical and theoretical perspective (e.g., “When discussing Suzy Sociologist’s X theory, which can be summarized as follows…, I couldn’t help but reflect upon my own experience with X….. I find her theory quite applicable to my own experience. For example…”, etc.). Each reaction paper is to be one to two pages in length. Be sure to use headings indicating topics and dates, to separate them from one another. Your papers are to be typed, double-spaced, and stapled as one booklet, using no larger than a 12-point font, and checked for spelling and grammar mistakes. Your reaction papers will be evaluated for critical thinking, a clearly demonstrated understanding of the material, thoroughness, and creativity. You will hand your reaction papers in three times for evaluation. **Reaction paper section 1 is due on Tuesday, January 30. Reaction paper section 2 is due on Thursday, February 22. Reaction paper section three is due on Thursday, March 29.** Each section of reaction papers is to contain four distinct papers. Each set of reaction papers is worth 10% of your grade (for a total of 30%).
3) **Exam:** You will take one exam on **Thursday, March 1**. The exam will consist of multiple choice and essay questions, covering material from the first 7 weeks of the course (*Intersections* reader). You will receive a review sheet and sample questions before the exam. The exam is worth 20% of your final grade.

4) **Women in Society Topic Paper:** You will work independently on a project of your choice, developing one of the many themes discussed throughout the semester. The sky is the limit for topics. Choose something that really interests you. Have fun and be creative! Your paper will include a topic statement, summary of prior scholarly research on the topic, and your own original research on the topic. For example, if you choose to focus on one of the many topics that Brumberg addresses in *The Body Project* (e.g., bulimia, body piercing, etc.), you would detail your interest in the topic, turn to relevant scholarly social science journals to see how others have approached your topic and what they have found, and then conduct a piece of original (unobtrusive) research by looking at popular culture. For example, you could analyze archival media sources for representations of women and body piercing in TV, film, music, advertisements, on the Internet, etc. The paper is to be approximately 10 pages in length (typed, double-spaced, spell/grammar checked, and stapled). **Due Thursday, April 19.** Worth 20% of your grade.

5) **Women in Society Topic Presentation:** Present your research to the class. Use visual aids (that we all can really see – simultaneously!) to demonstrate your findings. Make sure you introduce your topic and tell us what piqued your interest in it. Also briefly summarize your literature review, original research design, and findings. Have fun; be creative! The sky is the limit; you can use print media, TV ads, TV shows, music videos, songs, radio ads and shows, Internet images, or scenes from movies, as examples. Present a sample of the popular culture product and a related sociological analysis, drawing on Brumberg’s or others’ written work from this semester. **Presentations will be the weeks of April 17 and 24.** The presentation is worth 15% of your final grade.

6) **Attendance and participation** are mandatory and will account for 5% of your final grade. This is a highly interactive class, and I cannot teach it without your presence and your commitment. You will receive full credit for attendance and participation by coming to class on time, staying for the duration, and participating throughout.

**Policy on Late Assignments, Missed Exams, and Incompletes:**

**Late assignments will not be accepted.** All assignments are due in class. If you experience an emergency that interferes with assignment deadlines, speak to me before they are due.

**Makeup examinations will not be allowed.** Again, if you experience an emergency that interferes with exams, speak to me immediately. Incompletes will only be given in cases of emergency or extreme illness.

If you have a disability that will require special accommodation(s) in this course, please contact the Office of Academic Support in 200 STU. The OAS will assist me in providing me in providing the necessary accommodations in order to enhance the learning environment for you. If you have already done so, OAS will provide you with a letter that describes your specific needs and the necessary accommodations. Please bring the letter to my attention as soon as possible, and prior to do the due date of the first course requirement.
Final Grades:

“What is a Woman” paper = 10%
Reaction paper section 1 = 10%
Reaction paper section 2 = 10%
Reaction paper section 3 = 10%
Exam = 20%
Women in Society Topic Paper = 20%
Women in Society Topic Presentation = 15%
Attendance & Participation = 5%

The final grade in the course is calculated by tallying the total number of points you receive on each of the course components. Grading never gets more difficult than:

A = 95-100%
B+ = 87-89
B- = 80-82
C = 73-76
D+ = 67-69
F = <60%

Grade reports will be given to students May 3. Note that I do not give out grades by phone or by e-mail. You must pick them up in person or wait for them to be posted to the Web.

REQUIRED READINGS

Required Books:


You are required to read the assigned materials for each session before our class meetings. Lectures and in-class activities will require you to do so, as will weekly assignments.

Week One: The Social Construction of Gender
Note: January 12 is the last day to add, register, or pay for classes.
to be read for the week of January 9
Intersections reader:
Lorber, Judith. “‘Night to His Day’: The Social Construction of Gender.”
Fausto-Sterling, Anne. “The Five Sexes: Why Male and Female are Not Enough.”
Blackwood, Evelyn. “Sexuality and Gender in Certain Native American Tribes: The Case of Cross-Gender Females.”

Week Two: Gender in Education
to be read for the week of January 16
Thorne, Barrie. “Girls and Boys Together…But Mostly Apart: Gender Arrangements in Elementary
Schools.”
Orenstein, Peggy. “Learning Silence: Scenes from the Class Struggle.”
What is a Woman? paper due in class on Thursday, January 18

Week Three: Gender in Language
to be read for the week of January 23
Bosmajian, Haig. “The Language of Sexism.”

Week Four: Constructions of Femininity and Physical Beauty
to be read for the week of January 30
Cunningham, Kamy. “Barbie Doll Culture and the American Waistland.”
Watson, Tracey. “Women Athletes and Athletic Women: The Dilemmas and Contradictions of
Managing Congruent Identities.”
Wolf, Naomi. “Female Sexuality and the Beauty Myth.”
Thompson, Becky Wangsgaard. “‘A Way Outta No Way’: Eating Problems Among African-
American, Latina, and White Women.”

Reaction papers section 1 is due in class on Tuesday, January 30.

Week Five: Gender and Sexual Violence
to be read for the week of February 6
Martin, Patricia Yancey et al. “Fraternities and Rape on Campus.”
Scully, Diana et al. “‘Riding the Bull at Gilley’s’: Convicted Rapists Describe the Rewards of
Rape.”
Scully, Diana et al. “Convicted Rapists’ Vocabulary of Motive: Excuses and Justifications.”
Merry, Sally Engle. “Wife Battering and the Ambiguities of Rights.”

Week Six: Gender in Family and Parenthood
to be read for the week of February 13
Walzer, Susan. “Thinking About the Baby: Gender and Divisions of Infant Care.”
South, Scott J. et al. “Housework in Marital and Nonmarital Households.”
Rothman, Barbara Katz. “Recreating Motherhood.”

Week Seven: Gender and Work
to be read for the week of February 20
Reskin, Barbara F. “Bringing the Men Back In: Sex Differentiation and the Devaluation of Women’s
Work.”
Kanter, Rosabeth Moss. “The Impact of Hierarchical Structures on the Work Behavior of
Women and Men.”
Kanter, Rosabeth Moss. “Exclusion from Management.”

Reaction papers section 2 is due in class on Thursday, February 22

Week Eight: Exam and Memoirs of a Geisha
Note: March 2 is the drop deadline (the last day to officially withdraw from any course).
to be read for the week of February 27
begin reading Memoirs of a Geisha. Translator’s note – Chapter 10 (pp. 1-127)
Exam in class on Thursday, March 1

Week Nine: Memoirs of a Geisha (bring it on the plane!)
Note: No class this week due to Spring break

Week Ten: Memoirs of a Geisha
Note: Women and Gender Studies Film Festival on Saturday, March 17 at Loosemore Auditorium on
the downtown Pew campus; attend and write about events
to be read for the week of March 13
continue reading Memoirs of a Geisha. Chapters 11-23 (pp. 128-276)

Week Eleven: Memoirs of a Geisha
Note: Women and Gender Studies Festival on Monday and Tuesday, March 19-20 on the Allendale
Campus; attend during class on Tuesday, March 20 and write about events
to be read for the week of March 20
finish reading Memoirs of a Geisha. Chapters 24-35 (pp. 277-428)

Week Twelve: The Body Project
to be read for the week of March 27
begin reading The Body Project. Introduction, Chapter 1: The Body’s New Timetable, Chapter 2:
Sanitizing Puberty (pp. xvii-55)
Reaction papers section 3 is due in class on Thursday, March 29

Week Thirteen: The Body Project
to be read for the week of April 3
continue reading The Body Project. Chapter 3: The Perfect Skin & Chapter 4: Body Projects (pp. 57-
137)

Week Fourteen: The Body Project
to be read for the week of April 10
finish reading The Body Project. Chapter 5: The Disappearance of Virginity & Chapter 6: Girl
Advocacy Again (pp. 139-214)

Week Fifteen: Class Presentations
week of April 17
Women in Society topic presentations
Women in Society topics papers due in class Thursday, April 19

Week Sixteen: Class Presentations

Betsy Lucal
SOCIOLOGY OF WOMEN IN AMERICA

COURSE OVERVIEW:
In this course we will examine women’s experiences in U.S. society from a sociological perspective. The focus will be on the interrelatedness of gender, race, class and sexuality as influences on women’s lives.

**TEXTS:**
- Cahn, S. *Coming on Strong: Gender and Sexuality in 20th-Century Women’s Sport.*
- Madriz, E. *Nothing Bad Happens to Good Girls.*
- Naylor, G. *The Women of Brewster Place.*

Articles that will be available for copying (either hard copies or electronic).

**REQUIREMENTS:**

_Book projects (3 x 15% = 45%)._ You will complete projects based on three of the four non-fiction books we’ll be reading. You get to choose which three. I will give you the instructions for these projects on the first day of class. Please note that they are due on **Fridays**.

_Reflections (15%)._ An important part of learning the material in this course involves your critical reflection on what we have read and discussed, as well as what you see happening in your everyday life. To help facilitate this process, you will turn in a one-page, typed reflection on the previous class at the beginning of each class.

The key to these reflections is two-fold: they must be critical and they must be reflective. In other words, they require you to think about what we have been discussing in class and to form some sort of opinion about it. They are NOT to be summaries of what we’ve done in class. They are your thoughts, based on what we’ve read and discussed. You might write about how something we’ve been studying can be applied to everyday life or about how it relates to something else we’ve studied. You might speculate about how the author would respond to some question(s) you have or you might critique the author’s argument.

_I do not_ accept late reflections except in the case of excused absence.

_Group work (15%)._ We will spend some time during most class meetings in groups completing a variety of assignments. To get credit for group work, you must be in class and contribute to the group completion of the assignment. I reserve the right to deny group work credit to any free riders (i.e., to anyone who simply sits with a group and doesn’t contribute to the completion of the assignment).

You may miss one group work without penalty. Group work can only be made up in the class of excused absence.

_Attendance and Participation (10%)._ While attendance and participation are important in all courses, they are particularly crucial during summer courses. Missing even a day or two can mean falling behind and never catching up. Therefore, it is imperative that you be in class as often as possible. I realize that emergencies happen and that there may be times when you simply cannot attend. You need to alert me to these situations as soon as possible.

You will have input into your attendance and participation grade. Before the end of the term, I will ask you to assess your performance in these areas. I will take this into consideration when assigning your grade.
Final paper (15%). Your final assignment for the course will be a paper on *The Women of Brewster Place*. In this 4-6 page paper, you will apply the material from the class to analyze some aspect(s) of the book that relate(s) to the sociology of women.

**OTHER INFORMATION:**

**Class attendance, participation and preparation.** Summer terms are very short. Because of this fact, we will be covering quite a bit of material during each meeting. (In fact, we will be covering in one day what would be covered in 2 ½ weeks of a regular course.) Excessive absences (more than two) will make it difficult for you to complete the course successfully (i.e., to pass). As explained above, to provide you with a further incentive to attend class, attendance and participation will be part of your grade.

You are expected to do the reading before you come to class each day so that you can participate in class discussion. Furthermore, you will need to keep up with the reading to enable you to complete assignments on time. The reading for this course is not difficult, but there is a lot of it.

This will not be a lecture-oriented class; our focus will be on discussing the assigned reading. Don't be a free rider: come to class ready to contribute to the discussion.

**Discussion guidelines:** In order to facilitate discussion in this class, please adhere to the following guidelines. When someone else is speaking (me or another student), give them your undivided attention. When you are speaking, don’t preach or be judgmental — try to express what you believe and why, but don’t present your views as the final word on the matter. Respect each person’s right to have an opinion on an issue.

**Cheating and plagiarism:** Any student in this course who is caught cheating or plagiarizing (i.e., anyone whose work is determined to have been taken from others or provided to others) will receive AT LEAST a failing grade on that assignment and may receive a failing grade for the course. My advice: Just don’t do it. I don’t want to deal with the consequences and neither do you.

**Late assignments:** Any assignment that is turned in late without an acceptable excuse will be assessed a penalty of one point off per weekday of lateness.

**READING SCHEDULE AND DUE DATES:**

<table>
<thead>
<tr>
<th>June</th>
<th>10</th>
<th>Introduction to course</th>
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<td>12</td>
<td>Introduction to sociology of women</td>
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<td></td>
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<td><em>Read:</em> Lorber, “Believing Is Seeing: Biology as Ideology” (available electronically through JSTOR); Lee, “Why Suzie Wong Is Not a Lesbian” (available for copying); hooks, “Coming to Class Consciousness” (available for copying); Cofer, “The Myth of the Latin Woman” (available for copying)</td>
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<td>17</td>
<td>The Body Project <em>Please bring a women’s or teen magazine to class today.</em></td>
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<td>19</td>
<td>The Body Project (cont’d)</td>
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<td><em>Read:</em> pp. xvii-94; Belkin, “The Making of an 8-Year-Old Woman” (available for copying)</td>
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<td>21</td>
<td>Brumberg projects due by 5pm</td>
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<td></td>
<td>24</td>
<td>Tough Girls</td>
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<td><em>Read:</em> pp. 1-82</td>
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BOOK PROJECTS FOR SOCIOLOGY OF WOMEN

These book projects comprise 45% of your grade in this course. You are to complete three of the projects and turn them in by the due dates indicated below and on the syllabus. The final product from the Inness, Madriz and Cahn projects should be about 4 pages long (using 1-inch margins and a 10 or 12 sized font).

Keep in mind that when I grade these projects, my focus will be on whether you have completed all of the requirements associated with a given project. If you have not done so, your grade will reflect that fact.

BRUMBERG PROJECT

This project calls on your creative impulses. Your task is this: Create an image/set of images (the sources of which I leave up to you) that you think captures/represents/illustrates what Brumberg is getting at in The Body Project. In other words, create some sort of representation (probably visual, but it could also be auditory) that captures Brumberg’s argument or point in this book. Then write a one-page paper that explains your creation. Bear in mind that this has to be something you can turn
Choose a “tough girl” from a mass media source (e.g., tv show or feature-length movie) whose character was not analyzed by Inness in her book or by us in class. (Check with me if you want to make sure your choice is acceptable.) Answer the following questions in the form of an essay.

1. What makes this character a “tough girl”? That is, how does she fit the criteria established by Inness? (Be sure to lay out Inness’s criteria and fit this character into them.)

2. Using Inness’s framework, discuss how this character both provides “potentially powerful role models” (p. 32) offers viewers a nontraditional portrayal of women and ends up perpetuating women’s subordinate status. That is, give evidence, as Inness does, of the character doing both of these things.

3. What kinds of things make this paradoxical portrayal of tough girls possible, even probable, in the context of our patriarchal society? (Hint: Use Johnson’s framework.)

4. How important do you think these kinds of paradoxical images are to how women are viewed and treated in our society? That is, to what extent do they contribute to contradictory images and treatment of women in our society?

For this project, you will need to interview 4 women. I suggest that you interview women who are diverse in some way so that you have a basis for comparing them to each other. After you have asked them the following questions, analyze their answers using material drawn from Madriz’s book. Your analysis must show that you are familiar with the points and argument Madriz is making and that you can apply them to an analysis of your interviewees’ responses. Feel free to ask other questions that you think would be helpful. In your paper, identify the women only by their first names.

Interview questions:
1. Do you think women in general are more afraid than men of becoming crime victims? Why?
2. Do you think you’re more afraid of being a victim as a woman than you would be as a man?
3. What kinds of crimes do you most fear being a victim of?
4. Are there particular situations/environments that you fear? Why?
5. Are there particular kinds of people that you fear? What kind(s)? Why?
6. Do your fears about crime limit your life in any ways? How?
7. Are there any steps you take to protect yourself from being victimized? What are they?

My suggestion for writing this paper is that you compare the answers of the women you’ve interviewed to those of the women in Madriz’s book. How were the patterns of their answers similar
and different? Did the women you interviewed say the kinds of things you would have expected after reading Madriz’s book?

As a conclusion to your paper, write a paragraph reflecting on the interviews and Madriz’s book.

Hint: The interview questions should point you toward the key parts of Madriz’s book.

CAHN PROJECT

After long and hotly contested Congressional hearings on the place of women’s sports in U.S. society, you have been chosen to provide a report on whether funding should be provided to enhance and extend athletic programs for girls and women. Your charge is to address three issues – women’s body images, women’s fear of crime and images of women in the mass media (what a coincidence!) – and report on whether providing more and better opportunities for athletic participation would be likely to have positive outcomes in these areas of girls’ and women’s lives.

1. Using the evidence and conclusions from Brumberg, Inness and Madriz, provide a summary of what kinds of things need to be done to improve women’s body images, lessen their fears of crime and offer media images of truly “tough women” (rather than pseudo-toughness).

2. Using Cahn’s analysis of the history of women in sports, discuss whether more and better opportunities for girls and women to participate in sports might have a positive effect in each of these three areas. (Hint: Keep in mind that another result of this change would be boys/men and girls/women seeing more female athletic participation.)

3. How likely do you think it would be that more and better athletic opportunities would have positive effects in each of these areas? Which areas would be most and least likely to be affected as a result of such changes?

4. Overall, how important do you think improving girls’ and women’s athletic participation is to decreasing sexism and other effects of patriarchy in our society? Why?