

Gender and Women's Studies 101
Introduction to Gender & Women's Studies:
Studies in Masculinities

Fall 2009
Days: 1-3-5, 11:20-12:30
Room: HAB 128A

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Office Hours: By appointment

Description and Goals

What does it mean to be a man or a woman in our society? How does gender influence a person's sense of identity? Does gender constrain life choices of individuals in our society and elsewhere? What kind of gender relations can we visualize for ourselves and for future generations? In this course we will investigate all of these questions, and more.

GWST 101 is a required introductory course for the major and minor in Gender and Women's Studies. The instructors welcome all students, regardless of their major, because this course will help them develop valuable insights and perspectives on gender relations. The course will explore the experiences of women and men and the significance of gender in our society and other parts of the world; however, as the subtitle above suggests, the Spring, 2008 course will focus on issues of masculinities. "**Studies in Masculinities**" challenges the traditional notion that the experiences of men are broadly representational of all human beings; while students in this course will study gender identity of both women and men as unique reflections of gender constructions--often influenced by culture, nationality, sexual orientation, class, and/or race--we will pay particular attention to issues of men and masculinities. In so doing, we will naturally examine the gender identities of women as well; in fact, as feminist scholar Myra Jehlen puts it, "feminists have recast the issue of women's relative identity as equally an issue for men, who, upon ceasing to be mankind, become, precisely, men" (*The Adventures of Huckleberry Finn: a Case Study in Critical Controversy* 508).

Student Learning Goals for all GWST 101 Courses

Skill Goals

Students in the GWST 101 course will:

1. Develop and understand that:
 - a. conceptions of gender and gender roles have changed over time; and
 - b. gender is always co-constituted by other aspects of identity, such as race, social class, sexuality, sexual orientation, and ethnicity.
2. Become familiar with the distinctions between sex, gender, and sexuality.
3. Analyze how gender identity and sexual orientation have often been translated into inequalities of social, political, religious, and economic power.
4. Consider the respective roles that biology and social construction may play in shaping gender identity, gender roles, and sexual orientation.
5. Understand:
 - a. that gender studies is an academic field of study with a theoretical basis; and
 - b. there is more than one theoretical approach to gender studies.
6. Learn to apply gender as a category of analysis both in academic work and in one's personal life.

Content Goals

The Introduction to Gender and Women's Studies course will include:

1. An introduction to gender as a category of analysis.
2. Information on the women's movements in the United States and other countries, including those movements by women who are often marginalized, such as women of color, lesbian and bisexual women, transgender women, rural women, and women who live in poverty.
3. Information on ways in which the men's movement and the Gay/Lesbian/Bisexual/Transgender movements are theoretically and historically related to the women's movement and specifically information on these movements as they now exist separately from the women's movement.
4. Diverse theoretical approaches to gender and sexual identity, as related to privilege, power, and oppression.
5. Materials and activities that allow the students to connect the historical and theoretical aspects of the course to their own experiences and current social issues; and
6. Topics that address gender inequality and oppression in an international context.

Required Texts and Readings

- **The Masculine Self** (3rd ed) by Christopher T. Kilmartin
- **Into the Wild** by Jon Krakauer
- **Guyland** by Michael Kimmel

Class Participation

I have organized the class sessions for discussion of assigned readings, films, and campus presentations and the issues they raise. While I am more than willing to help you understand any difficult concepts or arguments you encounter in the readings or our discussions, I expect you to come prepared each time to engage in active discussion. As part of your preparation, I ask you to make short journal entries in response to the assigned readings. Also there will be occasional in-class writing assignments to facilitate discussion. Your class participation grade will include your contribution to class discussion as well as these measures of your preparation. Of course, you are expected to attend class regularly; more than three absences will lower your final grade.

Essays, Lecture Reports, Interviews

- There will be **three assigned essays**. Two of them will be short, 4-5 pages; the third will be a longer research essay which each student will present to the class at the end of the semester. For the final essay, you will be provided with suggested topics from which to choose but are free to choose your own upon consultation with me.
- Each student is required to submit **brief reports (2 pages) on two gender-related campus events**, one of which must be one of the plenary sessions of the 1st National Conference for Campus Based Men's Gender Equality and Antiviolence Groups to be held at SJU November 6-7; the plenary sessions will be on either Friday, November 6th or Saturday, November 7th.
- Each student will join with two other students to give a **brief report on an interview about men and masculinities** to the class and a **summary** of this interview to the instructor on February 19th.
- Each student will present a **review of a gender-related essay** to the class; the presenter (5 minutes' time limit) must provide a copy of the review to the class and instructor (30 copies).
- Each student will **present his/her final essay** (10 minutes' time limit) during one of the last 3 class periods or the final.
- **Letters to your "gender peer"**: Completed in tandem with the other section of GWST 101 on campus this semester, this assignment involves four in-class writing assignments (Sept. 30th, Oct. 30th, Nov. 23rd, and Dec. 10th), composed as letters to a specific peer in the other 101 section. The purposes of the assignment are to: a) check your knowledge of what you have retained from the class, b) challenge you to articulately represent that knowledge to a student who has not been in your classroom, c) challenge you to teach your peer in the other class something from our class, and to d) ask you in turn to learn from your peer. The professors of both sections will read the letters before passing them to the appropriate students. Students will retain the same "gender peer" for all 4 letters (a total of 8 including letters received). These letters earn 5 points each, totaling **20 points** in the final grade.

I will provide more complete guidelines for all of these written assignments.

Points for Assignments

Essay I	25 points
Essay II	25 points
Essay III /Presentation	50/20 points
Essay Review	10 points
Interview Project/Presentation	30 points
Events Reports	20 points
Gender Peer Letters	20 points
Total	200 points

Policy on Plagiarism

The Gender and Women's Studies' Program wants students to appreciate the value of ideas and the words by which they are conveyed. To this end, we uphold the institutional policy regarding plagiarism as outlined in the "Rights and Responsibilities" section of the current Academic Catalog and the consequences described therein. In short, plagiarism is the presentation of the work of another without acknowledgment, as though it were your own idea or wording or both. Plagiarism can be avoided by following two guidelines:

- A. If you use the wording of another, you are obliged to:
 - 1. Quote those words exactly;
 - 2. Document your source.

- B. If you put an idea from another in your own words, you are still obliged to document your source.

Assignments

The Masculine Self=MS

Guyland

August	
26	Introduction to Course Assignment: read Chapter 1 : “Introduction” in MS
<i>What is This Thing Called Gender and Do Men Have It?</i>	
28	Discussion of Chapter 1: “Introduction” (MS) and overview of the history of the Women’s Movement and the Men’s Movement Assignment: prepare 5 questions about men/masculinities, in preparation for your interview project; read handouts on how to write an essay review, events’ reports, and how to conduct good interviews
September	
1	In-class viewing of “Men’s Lives” and discussion of how to conduct good interviews; we will also brainstorm whom to interview. Assignment: read Chapter 2: “Models for Understanding Masculinity” (MS) and sample essay
3	Discussion of essay/sample essay review, final research project, and Chapter 2 (MS) Assignment: read Chapter 3: “Biologically Based Theoretical Perspectives on Males and Gender” (MS) and meet with your interview project group
<i>Okay, Then How Does a Male Become a Man?</i>	
8	In-class viewing and discussion of the “Sexual Brain” and Chapter 3 (MS) and identify interview group Assignment: Chapter 3 continued and read Chapters 1-4 in <u>Guyland</u>
10	Discussion of Chapter 3 (MS) and Chapters 1-4 in <u>Guyland</u>
14	Essay Review (2), discussion of Chapter 3 continued and in-class viewing of “Passages of Life” Assignment: read Chapter 4: “Socially Based Theoretical Perspectives on Males and Gender” (MS) and describe 3 significant rites of passage for men and 3 for women in North America.
16	Essay Review (2), discussion of Chapter 4 (MS), and sharing rites of passage assignment Assignment: read Chapter 5: “Ethnic Identities and Men’s Ways of Being” (MS) and “Opportunities for Masculinity and Love: Cultural Production in Ba’thist Iraq During the 1980s” by Achim Rhode (handout)
18	Essay Review (2) and discussion of Chapter 5 Assignment: read Chapter 6: “Intersections of Masculinity and Other Forms of Identity (MS)
22	Essay Review (2) and discussion of Chapter 6 (MS) Assignment: read Chapter 7: “The Inner Reality: Phenomenological Perspectives on Male Development” (MS) and prepare for discussion of <u>Into the Wild</u>
24	Discussion of Research Project and Chapter 7 (MS)
28	Essay Review (2) and discussion of <u>Into the Wild</u> Assignment: <u>Into the Wild</u>
30	Essay Review (2) and discussion of <u>Into the Wild</u> Assignment: Prepare Essay I
October	
2	Group reports/presentations of interviews Assignment: Essay I

6	<p>Essay I due Research Session (meet in . . .) Assignment: read Chapter 9: “Men and Physical Health” and “Global Men’s Health and the Crisis of Western Masculinity” by Ben Wadham (handout)</p>
8-9	<p>Free Days</p>
	<p style="text-align: center;"><i>Men/Masculinities and . . .</i></p>
12	<p>Guest Speaker: Matt Byrne, Nursing Department Assignment: read Chapter 8: “Emotions and Masculinity” (MS)</p>
14	<p>Essay Review (2) and discussion of Chapters 8 and 9 (MS) and “Global Men’s Health and the Crisis of Western Masculinity” by Ben Wadham (handout) Assignment: read “Introduction” from <u>Houdini, Tarzan, and the Perfect Man: the White Male Body and the Challenge of Modernity in America</u> (handout) by John F. Kasson</p>
16	<p>In-class viewing of “Disposable Heroes” and discussion of Kasson handout Assignment: read excerpts from <u>Self-Made Man</u> and <u>She’s Not There</u></p>
20	<p>Essay Review (2) and discussion of excerpts from Nora Vincent’s <u>Self-Made Man: One Woman’s Journey into Manhood and Back Again</u> and Jennifer Boylan’s <u>She’s Not There: a Life in Two Genders</u> and in-class viewing of Boyland interview. Assignment: Assignment: read Chapter 10: “Jobs, Careers, and Masculinity”</p>
22	<p>Guest Speaker: Professor Meg Lewis, Economics and former Director of the GWST Program, will talk to us about the “facts” regarding gender differences in wages and salaries and suggest some of the reasons for the historical and current gender differences of gender roles in our economic systems. Assignment: read Chapters 5-8 in <u>Guyland</u></p>
26	<p>Essay Review (2) Discussion of Chapters 5-8 in <u>Guyland</u> Assignment: read Chapters 9-12 in <u>Guyland</u></p>
28	<p>Essay Review (2) Discussion of Chapters 9-12 in <u>Guyland</u> Assignment: read Chapter 11: “Male Sexuality” (MS)</p>
30	<p>Discussion Chapter 11 (MS) Assignment: “On Being Homosexual and Muslim: Conflicts and Challenges” by Asifa Siraj (handout)</p>
November	
3	<p>Essay Review, Chapter 11, and in-class videos: “Being Gay” and “Tomboys, Feisty Girls, and Spirited Women” Assignment: Work on Essay II</p>
5	<p>Essay Review (2) and discussion of Siraj article Assignment: prepare Essay II and attend one of the Plenary Sessions of the 1st National Conference for Campus Based Men’s Gender Equality and Antiviolence Groups, on either Friday, November 6th or Saturday, November 7th</p>
9	<p>Essay II due In-class viewing of “Stale Roles and Tight Buns” Assignment: bring to class <u>five</u> Xeroxed ads dating over the past 20 years (space out the dates for broad coverage) depicting “masculinities” in North American culture.</p>
11	<p>Essay Review (2) and discussion of ads Assignment: read Chapter 12: “Men and Violence” (MS)</p>
13	<p>Essay Review (2) and discussion of Chapter 12 Assignment: “Men and Violence” continued and view <u>The Great Santini</u> (7:00 p.m. in AV-2, Alcuin Library)</p>
17	<p>In-class video of Jonathan Katz’s <u>Tough Guise</u> Assignment: read Chapter 13 “Men In Relationship with Others” (MS) and view <u>The Sum of Us</u> (7:00 p.m. in AV-2, Alcuin Library)</p>
19	<p>Essay Review (2) and in-class viewing of “Keep Your Distance: Images of Male Friendships” Assignment: “Men in Relationship with Others” (MS) cont. and view <u>The Great Santini</u> and <u>The Sum of Us</u> outside of class</p>

23	Discussion of <u>The Great Santini</u> and <u>The Sum of Us</u> Assignment: read Chapter 14: “Men and Mental Health” (MS)
25-27	Thanksgiving Holidays
30	Essay Review (2) and discussion of “Men and Mental Health” (MS) Assignment: Work on Research Project/Presentation
December	
2	No class in exchange for viewing films outside of class time.
4	Essay III due and Research Presentations Begin
8	Research Presentations
10	Research Presentations
14	Study Day
17	Final Research Presentations: 1:00-3:00 p.m.