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

Spring 2011
Instructor: Dr. Ozzie Mayers
Days: 2-4-6, 11:20-12:30
Office: Rich P31 (CSB), x5929
Room: HAB 118
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, 2010 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** (4th 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**; I will provide options, but students can also submit other appropriate events upon my approval.
- Each student will join with 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 16th.
- 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.
- Each student will **present his/her final essay** (10 minutes’ time limit) during one of the final days of the course or the final.

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

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Moodle Access Instructions for Students

To get into Moodle and access the course, from the CSB/SJU homepage:

1. In the **Gateway** links: click **Current Students**
2. In the Academic Links box, click the link to the **Moodle**
   a. (Or just go directly to **https://moodle.csbsju.edu/login/index.php**)
3. On the Moodle login page, enter your CSB/SJU network username and password and click the "Login" button.
4. Click the link to your course under the "My Courses" column.

OR

5. If your course does not appear in the list, click the "All Courses" button at the bottom of the list, or search for the course by name (or partial name, course #...).
6. Locate your course and click the link to it.
7. In the dialog box: "You are about to enroll yourself as a member of this course. Are you sure you wish to do this"?
8. Click "Yes"
9. Enter the enrollment key for the course: **Gender**
Points for Assignments

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Essay I</td>
<td>30 points</td>
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<tr>
<td>Essay II</td>
<td>30 points</td>
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<td>Essay III /Presentation</td>
<td>60/20 points</td>
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<td>Essay Review</td>
<td>20 points</td>
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<tr>
<td>Interview Project/Presentation</td>
<td>20 points</td>
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<td>Events Reports</td>
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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

January

18 Introduction to Course
   Assignment: read Chapter 1: “Introduction” in MS

   **What is This Thing Called Gender and Do Men Have It?**

20 Discussion of Chapter 1: “Introduction” (MS) an overview of history of the Women’s Movement and 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

24 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

26 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

   **Okay Then How Does a Male Become a Man?**

28 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 Guyland

February

1 Discussion of Chapter 3 (MS) and Chapters 1-4 in Guyland

3 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.

7 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 “The Manhood Puzzle” by David P. Gilmore (Handout)

9 Essay Review (2) and discussion of Chapter 5
   Assignment: read Chapter 6: “Intersections of Masculinity and Other Forms of Identity” (MS)

11 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 Into the Wild

15 Discussion of Research Project and Chapter 7 (MS)

17 Discussion of Into the Wild
   Assignments: Into the Wild
21 Discussion of Into the Wild  
Assignment: Prepare Essay 1

23 Group reports/presentations of interviews  
Assignment: Essay 1

25 **Essay 1 due**  
**Research Session**  
Assignment: read Chapter 8: “Emotions and Masculinity” (MS)

**March**  

1 Essay Review (2) and discussion of Chapter 8  
Assignment: read “Introduction” from Houdini, Tarzan, and The Perfect Man: the White Male body and the Challenge of Modernity in America (handout) by John F. Kasson

3 Essay Review (2) and in-class viewing of “Disposable Heroes” discussion of Kasson handout  
Assignment: read excerpts from John Colapinto’s *As Nature Made Him: the Boy Who Was Raised as a Girl* and Jennifer Boylan’s *She’s Not There: a Life in Two Genders* (handout)

7 **Research Topics Due**  
Discussion of As Nature Made Her and She’s Not There and in-class viewing of Boyland interview.  
Assignment: read chapter 9: “Men and Physical health” and “Global Men’s Health and the crisis of Western Masculinity” by Ben Wadham (handout)

9 Guest Speaker: Professor Matt Byrne, Nursing Department  
Assignment: read Chapters 5-8 in Guyland and work on Research Project

11 No class (in exchange for seeing films outside of class)

14-18 Spring Break

22 Essay Review (2): Discussion of Chapters 5-8 in Guyland  
Assignment: read Chapters 9-12 in Guyland

24 Discussion of Chapters 9-12 in Guyland  
Assignment: : read Chapter 11: “Male Sexuality” (MS)

28 Discussion of Chapter 11 and “Middlesex” documentary

30 Essay Review (2), Chapter 11, and in-class videos: “Being Gay” and “Tomboys, Feisty Girls, and Spirited Women”

**April**

1 **Former SJU Students, Brian Heilman’s presentation**  
Assignment: read: “On Being Homosexual and Muslim: Conflicts and Challenges” by Asifa Siraj

5 Essay Review (2), discussion of CSB/SJU Student Self Assessment, etc. and Siraj article  
Assignment: Work on Research Project
7 Essay Review (2) and in-class viewing of “Codes of Gender”
Assignment: bring to class five Xeroxed ads dating over the past 20 years (space out the dates for broad
coverage) depicting “masculinities” in North American culture. Essay Review (2) and discussion of ads

11 Essay Review (2) and discussion of ads
Assignment: read Chapter 12 “Men and Violence” (MS)

13 Essay Review (2) and discussion of Chapter 12 and in-class viewing of Jonathan Katz’s Tough Guise
Assignment: View The Great Santini (6:30 p.m. in AV-2, Alcuin Library)

15 Essay Review (2) and completion of in-class viewing of Jonathan Katz’s Tough Guise and discussion
Assignment: read Chapter 13 “Men In Relationship with Others” (MS)

19 Essay II due
RedGage Presentation
Assignment: “Men in Relationship with Others” (MS) cont. and view The Sum of Us (6:30 p.m. in AV-2,
Alcuin Library)

21-25 Easter Break

26 Discussion of The Great Santini and The Sum of Us
Assignment: read Chapter 15: “Struggles and Changes: Contemporary Topics on Men and Masculinity”
(MS)

28 Essay review (2) and discussion of Chapter 15 (MS) and course evaluation
Assignment: Work on Research Project/Presentation

May

2 Essay III and Research Presentations Begin (6)

4 Scholarship and Creativity Day

5 Research Presentations (6)

9 Research Presentations (6)

10 Study Day

13 Final Research Presentations: 8:00-10:00 a.m. (10)