### FYS: Man Up: Unpacking Manhood Instructor: Dr. Matthew Oware

**and Masculinity**

### Tue-Thu 10-11:30 Office: Asbury Hall 306

**Room: Asbury Hall 17 Office hrs.: Tue: 1:00-3:00**

**Email: moware@depauw.edu Wed: 2-4 o’clock**

**Fall 2014 additional office hrs. by appointment**

**Description of Course**

What does it mean to be a man? Our mothers, fathers, uncles, aunts, teachers, friends, significant others and media have told us in blunt and subtle ways. Many times important people in our lives admonished “Boy, you need to be a man because…” You may have a good understanding of their perspective, but this course will explore how literature and scholarly research addresses manhood and masculinity. For example, is there only one way to be a man socially, or culturally? How is manhood defined nationally and transnationally? Does masculinity differ based on race, ethnicity, and class status? Does size really matter? Is masculinity fluid?

Are there “masculinities” as opposed to just “masculinity”? Does a continuum of masculinity exist? Along the way, we will read about groups who assert that men must reclaim their manhood, behaving as “real men”; for example, the Promise Keepers and Million Man March movements of the mid to late 1990s.

The course centers on the notion of hegemonic masculinity and the ramification of those who deviate from its prescribed behaviors. Additionally, we will examine the intersections of masculinity, race/ethnicity, class, gender, and power. Finally, the course investigates whether avenues for a more healthy masculinity—liberating as opposed to regressive and oppressive—exists. Is dominance over other men and women necessary to be a man? How does sexuality, gender construction, and sex roles inform our understanding of being a man? This course attempts to complicate our normative understandings of manhood by tackling the above queries through detailed reading, thoughtful films, lively presentations, and exciting writing assignments. Thus, we MAN UP in this course! (Obviously, we will deconstruct this as well).

**Goals of Course**

This course is discussion-based and contributes to the goals of the first-year seminar by focusing on critical writing, reading and thinking skills. This goal is achieved by including 5 writing assignments. Specifically, I want to emphasize that writing is an iterative process where ideas become refined and clearer through revision. Thus, students will write and revise paper assignments based on a particular topic (for example, the first assignment is “How do you define manhood?”). Every paper builds on the previous one, moving from a personal definition of manhood to accurately describing debates in the literature with the overall goal of having students write a literature review. Students will learn how to develop an argument, engage in analysis and form a critique of academic material (drawing on the book *They Say/I Say*) while articulating their own voice.

**Goals of all First Year Seminar Courses**

By the end of the first-year seminar you should:

1. understand the uses of writing and reading for inquiry, learning, thinking, and communicating;
2. possess flexible strategies for generating, revising, editing, and proof-reading; understand how readers perceive and respond to different forms of writing;
3. understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and
4. synthesizing, and acknowledging appropriate primary and secondary sources; understand the collaborative and social aspects of writing processes.

**Course Requirements**

Writing Assignments: There are five writing assignments in this course. You will revise three of them. Details of each writing assignment is provided at the end of the syllabus.

Assignment 1: I Say: “What Does Being a Man Mean to Me?” In-class writing assignment (one- half page) Discuss with the class

Assignment 2a: They Say: What do two pieces of scholarly, peer-reviewed research/ literature say about manhood? Summary of two articles that discuss manhood and/or masculinity (two page writing assignment)

Assignment 2b: Discuss 2a with your writing partner; revise paper 2 then submit to Prof. Oware

Assignment 3a: I Say: What topic/aspect related to manhood/masculinity are you interested in exploring? (In-class writing assignment; one-half page); Discuss your topic with the class

Assignment 3b: Revision: What topic/aspect related to manhood/masculinity are you interested in exploring? Submit to Professor Oware; Meet with Professor Oware (one-half page)

Assignment 4a: What do four pieces of literature/research say about your specific topic related to manhood/masculinity? (five page writing assignment)

Assignment 4b: In-class revision of writing assignment with partner; meet with Professor Oware

Assignment 4c: Revise paper 4b for Professor Oware

Assignment 4d: Submit final version of paper 4a to Professor Oware

Assignment 5a: What do eight different peer-reviewed scholarly research articles say about my topic? How do you respond to these pieces? Write a literature review of my topic (8 page assignment)

Assignment 5b: In-class revision with two partners

Assignment 5c: Submit final version (8 pages) to Professor Oware

Mid-term Exam

Final Exam

**Grading**

**Assignment # 2 25 pts**

**Revision of partner’s paper #2 5 pts**

**Assignment # 4 50 pts**

**Revision of partner’s paper #4 5pts**

**Assignment # 5 100pts**

**Revision of partner’s paper #5 10pts**

**Mid-term exam 75pts**

**Final Exam 100pts**

**Class Attendance and Participation 30pts**

**Total 400 pts**

**Peer Editing of drafts**

Writing is a process. Unfortunately, many of us do not produce our best work on the first draft; rather, our ideas and writing become more concise and succinct over several drafts. This will be the case with any paper that you write in college. It is extremely helpful, although a bit intimidating, to have someone read over our work. However, peers can help us find where there may be unclear ideas or sentences, gaps in thinking, or places where there need to be better transitional sentences, as well as misspelled words, or incorrect syntax or grammar. To this end, I will place students into groups. Each group member must read and offer feedback on their partner’s paper. I will email paper editing sheets that will guide you in reading your classmate’s work. You will complete the sheets and discuss them with your group members on our designated peer review days. Students will take the **peer edited sheets and** **turn them in with their final drafts (Do not submit the peer edited papers, though).** This exercise is intended to make your final draft the best paper that it can possibly be, please take advantage of it. The peer editor will receive up to 5 points for each thorough review that he/she does. **You also must provide and exchange papers with your group members on designated review days in order to receive full credit.**  **You must be present in class when you are peer-reviewing**. I will deduct points for papers not exchanged at the beginning of class and/or individuals not present on peer review day.

**Class attendance**

To do well in this class you must attend, arrive on time, and participate in every class. If you miss more than one class without proper documentation (except for university sanctioned holidays or sports related activities) **I will deduct five points from your Attendance/Participation grade.** For example, if, at the end of the semester, you have missed five classes (four over what is allowed), I will subtract 20 points from your Attendance/Participation grade, leaving you with only 10 points for this category. Be careful, absences can be detrimental to your final grade. When you are absent you must notify me by email. In addition, I will not provide students with lecture notes, so you are encouraged to contact other class members if you have missed a class.

### Academic Integrity Policy

Cheating, plagiarism, submission of the work of others, and so on violates DePauw policy on academic integrity and may result in penalties ranging from a lowered grade to course failure or expulsion. The policy and discussion of each student’s obligation and rights are in the *Student Handbook.* In this course we will learn what plagiarism entails and develop a strong sense of the types of writing that are appropriate and inappropriate.

ADA Accommodations

DePauw University is committed to providing equal access to academic programs and university administered activities with reasonable accommodations to students with disabilities, in compliance with the Americans With Disabilities Act and Amendments (ADAAA).  Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Director of Student Disability Services and ADA Compliance for further information on how to receive accommodations and support.  Contact information for Student Disability Services is: 408 S. Locust Street, Suite 200, in The Memorial Student Union Building (765-658-6267).  It is the responsibility of the student to share the letter of accommodation with faculty and staff members. Accommodations will not be implemented until the faculty or staff member has received the official letter. Accommodations are not retroactive.   It is the responsibility of the student to discuss implementation of accommodations with each faculty and staff member receiving the letter.

**Required books for course (available at the bookstore)**

Dude, You're a Fag: Masculinity and Sexuality in High School, C.J. Pascoe (2011) University of California Press

The Meanings of Macho: Being a Man in Mexico City (Men and Masculinity), Matthew Gutmann (2006), University of California Press.

# They Say/I Say: The Moves That Matter in Academic Writing, Graff and Birkenstein (2009) 3rd Edition, W.W. Norton and Company

Men’s Lives, Michael Kimmel and Michael Messner (2012), 9th Edition

Final Grade Scale

A, A- A=400-374; A-= 373-352

B+, B, B- B+= 351-342; B=341-320; B-= 321-310

C+, C, C- C+=309-295; C=296-280; C-=279-270

D+, D, D- 269 and lower

# What the Grades Mean

A= Work that goes beyond the requirements of the assignment by adding insight, creativity and/or particularly thoughtful analysis. Demonstrates a comprehensive command of the course material, and exceptional ability to apply concepts to the real world, and a superior ability to organize and express ideas.

B=Work that adequately meets the requirements of the assignment. Demonstrates a solid command of the course material, an ability to apply concepts to the real world with only minor problems, and good organization and expression of ideas.

C= Work that partially meets the requirements of the assignment. Demonstrates acceptable command of the course material, a basic ability to apply concepts to the real world with some gaps and problems, and moderate skill in the organization and expression of ideas.

D=Work that marginally meets the requirements of the assignment. Demonstrates little command of the course material, minimal attempt to apply concepts to real world, and limited ability to organize and express ideas.

F= Work that does not meet the requirements of the assignment. Demonstrates no command of the course material, unable to appropriately or consistently apply concepts to the real world, and insufficiently organizes and expresses ideas.

**Tuesday, August 26th: Gloria Steinem, “If Men Could Menstruate”**

Week 1

Thu. 8/28: Introduction to course

GB: “I Take Your Point” 163-166

GB: “Entering the Conversation” 1-14

**Assignment #1: In class writing assignment: “What Does It Mean to be a Man to Me?”**

**Discuss response in class**

Week 2

Tue. 9/02: Perspectives on Masculinities

KM:Introduction x-xvii

KM:Martha McCaughey, “Cavemen Masculinity”

KM:Paul Kivel, “The Act-Like-a-Man Box”

KM:Yen Le Espiritu, “All Men Are *Not* Created Equal: Asian Men in U.S. History”

KM: Jewel Woods: The Black Male Privilege Checklist

**Speaker: Jonathan Nichols-Pathick, Communications Professor**

Thu. 9/04: GB: They Say: 17-41

 Chapter One: Starting with What Others Are Saying

 Chapter Two: The Art of Summarizing

**In-class writing assignment from GB**

**Assignment #2:** **What do two pieces of scholarly peer-reviewed research/ literature say about manhood and/or masculinity?**

**Speaker: Vince Greer, Multicultural Affairs**

 Week 3

Tue. 9/09: Library Day

Thu. 9/11: Male Sexualities

KM: Michael A. Messner, “Becoming 100 Percent Straight”

KM: M. Rochlin, “The Heterosexual Questionnaire**”**

KM: Chong-suk Han, “The Don’t Want to Cruise your Type: Gay Men of Color and the Racial Politics of Exclusion

**Speaker: Istvan Csicsery-ronay, English Professor**

 Week 4

Tue. 9/16: Boyhood

**Speaker: Craig Hadley, Art History**

KM: Ellen Jordan, Angela Cowan, “Warrior Narratives in the Kindergarten Classroom: Renegotiating the Social Contract?”

KM: Emily Kane, “No way my boys are going to be like that! Parents’ responses to children’s gender nonconformity”

KM: Ann Ferguson, “Making a Name for Yourself: Transgressive Acts and Gender Performance”

KM: Kimmel: “A War Against Boys?”

**Thu**: **9/18: Peer-review of paper number # 2 in class. Partner-UP**

**Speaker: Lydia Marhsall**

 Week 5

Tue. 9/23: Meaning of Macho

MG: Introduction: Gender Conventions

MG: Real Mexican Machos Are Born to Die (Chapter 1)

MG:The Invasion of Santo Domingo (Chapter 2)

**Submit Paper # 2 to Professor Oware, due in my mailbox by 4 o’clock**

Thu. 9/25: Meaning of Macho, continued

MG: Imaginary Fathers, Genuine Fathers (Chapter 3)

MG: Motherly Presumptions and Presumptous Mothers (Chapter 4)

MG: Men’s Sex (Chapter 5)

 Week 6

Tue. 9/30: Meaning of Macho, continued

MG: Diapers and Dishes, Words and Deeds (Chapter 6)

MG: Degendering Alcohol (Chapter 7)

MG: Fear and Loathing in Male Violence (Chapter 8)

**Speaker: Jonathan Coffin,** **Strategic Affairs**

Thu. 10/02: Meaning of Macho, continued

MG: Machismo (Chapter 9)

MG: Conclusion (Chapter 10)

Week 6

Tue. 10/07:  Dude, You’re a…

CP: Chap 1: (Making Masculinity: Adolescence, Identity, and High School)

CP: Chap 2: (Becoming Mr. Cougar: Institutionalizing Heterosexuality and Masculinity at River High)

**Assignment 3a: What topic/aspect related to manhood/masculinity are you interested in exploring? In class writing assignment. One half page. Discuss your topic with the class**

**Speaker: Joe Heithaus, English Professor**

Thu. 10/9: Dude, You’re a…cont.

CP: Chapter 3: (Dude, You’re a Fag: Adolescent Male Homophobia)

CP: Chapter 4 (Compulsive Heterosexuality: Masculinity and Dominance)

Meet with Professor Oware during office hours to discuss paper #3

**Speaker: Alicia Suarez**

**Week 8**

Tue. 10/14: Dude, You’re a…cont.

CP: Chapter 5: (Look at My Masculinity! Girls Who Act Like Boys)

CP: Chapter 6: (Conclusion: Thinking about Schooling, Gender and Sexuality)

Appendix: What if a Guy Hits on You? Intersection of Gender, Sexuality, and Age in Fieldwork with Adolescents

**Speaker: Adam Cohen, Coach of Swim Team**

**Thu. 10/16: Exam 1**

**Week 9**

**Tue. 10/21: Fall Break**

**Thu. 10/23: Fall Break**

**Week 10**

**Tue. 10/28: Collegiate Masculinities: Privilege and Peril**

 **Speaker: Doug Cox, Former Employee**

KM: Michael Kimmel, “Guyland: Gendering the Transition to Adulthood”

KM: Frank Harris  “College Men’s Meanings of Masculinities and Contextual Influences”

 KM: Rocco L. Capraro, “Why College Men Drink: Alcohol, Adventure and the

 Paradox of Masculinity”

KM:Greg Bortnichak, “The Starbucks Intervention”

**Assignment 4a: What do four pieces of peer-reviewed scholarly literature/research say about your specific topic related to manhood/masculinity (Five page writing assignment)**

**Thu. 10/30: Men and Relationships**

 KM: Neill Korobov: “He’s Got No Game…”

 KM: Peter M. Nardi, “The Politics of Gay Men’s Friendships”

 KM: Peggy Giordano, Monica Longmore, and Wendy Manning, “Gender and the

 Meanings of Adolescent Romantic Relationships: A Focus on Boys”

 KM: Kathleen Gerson: “Men’s Resistance to Equal Sharing”

**Speaker: Christopher Wells, President’s Cabinet**

 **Week 11**

**Tue. 11/04: Men and Work**

KM: Christine L. Williams, “The Glass Escalator: Hidden Advantages for Men in

the ‘Female’ Professions”

KM: Adia Harvey Wingfield: Racializing the Glass Escalator: Reconsidering

Men’s Experiences with Women’s Work

KM: Beth A. Quinn, “Sexual Harassment and Masculinity: The Power and

Meaning of ‘Girl Watching’”

**Speaker: Tim Good, Communications Professor**

**Thu. 11/6: Men and Health: Body and Mind**

**Speaker: Larry Stimpert, Vice President for Academic Affairs**

KM: Don Sabo, “Masculinities and Men’s Health: Moving Toward Post-

Superman Era Prevention”

KM: Katherine Slevin and Thomas Linneman, “Old Gay Men’s Bodies”

KM: Shari L. Dworkin, “Masculinity, health, and human rights:  A sociocultural

framework

KM: Tristan Bridges: “Gender Capital and Male Bodybuilders”

**Assignment 4b: In-class revision of writing assignment with partner; set-up time to meet with Professor Oware to discuss paper**

**Week 12**

Tue. 11/11: GB: Tying It All Together 103-144

**Assignment 4d: Submit paper #4 to Professor Oware**

**Speaker: Jeanette Pope**

**Thu. 11/13: Men in Families**

KM: Scott Coltrane, “Fathering: Paradoxes, Contradictions and Dilemmas”

KM: Judith Stacey, “Cruising to Familyland: Gay Hypergamy and Rainbow Kinship”

KM: Anne Shelton, Daphne John, “Ethnicity, Race, and Difference…”

KM: Dana Berkowitz: “Can a Gay Man be a Housewife?

 **Week 13**

**Tue. 11/18: Masculinity in Religion**

KM: Yasemin Besen and Gil Zicklin: “Young Men, Religion, and

Attitudes  Towards Homosexuality”

KM: Leonard Swidler: “Jesus was a Feminist”

KM: Sally K. Gallagher: “Godly Manhood Going Wild?: Transformation

in Conservative Protestant Masculinity”

KM: Michael Kimmel, “Judaism,  Feminism and Masculinity”

**Assignment 5: What do eight different peer-reviewed scholarly research articles say about your topic? How do you respond to these pieces? Write a literature review of your topic (8 pages)**

**Speaker: Humberto Barreto**

**Thu. 11/20: Masculinities in the Media and Popular** **Culture**

KM**:** Ron Weitzer and Charis Kubrin: “Misogyny in Rap Music”

KM: Kathy Sandford and Leanna Madill: “Resistance through Video Game Play:

It’s a Boy Thing”

KM:Gillam and Wooden: “Post-Princess Models of Gender: The New Man in

Disney/Pixar”

KM: Michael Messner and Jeffrey Montez de Oca: “The Male Consumer as Loser: Beer and Liquor Ads in Mega Sports Media Events”

**Speaker: Ken Kirkpatrick, Office of Registrar**

**Documentary:** Hip Hop Beats and Rhymes by Byron Hurt

 **Week 14**

**Tue. 11/25:** Violence and Masculinity

KM: Michael Kaufman: The Seven P’s of Men’s Violence

KM: Nick T. Pappas, Patrick C. McKenry, Beth Skilken Catlett, “Athlete Aggression on the Rink and off the Ice: Athlete Violence and Aggression in Hockey and Interpersonal Relationships”

KM: Tim Beneke, “Men on Rape”

KM: Cynthia Enloe, “Wielding Masculinity inside Abu Ghraib”

### Speaker: Michael Van Rensselaer

 **Week 15**

**Tue. 12/02: GB: Analyze This: Writing in the Social Sciences**

**In-class revision of paper # 5 with partners**

**Speaker: Loutfi Jirari, Multicultural Affairs**

**Thu. 12/04: Men, Movements, and the Future**

**KM:** R.W. Connell, “Change Among the Gatekeepers: Men, Masculinities and Gender Equality in the Global Arena”

KM: United Nations Commission on the Status of Women, Forty-eighty session 1-12 March 2004 “The Role of Men and Boys in Achieving Gender Equality”

KM: Erin Casey and Tyler Smith: “How Can I not…”

KM: Jackson Katz, “More than a few good men”

**Assignment #5 due to Professor Oware (8 pages)**

**Speaker: Jack Earles**

**Week 16**

**Tue. 12/09: Documentary:** Tough Guise: Violence, Manhood and American Culture (Part 1)

**Speaker: Jeannette Johnson-Licon**

**Thu. 12/11: Guest Speaker: Greg Dillion**

 **Wrap up: What does manhood and/or masculinity mean to you?**

**(revisting our original comments)**

**Final Exam: Thursday, December 18th from 1-4 o’clock**

**Assignment #1: What does being a man mean to you?**

This is an in class writing assignment where you simply state what being a man means to you. You can answer however you like. You are sharing your personal thoughts and beliefs regarding this question. There is not a right or wrong answer. You can answer the question based on your religious, ethical, moral, or experiential views. Or based on what parents, significant others, or close friends have told you that you have come to personally accept.

Once you are done with your write-up, we will anonymously share responses with one another. So, please do not place your name on your write-up. It should be one-half of a page.

**Assignment #2:** **What do two pieces of scholarly peer-reviewed research/ literature say about manhood and/or masculinity? Summarize two articles that discuss manhood and/or masculinity (two page writing assignment)**

In the last assignment you were asked to provide your personal thoughts on manhood and masculinity. In this paper you are focusing on what other scholarly academic individuals have said about manhood and/or masculinity. This is an out of class assignment asking you to perform a short summary of two scholarly pieces of research that address some aspect of manhood or masculinity. The articles can be about whatever you find. The only requirement is that they connect to manhood and/or masculinity. More specifically, you are required to summarize what both pieces have said about manhood and/or masculinity. What was the general point of the article? What would you say was the thesis of the article? How did they address their thesis? What evidence was brought to the fore to further elaborate their central argument? Did they have any findings or overall conclusions in their work?

Additionally, briefly tell me how the two pieces are similar and/or different from one another—this can be a paragraph. Thus most of the paper is devoted to summarizing both articles and the last paragraph should be a reflection on how the pieces connect, complement, or differ from one another.

**Requirements: Two-page, typed, double-spaced, 12 point, Times New Roman font, one inch margins on all sides of the paper. Also, include an ASA formatted bibliography.**

**Assignment #3: What topic/aspect related to manhood/masculinity are you interested in exploring? (In-class writing assignment).**

Given that you have summarized two scholarly articles, what topic related to masculinity and manhood would you like to address? It could be anything you want, the intersection of masculinity and sexuality, how different racial/ethnic groups manifest masculinity, how manhood is presented in popular culture (movies, television shows, music), the difference between femininity and masculinity, manhood on college campuses, etc. I am interesting in reading about something you want to explore.

Once you are done with your write-up we will discuss it in class. It should be one-half of a page. You will share your topic with the class.

**Assignment #4: What do four peer-reviewed journal articles say about your specific topic related to manhood/masculinity? (five page writing assignment)**

In this paper you are focusing on what other scholarly academic individuals have said about manhood and/or masculinity. This is an out of class assignment asking you to perform a *synthesis* of four peer-reviewed scholarly pieces of research that address your topic of interest. The articles can be about whatever you want, the only requirement is that they connect to manhood and/or masculinity. More specifically, you are required to *synthesize* all of the pieces rather than just *summarize* them. What are the general points of each article as related to your topic? How does each address your topic? What evidence do they use--did they have any findings or overall conclusions in their work? Yet, you should not employ a “list summaries” approach in this paper.

Additionally, briefly tell me how the four pieces are similar and/or differ from one another. Do the pieces speak to each other in some way? That is, do they build on or refute each others’ argument? These points are more developed in this paper as opposed to paper number 2. Thus most of this paper is devoted to synthesis (discussion between the pieces) as opposed to summary (recapping each piece). I expect more reflection on how the pieces connect, complement, or differ from one another in this paper as opposed to your previous ones.

**Requirements: five-page, typed, double-spaced, 12 point, Times New Roman font, one inch margins on all sides of the paper. Also, include an ASA formatted bibliography.**

**Assignment 5: What do eight different peer-reviewed scholarly research articles say about your topic? How do you respond to these pieces? Write a literature review of your topic (8 pages)**

In this paper you are focusing on what *eight* scholarly academic individuals have said about manhood and/or masculinity. This is an out of class assignment asking you to perform a *synthesis* of eight peer-reviewed scholarly pieces of research that address your topic of interest. The articles can be about whatever you want; the only requirement is that they connect to manhood and/or masculinity. More specifically, you are required to *synthesize* all of the pieces rather than *summarize* them. What are the general points of the article as related to your topic? How does each address your topic? What evidence did each use--did they have any findings or overall conclusions in their work?

The synthesis part comes in by additionally telling me how the eight pieces are similar and/or different from one another. Do the pieces speak to each other in some way? That is, do they build on or refute each others’ arguments? Thus, most of the paper is devoted to synthesis (discussion between the pieces) as opposed to summary (recapping each piece). I expect more reflection on how the pieces connect, complement, or differ from one another in this paper as opposed to your previous ones. Additionally, in this paper, I also expect your personal thoughts on the pieces. That is, which arguments or ways of thinking are more compelling to you and why? Ultimately, how do these pieces inform your own thinking about the topic you are addressing? More of your own thinking, informed by the literature, is expected in this paper.

**Requirements: eight-page, typed, double-spaced, 12 point, Times New Roman font, one inch margins on all sides of the paper. Also, include an ASA formatted bibliography.**