



CLCS 300, (Re)-Defining Masculinity
Department of Languages, Literature, and Cultures, Fall 2018

I. COURSE INFORMATION

Instructor: Professor Patrick Saveau
Email: psaveau@fus.edu
Telephone: 091 986 36 33
Office Hours: M-TH 16:00 - 18:00 and by appointment
Class Time: M-TH 13:00-14:15
Classroom: LAC, classroom 7

II. COURSE DESCRIPTION

What does it mean to be a man? How do we define a man? Where do we start? How has masculinity changed since World War II? How are our respective ideas regarding masculinity determined by culture, class, ethnicity, gender, sexual orientation, education?

This course is an attempt at (re)-defining masculinity in its multi-dimensionality. We will consider masculinity through different lenses such as genetics, psychoanalysis, Marxism, ethnography, feminism, postmodernism... We will approach different masculinities such as masculinity and ethnic minorities, masculinity and homophobia, masculinity and the New Men's movement, masculinity and music, masculinity and pop culture...

III. RATIONALE

CLCS 300 is one of the courses a student can take to fulfill his / her CLCS major or minor.

IV. COURSE GOALS

- Make students aware of the plurality of masculinities within their own countries and countries different from their own.
- Expose students to different masculinities via the paradigms of nationality, ethnicity, class, age etc...
- Enable students to apply theories of masculinity to literary, cinematographic, art, music texts.
- Provide them with the necessary tools to write a term paper.

V. SPECIFIC LEARNING OUTCOMES

Upon completion of this class, students should have:

- A critical appreciation of the multidimensionality of masculinity.
- The ability to apply the theoretical texts we will have read in class to novels, short stories, films, TV series, commercials, ads, musical pieces ...
- The ability to present, synthesize information and exchange it with their peers.
- The ability to research and write about masculinities in a theoretical and analytical manner that is persuasive.

VI. REQUIRED TEXTS AND MATERIALS

- *Theorizing Masculinities*. Ed. Harry Brod and Michael Kaufman. Thousand Oaks: Sage Publications, 1994 (Chapters posted on Moodle).
- *Constructing Masculinity*. Ed. Maurice Berger, Brian Wallis and Simon Watson. New York: Routledge, 1995. (Chapters posted on Moodle)
- Halberstam, Judith. *Female Masculinity*. Durham: Duke University Press, 1998.
- hooks, bell. *The Will to Change: Men, Masculinity and Love*. New York: Atria Books, 2004.
- Kimmel, Michael. *Angry White Men. American masculinity at the End of an Era*. New York: Nation Books, 2013 (chapters available on Moodle).
- Kimmel, Michael. *Guyland. The Perilous World Where Boys Become Men*. Harper Collins Publisher, 2008
- Kimmel, Michael and Michael Messner. *Men's Lives*. 7th edition. Boston: Pearson, 2007 (Chapters available on Moodle)
- Lehman, Peter. *Running Scared. Masculinity and the Representation of the Male Body*. Philadelphia: Temple University Press, 1993 (Chapters posted on Moodle)
- Naguib, Nefissa. *Nurturing Masculinity. Men, Food, and Family in Contemporary Egypt*. Austin: University of Texas Press, 2015. (Chapters available on Moodle)
- Pascoe, C.J. and Tristan Bridges. *Exploring Masculinities. Identity, Inequality, Continuity, and Change*. Oxford: Oxford University Press, 2016 (Chapters available on Moodle).
- Rosin, Hanna. *The End of Men and the Rise of Women*. New York: Riverhead Books, 2013.
- Uchendu Egodi (Ed.). *Masculinities in Contemporary Africa*. Dakar: Codesria, 2008.
<http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=410739&site=ehost-live&scope=site>

VII. ASSESSMENT OVERVIEW

Participation	30%
Group project	20%
Mid-term	20%
Research Paper	30%

VIII. ASSESSMENT DETAILS

- **Group Project**
Students in pairs will present an aspect of masculinity that they will choose from the

following topics: masculinity in non-Western countries; masculinity and cinema; masculinity and paternity; masculinity and advertising; masculinity and TV series; masculinity and ethnicity; masculinity and social class; masculinity and sexual orientation; masculinity and music; masculinity and age; masculinity and religion; masculinity and fashion; masculinity and transgender men. Should you want to talk about another aspect of masculinity, please submit it to me before your group is scheduled to present. Students will need to submit to me their topics beforehand.

Group project assessment criteria: *Clarity* (The ability to synthesize and structure information on a given topic and to present it so that it is understood by others, and imparts new knowledge to the audience); *Delivery* (The ability to express yourself succinctly within a given time frame in a way that allows your audience to understand your topic, grasp your central argument, and distinguish between the material you are referencing and your original insights); *Appropriate materials* (Appropriate use of technology such as videos, radio programs, visuals in your presentation, and of other material, such as hand-outs etc.); *Lasting impressions* (The ability to summarize the main points of your presentation and end it up with questions, which will fuel class-room discussion).

➤ Participation

Students are expected to actively participate. Each class will give the opportunity to every student to express their ideas and opinions regarding our readings. The **TASK** assigned while reading *Guyland* requires the active involvement of every student in and outside class in order for us to examine masculinities across different countries.

When grading your participation, I particularly focus on your showing interest in the topic being discussed without my calling on you. Assuming you always attend class, an A reflects active and thought provoking participation throughout the semester; a B reflects interesting but irregular participation throughout the semester; a C reflects your attendance in class but hardly any participation; a D reflects your being absent several times and no participation.

➤ Mid-term

The mid-term will cover theoretical aspects of masculinity we will have covered during the first half of the semester.

➤ Research paper

It should be 10 to 12 pages long. Your paper can deal with a theoretical aspect of masculinity that we did not have the time to examine in depth, or it can apply particular **theoretical** aspects of masculinity to a film, a book, a short story, a musical movement, a fashion movement, a cultural idiosyncrasy regarding masculinity in your own society... I am mostly interested in seeing your ability to demonstrate and argue what you will have clearly stated in your thesis in the introduction of your paper. You will be required to post your thesis statement and your bibliography on Moodle on **Tuesday, November 27**, before class. Each thesis statement will be peer-reviewed during class. Then, you will submit your first drafts (up to 3 or 4 pages) on Moodle (a folder will be created for that purpose) on **Tuesday, December 4** so that I can return them with corrections, comments and suggestions on content, structure, grammar and lexis. Not posting on Moodle your thesis statement and bibliography on the one hand, and your first draft on the other, will come

with a 4% penalty imposed on your research paper. For instance should you turn in a paper worth 92% (an A), you will receive 88% (an A-). Trust me, submitting your thesis statement and bibliography on the one hand, and turning in a first draft of your final paper is all to your advantage. It will enable you to refine and structure your argument with more rigor, improve your syntax, grammar and spelling if need be. **Your research paper is due on Wednesday, December 12 at 12:00 pm in my box on Kaletsch campus. I will only accept paper versions. No extension will be given.**

Assessment criteria of research paper: Content (this includes thesis, research, and bibliographical references): 50%; organization and coherence of ideas developed through research paper: 25%; syntax, grammar, and lexis: 25%.

XIX. GRADING POLICIES

A	92-100	C	68-73
A-	88-91	C-	64-67
B+	84-87	D+	60-63
B	80-83	D	58-59
B-	78-79	F	0-57
C+	74-77		

X. HOW TO DO WELL IN THIS COURSE (POLICIES /REQUIREMENTS)

- Participation includes being present in class, but most of all it implies being involved in class discussion. Attending all my classes does not mean you will automatically get an A. Participation means showing interest, getting involved, expressing your ideas, substantiating your opinions about the readings we are doing, the videos we are seeing in class with solid arguments. I cannot grade silence. Someone who is present in class but does not say a word throughout the semester will most likely get a C for participation.
- Do not hesitate to send me links to articles you have read / are reading that relate to topics discussed in class. This contributes to your participation grade as extra-credit. I will add the links you send me to our forum.
- If you have questions, if you want help when writing your essay, do not hesitate to talk to me.
- **Cellular phones must be turned off during class.** Should I see you playing with your phone, texting, checking out social media, during screenings and class discussions, I will take your phone away and put it on my desk.
- Computers are not allowed in class unless specified.

XI. ACADEMIC INTEGRITY

Cheating and Plagiarism will not be tolerated. See Franklin University's Statement on Cheating and Plagiarism on p. 199 of our Academic Catalog 2018-20.

XII. RESOURCES AVAILABLE

- Do not hesitate to talk to me outside of class if there are some points you would like to discuss further, or if you want me to clarify some points made in class.
- **Academic Mentors** are available in the **Writing and Learning Center** to help you when the time comes to review for the mid-term or write your final paper

Schedule

Tuesday, August 28	Introduction to course, presentation of syllabus, sign-up sheet for oral presentations
Friday, August 31	<i>Tough Guise. Violence, media, and the Crisis in Masculinity</i> with Jackson Katz
Tuesday, September 4	<p>Michael Kimmel. <i>Guyland</i>,</p> <ul style="list-style-type: none">• Chapter 1 and 2. <p>TASK: For each chapter in <i>Guyland</i>, come up with questions that you'll then ask your male peers at FUS (3 males per each student in the class). Your sample must be composed of non-American males. In particular, I am interested in hearing about what EU, former eastern bloc, middle-eastern and far-eastern males have to say about the issues debated in <i>Guyland</i>. You may also consider interviewing professors and Ticino inhabitants as well, using the same questions.</p> <p>We will set aside 10 minutes at the end of each class to come up with the most relevant questions that should be asked to elicit differences and similarities within masculinity from one country to the next.</p>
Friday, September 7	<p>Michael Kimmel. <i>Guyland</i></p> <ul style="list-style-type: none">• Chapters 3 and 4. <p>TASK: see above.</p>
Tuesday, September 11	<p>Michael Kimmel. <i>Guyland</i>.</p> <ul style="list-style-type: none">• Chapters 5, 6 and 7. <p>TASK: see above. If you have not started doing so, ask your students sample the questions we have selected for the survey, telling them you will come up with more questions in a week or so.</p>
Friday, September 14	Michael Kimmel. <i>Guyland</i> .

- Chapters 8, 9 and 10

TASK: see above

Tuesday, September 18

Michael Kimmel. *Guyland*.

- Chapter 11 and 12.

TASK: see above. Go back to your male sample and ask them questions that relate to Chapters 8 to 12.

Friday, September 21

C.J. Pascoe and Tristan Bridges (eds). *Exploring Masculinities. Identity, Inequality, Continuity, and Change*.

- Alan Petersen, “Research on Men and Masculinities: Some Implications of Recent Theory for Future Work.”

Discussion of results of **TASK**.

Tuesday, September 25

Nefissa Naguib. *Nurturing Masculinities. Men, Food, and Family in Contemporary Egypt*.

- “Introduction”
- “Nurturing Masculinities”

Group project

Friday, September 28

Carol J. Adams. *The Sexual Politics of Meat. A Feminist-Vegetarian Critical Theory*.

- “The Sexual Politics of Meat”

Michael Kimmel. *Angry White Men*

- Chapter 1: “Manufacturing Rage: The Cultural Construction of Aggrieved Entitlement”

Tuesday, October 2

Michael Kimmel. *Angry White Men*

- Chapter 3: “White Men as Victims: The Men’s Rights Movement.”

Group project

Friday, October 5

Michael Kimmel. *Angry White Men*

- Chapter 7: “The White Wing”
Maurice Berger, Brian Wallis, and Simon Watson (eds).
Constructing Masculinity

- Leo Bersani, “Loving men”

Tuesday, October 9

Harry Brod and Michael Kaufman (eds). *Theorizing Masculinities*

- David S. Gutterman. “Postmodernism and the Interrogation of Masculinity”

Group project

Friday, October 12

Maurice Berger, Brian Wallis, and Simon Watson (eds).
Constructing Masculinity

- Eve Kosofsky Sedgwick. “Gosh, Boy Georges, You Must Be Awfully Secure in Your Masculinity”.

Michael Kimmel and Michael Messner (eds). *Men’s Lives*.

- Richard Goldstein. “Neo-Macho Man: Pop Culture and Post-9/11 Politics”

Tuesday, October 16

Michael Kimmel and Michael Messner (eds). *Men’s Lives*.

- Daniel Farr, “Sissy Boy, Progressive Parents.”
- Paul Kivel, “The Act-Like-a-Man Box.”
- Karen Walker, “‘I’m Not Friends the Way She’s Friends’: Ideological and Behavioral Constructions of Masculinity in Men’s Friendships.”

Friday October 19

Mid-term

Academic Travel: October 20 – November 3

Tuesday, November 6

Peter Lehman. *Running Scared. Masculinity and the Representation of the Male Body.*

- “Men Called Scarface, Scar, and Stumpy.” Maurice Berger, Brian Wallis, and Simon Watson (eds). *Constructing Masculinity*

- Richard Delgado and Jean Stefancic, “Minority Men, Misery, and the Marketplace of Ideas”

Friday, November 9

J. Jack Halberstam. *Female Masculinity.*

- “An Introduction to Female Masculinity: Masculinity without Men”

Williams, Jeffrey J. “The Drag of Masculinity: An Interview with Judith ‘Jack’ Halberstam.” *Symploke*, 19, 1-2, 2011: 361-80

Tuesday, November 13

bell hooks. *The Will to Change,*

- “Preface”
- “Wanted: Men Who Love”

Group Project

Friday, November 16

bell hooks. *The Will to Change*

- “Understanding Patriarchy”
- “Being a Boy”

Group Project

Tuesday, November 20

bell hooks. *The Will to Change*

- “Stopping Male Violence”
- “Male Sexual Being”

Friday, November 23

Thanksgiving Break: No class

Tuesday, November 27

bell hooks. *The Will to Change*

- “Work: What’s Love Got to Do with it?”
- “Feminist Manhood”

TASK: post your thesis statement and bibliography in the appropriate folder on Moodle.

Friday, November 30

bell hooks. *The Will to Change*

- “Popular Culture: Media Masculinity”
- “Healing Male Spirit”

Group Project

Tuesday, December 4

bell hooks. *The Will to Change*

- “Reclaiming Male Integrity”
- “Loving Men”

TASK: post 3 to 4 pages of your first draft of your paper in the appropriate folder on Moodle.

Friday, December 7

C.J. Pascoe and Tristan Bridges (eds). *Exploring Masculinities. Identity, Inequality, Continuity, and Change.*

- Anthony C. Ocampo, “‘Manning Up To Being Gay’: Minority Masculinities in the Community and at the Club.”

Wednesday, December 12

Turn in your research essay in my Kaletsch Campus box by 12:00 pm.