Sociology 237 – Boys and Men in Society – Fall 2016
Wall 320 – TTH 8:15-9:30
Dr. Gayle Kaufman
Preyer 108, x2485, gakaufman@davidson.edu
Office hours: T 9:30-11:00, W 10:00-12:00, TH 9:30-11:00, or by appointment

Course Description

This course focuses on the diverse experiences of boys and men. We start by breaking down the concept of hegemonic masculinity in considering dominance and relations to women and other men. We concentrate on the social construction of masculinities across race/ethnicity and sexuality. We examine how boys learn to be men, focusing on boys’ interactions with other boys and girls in high school. We then consider Kimmel’s concept of guyland, which includes various rituals involving technology and sex. Masculinities often have negative effects on women, other men, and men themselves. This includes men’s health, particularly stress and mental health. We also examine men’s violence, including men’s role in homicides, gun culture, and prison masculinity. This has a disproportionate effect on men of color, particularly the criminalization of Black men. We also consider one of the institutions with continued emphasis on masculinity, sports. Finally, we focus on more inclusive conceptions of masculinity and men’s role in promoting gender equality. We view all these issues through an intersectional lens, considering gender, race, class, and sexuality.

Learning outcomes

By the end of this course, students will be able to:

1. Explain how masculinity is socially constructed.
2. Describe how masculinities are shaped by race/ethnicity, class, and sexual orientation.
3. Assess the ways masculinity affects boys and men’s lives through various relationships and institutions.
4. Engage in active sociological analysis of boys and men’s experiences.

Required Texts


The books are available for purchase at the bookstore and on reserve at the library. Other readings are available on Moodle (M).
Course Requirements

Attendance and participation (10%)

Attendance: Students are expected to come to every class. You should plan on being on time and staying for the entire class period. If you participate in a sport, please provide me with a copy of your schedule or a note from your coach as soon as possible. If you will miss class for a religious holiday, please let me know in advance. Each unexcused missed class will affect your grade. As per college policy, a student who is absent from more than one-fourth of course meetings shall be assigned a grade of F.

Participation: Everyone is expected to contribute to the teaching/learning experience. In order to best prepare for class, you should read assignments before you come to class. During class, you should try your best to be an active participant, asking questions or making comments when appropriate and responding to questions posed by me or other students. It is important that you respect the contributions of your classmates. If you have difficulty speaking in class, please see me. Participation grades will be based on frequency of participation, quality of comments, and listening skills.

Discussion leader (15%)

You and a partner will be in charge of leading one class discussion during the semester. You can choose any assigned reading starting September 6. I suggest the following format: 1) provide a brief summary and critique of the reading – what are the major points of the reading? What are the major strengths and weaknesses of the reading? 2) facilitate discussion – develop some thought provoking questions for the class to discuss based on the reading. You should be prepared to share your own insights to the questions you develop. You may plan exercises or use other strategies to encourage class participation. Be creative! You are encouraged to use PowerPoint, the classroom board, or handouts and to use relevant sources, including video clips, webpages, physical objects, etc.

Let me know by September 1 if you would like to partner with a particular class member or if you have a particular interest in certain readings. Also, let me know if there are any dates for which you will not be in class (given an excused absence). I will do my best to accommodate interests and schedules.

Reviews (50%)

There will be two reviews during the semester. The first review will be due on October 13 and will cover all lectures, readings, and discussions between August 23 and October 6. The second review will be due on December 6 and will cover all lectures, readings, and discussions between October 18 and December 1. Each review will consist of short essay questions.
Final Paper (25%)

The final paper will be a literature review of any topic related to boys and men in society. You will use sociology and other social science journals and/or books for this paper. A library session will be held so that you can become familiar with the library resources. Look at journal articles for examples of literature reviews. This paper should be 8-10 pages double-spaced.

- Search the academic literature
  - Start with database searches. I strongly encourage you to use Sociological Abstracts. You may also use EconLIT, ERIC, PsycINFO, Social Science Abstracts, etc.
  - Look at journals on gender and men's studies, such as: Men and Masculinity, Journal of Men's Studies, Gender & Society, Gender Issues, Gender, Work & Organization, Politics and Gender, Race, Gender & Class, Fathering
  - If you find a good article, look at the reference list for other possible sources.

- Basic rules
  - Cite at least 12 sources. Preferably, these should be recent (within the last twenty years), though you may come across an important older work that has shaped current research.
  - All sources must be academic or government sources. Do not use newspapers or magazines.

- Taking notes
  - Note the full citation
  - What data/methods did the researchers use? What is the sample?
  - What are the main findings?
  - Are there any weaknesses in the study?

- Writing the paper
  - Introduction
    - Start with trend/problem and consider significance of topic/problem
    - State what your paper will cover
  - Body
    - Organize into 2-4 sections with subheadings
    - Organize by findings not by studies
    - Consider any agreements or disagreements between studies
  - Conclusion
    - Summarize what we know
    - Are there weaknesses/gaps in the research?
    - What else should we know about this topic? Suggest areas for future research.

I highly encourage you to check out the Davidson writer website [http://davidsonwriter.redbrickroad.net/](http://davidsonwriter.redbrickroad.net/) and visit the Writing Center.
**Honor Code**

Please refer to the Honor Code in the Student Handbook: [https://www.davidson.edu/about/distinctly-davidson/honor-code](https://www.davidson.edu/about/distinctly-davidson/honor-code). All students are expected to uphold these codes. For reviews, you cannot consult with any other person or outside source while taking the exam. For the paper, you may ask for feedback from others, but you cannot have others write parts/all of your paper or use others’ work without proper citation.

**Grading**

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<th>Component</th>
<th>Weight</th>
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<tr>
<td>Attendance and participation</td>
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<tr>
<td>Discussion leader</td>
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<td>Reviews (2)</td>
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<td>Final paper</td>
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**A Note on Class Etiquette**

- Please turn off cell phones before class.
- Laptops can be used to take notes or do occasional searches during small group discussions. Class is not the time to check email, work on other assignments, or aimlessly surf the web.
- Our class is 75 minutes long. Please make an effort to be present and engaged for this time.
- Our classroom should provide a safe place to discuss important issues. In discussions, please make an effort to listen when someone else is speaking and then feel free to respond or add your own comments to the discussion.
Course Outline and Reading Assignments

August 23
Introduction to the course

August 25
Defining masculinities
- Messerschmidt, *Masculinities in the making*, chapter 1

August 30
Masculinities as structured action
- Messerschmidt, *Masculinities in the making*, chapters 2-3

September 1
‘Gay’ straights and ‘straight’ gays

September 6
Intersectionality and masculinities

September 8
Intersectionality and masculinities, continued

September 13
Heterosexuality, homophobia, and masculinity
- Pascoe, chapters 2 and 3

September 15
Compulsive heterosexuality and shifting masculinities?
• Pascoe, chapter 4

**September 20**  
*Girls and masculinity*  
• Pascoe, chapter 5  
• Messerschmidt, chapter 4

**September 22**  
*Guyland as a stage of development*  
• Kimmel, *Guyland*, chapters 1-2

**September 27**  
*The guy code*  
• Kimmel, *Guyland*, chapter 3

**September 29**  
*Masculine rituals in high school and college*  
• Kimmel, *Guyland*, chapters 4-5

**October 4**  
*Video games and pornography*  
• Kimmel, *Guyland*, chapters 7-8

**October 6**  
*Hooking up and predatory sex*  
• Kimmel, *Guyland*, chapters 9-10

**October 11**  
*No class – Fall Break*

**October 13**  
*Review 1 due*

**October 18**  
*Stress and suicide*  
• Canetto, S. S. Forthcoming. Suicide: Why are older men so vulnerable? *Men and Masculinities*. (M)
October 20
Masculinities in the workplace

October 25
Men’s violence

October 27
Guns and masculinity

November 1
Halloween costumes and masculinity

November 3
Prison masculinity
- Curtis, A. 2014. ‘You have to cut it off at the knee’: Dangerous masculinity and security inside a men’s prison. *Men and masculinities*, 17: 120-146. (M)

November 8
Library session – meet at library classroom

November 10
No class – Dr. K keynote speaker in Belgium

November 15
Criminalization of Black men
- Brooms, D. R., & Perry, A. R. 2016. ‘It’s simply because we’re Black men’: Black men's

**November 17**

*Sports and masculinities*


**November 22**

*Open day*

**November 24**

*No class – Thanksgiving Break*

**November 29**

*The future of boys and men?*

**December 1**

*Course wrap up and evaluations*

**December 6**

*Review 2 due*
### Summary Course Outline and Reading Assignments

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tr>
<td>Aug 23</td>
<td>Welcome, introduction to the course</td>
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<td>Aug 25</td>
<td>Defining masculinities</td>
<td>Messerschmidt, ch. 1</td>
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<td>Masculinities as structured action</td>
<td>Messerschmidt, ch. 2-3</td>
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<td>Sept 1</td>
<td>‘Gay’ straights and ‘straight’ gays</td>
<td>Bridges (M)</td>
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<td>Sánchez, F. J., &amp; Vilain (M)</td>
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<td>Sept 6</td>
<td>Intersectional masculinities</td>
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<td>Intersectional masculinities, continued</td>
<td>Lu &amp; Wong (M)</td>
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<td>Ramirez &amp; Flores (M)</td>
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<td>Sept 13</td>
<td>Heterosexuality, homophobia, and masculinity</td>
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<td>Stress and suicide</td>
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Davidson College Policies

Davidson College Diversity Statement
Davidson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. We seek out applications from talented faculty, staff and students from different cultures, ethnicities, races, religions, sexual orientations, genders, ages, national origins, socio-economic backgrounds, and physical abilities. Our policies do not discriminate based on race, color, gender, national origin, religion, age, sexual orientation, or disability. We welcome and strive to foster mutual respect among all members of our community. We explicitly assert our commitment to our lesbian, gay, bisexual, and transgender (LGBT) faculty, staff, students, and alumni and to their families.
http://www.davidson.edu/student-life/multicultural-life/institutional-commitment-

Davidson College Academic Access & Disabilities Resources
Davidson College is committed to ensuring that no otherwise qualified individual with a disability is excluded from admission to, participation in, subjected to discrimination in connection with, or denied the benefits of any college programs or activities due to his or her disability. A student with a disability has the right to request academic and non-academic accommodations ensuring equal access to courses, course content, programs, services and facilities. Students are not required to disclose their disability status; however, if they are seeking accommodations relative to their disability, they are responsible for making a written request to the Office of Academic Access and Disability Resources and providing the appropriate current documentation.

Contact Nance Longworth at nalongworth@davidson.edu.
http://www.davidson.edu/academics/academic-support/access-and-disabilities-resources

Davidson College Resources for Students
The college is committed to providing maximum support for all students who have experienced sexual misconduct and strongly encourages students to report any incident. All college services are available to survivors of sexual misconduct regardless of whether or not a student intends to file a formal complaint. Resources for students include:

Georgia Ringle, Health Educator 704-894-2902
Dean Kathy Bray, Title IX Coordinator 704-894-2225
Student Health and Counseling 704-894-2300
Campus Police 704-894-2178 or 911
Town of Davidson Police Department 704-892-5131
See also: http://www.davidson.edu/offices/dean-of-students/sexual-misconduct