

ANTH 311/CSWGS 333

MASCULINITIES

Course Information

Classroom: Sewall Hall 560

Date/Time: T-Th 10:50-12:05

Instructor: Baird Campbell

Email: baird@rice.edu

Office Hours:

Wednesdays 1:00-3:00
by appointment

Sign up:

<https://bit.ly/2rNCs9t>



Course Description

Required Texts

Testo Junkie

by Paul/Beatriz Preciado

Available in the campus
bookstore and online

All other course materials are
available on the Canvas
website for this course

Many of us heard phrases like, “be a man,” and “stop throwing like a girl,” when we were growing up. These casual admonitions of gender non-conforming behavior in children allow us to see how permeated our culture and world are by ideas of acceptable and unacceptable masculinity. Nonetheless, no two people experience or embody masculinity in the same way, in the same place, or at the same time. So what exactly does it mean to “be a man,” or simply to be “masculine” in today’s world? And how do our understandings of masculinity—and gender norms more broadly—inform notions of appropriate femininity?

In this course we will learn to think critically about masculinity—and gender more broadly—by engaging with ethnographic texts produced across a variety of national and cultural contexts, under different political and religious systems, and at disparate historical moments. We will also learn how to apply these analyses to our own diverse contexts.

Course Organization

This course is divided into four thematic sections:

1. Defining the debate
2. Racialized Masculinities
3. Masculinity in, on, and of the Body
4. Contingent Masculinities

Student Learning Goals

By the end of this course, students will:

1. Understand the constructed and intersectional nature of masculinity and gender more generally;
2. Observe and analyze the roles of masculinity and gender in their everyday lives;
3. Learn the importance of temporal, geographical, and sociocultural location in studying and understanding multiple masculinities;
4. Gain an appreciation of the role of gender in shaping societies;
5. Apply understandings of multiple masculinities to analyses of discrete cases from the public sphere

ASSIGNMENTS

Participation - 20%

Participation is more than just speaking up in class. It means doing all the reading, completing all assignments, being a generous and thoughtful peer reviewer, and coming to office hours. **All students are expected to come to office hours at least once during the semester.**



Masculinities Blog (x4) - 20%

Throughout the semester, you will be write 4 posts for the class' blog, at <https://masculinities.blogs.rice.edu/>. Posts should be between 800-1200 words and present a meaningful analysis of the masculinities-related topic of your choice. You may write about something from pop culture, current events, politics, or whatever moves you. Posts should be proofread, correctly formatted, and engage with scholarly texts related to your argument.

In the News - 10%

Once or twice a week, one student will be responsible for leading a 10-15 discussion on an issue related to masculinity in the news, broadly understood. The student will prepare a short summary of the issue and questions to animate discussion. Grades will be based on preparation and overall ability to foster a meaningful dialogue.

Final Presentation - 20%

Final presentations are your opportunity to receive feedback on final paper before you turn in your final draft. Each student will prepare a 15-minute presentation that presents their main argument, scholarly evidence, and theoretical analysis of a masculinities-related topic of your choice.

Final Project or Paper - 30%

During the semester, you will choose a masculinities-related topic of your choice to do independent research on. The final form this research takes is up to you. If you like to write papers, the paper should be 15-20 pages (not including citations)

If you would like to address your topic in a different way, you are strongly encouraged to do so. This could be (among many possibilities) a:

- short film
- website
- podcast episode

Grading

Participation - 20%

Masculinities Blog (x4) - 20%

In the News - 10%

Final Presentation - 20%

Final Paper - 30%

A: 94-100, A-: 90-93

B+: 87-89, B: 84-86, B-: 80-83

C+: 77-79, C: 74-76, C-: 70-73

D+: 67-69, D: 64-66, D-: 60-63

F/I: 59 and lower

Academic Accommodations

I am committed to making our classroom an accessible space for all.

If you have a disability or other condition that may affect academic performance:

- make sure this documentation is on file with the Disability Resource Center (Allen Center, Room 111 / adarice@rice.edu / x5841) to determine the accommodations you need
- speak with me to discuss your accommodation needs.

Important: Sometimes we need accommodations that fall outside the framework of disability as understood by the DRC. Please do not hesitate to let me know about any additional help you may need.

Final Project or Paper (cont'd)

You should begin working on this as early as possible. **All students must meet with me by March 13th to discuss their plans.**

Projects should engage meaningfully with texts and debates from the course, as well as additional independent research. You should begin working on this paper early in the semester, and are encouraged to meet with me as often as necessary to ensure your success on this assignment.

Late Work

Late work will be penalized 1/3 of a letter grade for each day late unless previously arranged.

Missing a deadline is a stressful experience. Sometimes it's just the result of a one-off timing issue, but sometimes it's the result of something more persistent—struggling with the material, life circumstances, mental state—and the source of trouble is not always obvious from the inside. Students in this situation often blame themselves and feel like they could just complete the assignment the next day if they just do what they should, but the next day might not be any easier if the issue is persistent, and the stress snowballs as late penalties accumulate. Students sometimes fail classes because they get trapped in this cycle and ultimately never submit the assignment.

1. Email me whatever you have before the deadline. If I get something from you, no matter how incomplete, the first day's late penalty will be waived.
2. Stay in contact with me until you finish. We will make a plan to get you back on track.
3. This does **not** apply to final presentations and papers except under very exceptional circumstances

Technology Policy

The debate about screens in class is ongoing, and I do not have a definitive answer on this. Some studies show that reading on a screen negatively affects reading comprehension; on the other hand, many people find screens more accessible for reading and note-taking than printouts. I trust that if you choose to have a screen in class, that you will remain focused and use it only for class purposes. If you have suggestions for a better technology policy, I am very open to ideas!

If you are able, please print the readings and take notes by hand.

Research Tools

WorldCat

Link your Rice account, and you can find out what Rice owns and what it can get through Interlibrary Loan (ILL) - <https://worldcat.org>

Google Scholar

Find reliable, scholarly sources
<https://scholar.google.com>

Fondren Library

Fondren has a brand new interface that makes it easier than ever to access resources
<http://library.rice.edu/>

Need Help with Class?

CAPC (Center for Academic and Professional Communication)

Located on the 2nd floor of Fondren Library. You can book an appointment with a writing consultant online.

The Reference Desk

Any of the librarians at the Reference Desk will be helpful, but Joe Goetz (jgoetz@rice.edu) is the dedicated librarian for anthropology, and loves to help students!

Digital Media Commons

The staff at the DMC can help you with audiovisual assignments, and can also provide you with any equipment you may need. Located in Fondren basement.

Need Other Help?

Office Hours

It is perfectly acceptable to make an office hours appointment to talk about your struggles with the class that go beyond the content. Please reach out, and if I can, I will help you find a solution. Sign up for a slot here:

<https://bit.ly/2rNCs9t>

Counseling Services

To help you manage course work, deadlines, personal and professional relationships and being away from home and/or family matters, the Rice Counseling Center (RCC) offers free, confidential support.

A more complete list is available under **"On Campus Resources"** on Canvas.

Formatting Your Work

All written work should be formatted as follows:

Font - Times New Roman

Size - 12

Margins - 1 inch all around

Page Numbers

In top left corner:

-Name

-Date

-Course

All work should be **spellchecked, proofread**, and have a meaningful **title**.

Attendance

Showing up to class is the single biggest factor in determining your success. However, I understand that life happens, and sometimes absences are not avoidable. You may miss **two (2)** classes without penalty. After this, each missed class will result in a deduction of your final grade by a **third of a letter grade**.

If you miss a class, you **must** find out what you missed from a classmate and come to the next class prepared.

Tardiness of more than 15 minutes is considered an absence.

School-sanctioned absences: Students who anticipate multiple school-sanctioned absences should make every effort to be present in class when they are able. It is each student's responsibility to inform the instructor of planned absences as soon as possible, and communicate with classmates to catch up on the content they missed.

Rice Honor Code

In this course, all students will be held to the standards of the Rice Honor Code, a code that you pledged to honor when you matriculated at this institution. If you are unfamiliar with the details of this code and how it is administered, you should consult the Honor System Handbook at

<http://honor.rice.edu/honor-system-handbook/>.

This handbook outlines the University's expectations for the integrity of your academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Office Hours

Attending office hours is one of the easiest things you can do to guarantee your success in this course.

To help get you into this habit, I require students to attend office hours at least once throughout the semester. This appointment must take place before March 11, 2020.

Reasons to go to office hours:

- To discuss something you found interesting
- To discuss something you found confusing
- To work on improving a particular assignment
- To get to know your instructor



Classroom Expectations

Students will arrive on time and be prepared for the day's activities. This means:

- All assigned reading has been read, key terms defined, and questions prepared
- All assignments have been turned in, and printed copies prepared if requested

Students will treat **each other**, the **instructor**, the classroom, and **the people who keep it running** with respect. This means:

- Respecting class-defined norms governing class interactions
- Respecting the time of both the instructor and your classmates (arriving on time, meeting deadlines, etc.)
- Leaving the classroom in better condition than you found it (picking up trash, straightening chairs, etc.)

COURSE SCHEDULE

This syllabus is a guideline for this course. I reserve the right to make changes in it as necessary. All changes to the syllabus will be announced in class and on Canvas.

Week 1	In Class	Reading
	Welcome!	
January 14, 2020	Welcome, introductions, syllabus review	
	I. Defining the debate	
January 16, 2020	What is gender?	"Bodily Inscriptions, Performative Subversions" and "Conclusion" from <i>Gender Trouble</i> by Judith Butler
Week 2	In Class	Reading
January 21, 2020	What is intersectionality, and why is it important to the study of gender?	"Mapping the Margins" by Kimberlé Crenshaw
January 23, 2020	NO CLASS	
Week 3	In Class	Reading
January 28, 2020	Theories of Masculinity pt. 1	"Hegemonic Masculinity: Rethinking the Concept" by Raewyn Connell and James Messerschmidt "Heterosexual Masculinities, Anti-Homophobias, and Shifts in Hegemonic Masculinity: The Identity Practices of Black and White Heterosexual Men" by James Joseph Dean
January 30, 2020	Theories of Masculinity pt. 2	Chapter 1 of <i>Female Masculinities</i> by Jack Halberstam "Wolof women, economic liberalization, and the crisis of masculinity in rural Senegal." by Donna L Perry

Week 4	In Class	Reading
	II. Racialized Masculinities	
February 4, 2020	East Asian American Masculinities and Sex	Chapter 1 of <i>A View from the Bottom: Asian American Masculinity and Sexual Representation</i> by Tan Hoang Nguyen "Looking for My Penis" by Richard Fung
February 6, 2020	Race and Athletics	"Playing without Power: Black Male NCAA Student-Athletes Living with Structural Racism" by Gabby Yearwood Chapter 2 of <i>Desi Hoop Dreams: Pickup Basketball and the Making of Asian American Masculinity</i> by Stanley I. Thangaraj
Week 5	In Class	Reading
February 11, 2020	Black Masculinity and the US Education System	"Masculinity Lockdown: The Formation of Black Masculinity in a California Public High School" by Damien M. Schnyder "They Write Me Off and Don't Give Me a Chance to Learn Anything": Positioning, Discipline, and Black Masculinities in School" by Quaylan Allen
February 13, 2020	NO CLASS - Spring Recess	
Week 6	In Class	Reading
February 18, 2020	Masculinities in/and the "Middle East"	Chapter 4 of <i>Professing Selves: Transsexuality and Same-Sex Desire in Contemporary Iran</i> by Afsaneh Najmabadi Chapter 6 of <i>Queer Beirut</i> by Sofian Merabet

February 20, 2020	Indigeneity, Colonialism, and Masculinity	Chapter 5 of <i>Shamans of the Foye Tree</i> by Ana Mariella Bacigalupo D4Y DBC (Asegi Ayetl) Cherokee Two-Spirit People Reimagining Nation by Qwo-Li Driskill
Week 7	In Class	Reading
III. Masculinity in, on, and of the Body		
February 25, 2020	Impotence and Virility	"Embodying emergent masculinities: Men engaging with reproductive and sexual health technologies in the Middle East and Mexico" by Marcia Inhorn and Emily Wentzell Chapter 1 of <i>The Impotence Epidemic: Men's Medicine and Sexual Desire in Contemporary China</i> by Everett Yuehong Zhang
February 27, 2020	The Politics of Penetration	"SIM cards of desire: Sexual versatility and the male homoerotic economy in urban Congo." By Thomas Hendriks "The Queer Potentiality of Barebacking: Charging, Whoring, and Breeding as Utopian Practices" by Brandon Andrew Robinson
Week 8	In Class	Reading
March 3, 2020	Drag	Chapter 2 of <i>Butch Queens Up in Pumps: Gender, Performance, and Ballroom Culture in Detroit.</i> by Marlon Bailey Clips from Season 3 of Rupaul's Drag Race "She Is Not Acting, She Is" The conflict between gender and racial realness on RuPaul's Drag Race." by Sabrina Strings and Long T. Bui

March 5, 2020	Rural Masculinities	<p>"Get Thee To A Big City: Sexual Imaginary And The Great Gay Migration." By Kath Weston</p> <p>"Midwest or Lesbian? Gender, Rurality, and Sexuality." by Emily Kazyak</p> <p>Season 1, Episode 1 of <i>Letterkenny</i>, available on Hulu</p>
Week 9	In Class	Reading
March 10, 2020	Sex Work and Desire	<p>Chapter 2 of <i>Tourist Attractions</i> by Gregory Mitchell</p> <p>Chapter 8 of <i>Nightwork: Sexuality, Pleasure, and Corporate Masculinity in a Tokyo Hostess Club</i> by Anne Allison</p>
March 12, 2020	Trans Masculinities pt. 1	<p>Chapter 2 of <i>Whipping Girl</i> by Julia Serano</p> <p>Chapter 5 of <i>Mobile Subjects: Transnational imaginaries of gender reassignment</i> by Aren Z. Aizura</p> <p>Season 2, Episode 5 of <i>Queer Eye</i>, available on Netflix</p>
Week 10	In Class	Reading
March 17, 2020	NO CLASS - Spring Break	
March 19, 2020	NO CLASS - Spring Break	
Week 11	In Class	Reading
March 24, 2020	Trans Masculinities pt. 2	Introduction through Chapter 6 of <i>Testo Junkie</i> by Paul Preciado
March 26, 2020	Trans Masculinities pt. 3	Chapters 7 through 13 of <i>Testo Junkie</i> by Paul Preciado
Week 12	In Class	Reading
	IV. Contingent Masculinities	

March 31, 2020	Militarism and Gender	<p>"One of the Guys": Military Women, Paradoxical Individuality, and the Transformations of the Argentine Army" by Máximo Badaró</p> <p>"Don't ask: Discussing Sexuality in the American Military and the Media," by Steve Estes</p>
April 2, 2020	(Dis)ability and Masculinity	<p>Chapter 5 of <i>After War: The Weight of Life at Walter Reed</i> by Zoë Wool</p> <p>"Sacrificial Limbs of Sovereignty: Disabled Veterans, Masculinity, and Nationalist Politics in Turkey" By Salih Can Açıksöz</p>
Week 13	In Class	Reading
April 7, 2020	Fatherhood	<p>Chapter 3 of <i>The Meanings of Macho</i> by Matthew Gutmann</p> <p>"Caregiving in Crisis: Fatherhood Refashioned by Sierra Leone's Ebola Epidemic," by Kristen E. McLean</p>
April 9, 2020	Virtual Masculinities	<p>"He has a way gayer Facebook than I do": Investigating sexual identity disclosure and context collapse on a social networking site" by Stefanie Duguay</p> <p>"Alphas, Betas, and Incels: Theorizing the Masculinities of the Manosphere." By Debbie Ging</p>
Week 14	In Class	Reading
April 14, 2020	Presentations	
April 16, 2020	Presentations	
Week 15	In Class	Reading
April 21, 2020	Presentations	
April 23, 2020	Presentations	
May 1, 2020	Final paper due on Canvas by 5 PM	