

Gender & Masculinity

Early Spring 2020
Thursdays, 6:00-7:40pm*
Rendezvous 227

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Malliga Och, PhD Office: Graveley Hall N 116 Office Hours: T 12:30 to 3:30 (drop in) and M/W/R 2:00 - 4:00 pm (appointment only) Phone: 208-282-3717 Email: ochmall@isu.edu | Betsy Brunner, PhD Office: LA 129 Office Hours: T/R 12:30-2:15PM & 4:00-4:45PM (drop in) and by appointment Phone: 208-282-1478 Email: bruneliz@isu.edu |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

This course is designed to provide students with a foray into masculinity studies. One main objective of this course is to expand our understanding of gender to include both men and women, in particular how the construction of either affects the other gender and the relationship between them. Due to the time restrictions, it cannot be a comprehensive course on the topic. Rather, it can be seen as a sampling of various related topics.

This course is co-taught by two professors who use two different theoretical and methodological approaches. This provides students with a more diverse array of perspectives on the topic than one would get from a course in a single subject area.

It can be seen as an extension of/supplement to gender courses offered at ISU, including Gender in Global Affairs (GLBL 3380); Gender, Race, and Human Rights (GLBL 3301); Gender and Communication (CMP 4404); Introduction to Gender and Sexuality Studies (SOC 2201); Women and Politics (POLS 4428); Women in US History (HIST 2201); Women in World History (HIST 4439); and Gender in Literature (ENG 3328). If this subject area interests you, we encourage you to consider a Gender & Sexuality Studies Minor. More info available here: <https://isu.edu/gendersexuality/>

* Note: due to the time of the class, eating is allowed (as long as it is not distracting)

Student Learning Objectives:

1. Research skills - students will learn how to conduct rigorous research using academic and popular resources on selected topics.
2. Enhance critical thinking skills through exercises designed to make students more cognizant of the ways in which gender operates in public and private spheres as well is in various media outlets
3. Formulate a coherent, convincing, and fact-based argument in a well-structured written format

4. Participate in oral debates and arguments using reputable resources and well-structured arguments; present said arguments in a professional and respectful manner
5. Develop a well-rounded understanding of gender and masculinity from a humanities and social science perspective

About the Readings:

There is no required textbook for this course; all readings are available on Moodle.

The course is designed to introduce you to both academic and popular perspectives about masculinity by blending journal articles and book chapters with podcasts, news articles, and opinion pieces. All readings/listenings are important and must be completed before class to insure the most productive use of our limited time together.

Assignments are listed below and are available on Moodle.

Attendance:

It is mandatory that you come to class on-time and prepared. I will periodically check attendance via quizzes and groups projects. If you are not present, you will not receive points for the assignment. If you arrive in class after the activity, you will not receive points. The only way to receive points is if you have documented proof of an excused absence.

What counts as an excused absence?

- 1) illness + a doctor's note
- 2) death in the immediate family + documentation
- 3) athletic and military obligations + documentation
- 4) religious holidays

Class policies and guidelines:

In order to make sure our course runs smoothly, we need to have some policies and ground rules in place for how we will interact with each other.

1. Turn off or put away all phones during class. If you are using your phone during class, you will be asked to leave unless you have a specific reason that requires you to have it available.
2. All work must be typed using Times New Roman 12-point font, double-spacing, and one-inch margins all around the borders of your paper.

How do I communicate with the instructors? How will they communicate with me?

You can email us at any time (ochmall@isu.edu & bruneliz@isu.edu) or visit during our office hours. When you email, please email us both. We are happy to help you with any of the assignments or just discuss your thoughts! If you cannot make it to office hours, please email to set up an appointment. We will respond to any email inquiries within 24 hours during regular business hours.

What if Moodle is acting up?

Moodle is of central importance in this class. It is on Moodle where you submit your assignments, where we post readings and where we announce important information. Please make sure to receive Moodle notifications for the course and check into Moodle at least twice a week. If Moodle is acting up (and it sure will), please contact the IT help desk at 282-HELP. Make sure to always save a copy of your assignment in case Moodle 'eats it' – it has happened before. If this is the case, first call Moodle for troubleshooting. If they cannot fix the problem, please email me your assignment by the deadline. If you notice a problem after the deadline has passed, email me immediately to alert me to the problem. I strongly suggest taking a screenshot of Moodle when you submit your assignment to prove that you did submit it on time.

What if I need help with assignments and writing?

If you would like assistance with your writing, from brainstorming to a second set of eyes to check spelling and grammar, please use the Writing Center. Trained writing consultants can help you with all stages of your writing process. More information here: <http://www2.isu.edu/success/writing/>

What if I do not submit my assignment on time?

Late work will not be accepted without documentation. Presentations *cannot* be made up, if missed. Please contact us as soon as possible with conflicts or illnesses that interfere with class time.

How do I earn my grade?

Rather than a traditional course that grades each student on a scale from 0 to 100%, you will be actively involved in your learning. There will be a variety of assignments and each student can choose how much to do in order to get the grade she or he wishes. This will allow students to direct their learning in this course in a manner that best suits their learning objectives. Essentially, the grade you earn is completely up to you!

For each graded assignment in this course, you must satisfactorily complete the assignment to receive credit. The threshold for satisfactory completion depends on the type of assignment. Each graded assignment includes a detailed description of the minimum specifications (or tasks) for satisfactory completion.

Satisfactory completion of assignments helps you earn your preferred final grade in the course. Below are the exact requirements you need to meet for each letter grade.

Note: *You must fulfill the minimum requirements in each cell of a column in order to earn that final grade.* For example, if you satisfy 3 of the 4 minimum requirements in the “A” column and 1 is in the “B” column, you will receive a “B.” If you do not meet the minimum requirements for a D in this course, you will receive an F.

| | |
|--|-----------------------------------|
| | Minimum Grade Requirements |
|--|-----------------------------------|

| Assignments | D | C | B | A |
|-----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Media Artifact Presentation | Earn at least 14/25 points | Earn at least 17/25 points | Earn at least 20/25 points | Earn at least 22/25 points |
| Journals | Pass 3 out of 6 | Pass 4 out of 6 | Pass 5 out of 6 | Pass 6 out of 6 |
| In-Class activities | Pass 3 out of 6 | Pass 4 out of 6 | Pass 5 out of 6 | Pass 6 out of 6 |

If you ever find yourself doing an activity in this class and you're not sure what it is supposed to accomplish, don't hesitate to let us know. We read each word of your work and appreciate a good effort and independent thinking. You can reach out to us (email, in person) to make sure you understand what we're asking for in each assignment. Asking for clarification or help is a good solid effort and documentation of your learning. Don't be afraid to ask!

Assignments:

| | Assignment Requirements |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Media Artifact Presentation | <p>5-7 minutes</p> <p>Present a media artifact (meme, YouTube video, news article, etc.) that relates to the week's readings. The presentation should:</p> <ol style="list-style-type: none"> 1. Introduce and summarize artifact 2. Introduce course concept that it relates to 3. Explain how it extends/builds on course readings 4. Q&A session (answer questions from classmates) <p>Students will sign up for a presentation slot on the first day of class</p> |
| Journals | <p>One journal article due per subject area (6 total)</p> <p>Each journal entry must:</p> <ol style="list-style-type: none"> 1. Respond to the given prompt 2. Must engage course concepts 3. 250-word minimum 4. Use proper grammar, spelling, complete sentences |
| In-Class Activities | <p>Students must successfully complete a certain number of in-class activities throughout the semester (see grading table above).</p> |

Class Schedule:

| Topic | Readings & Assignments |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Week 1 – Getting everyone on the same page</i></p> | <p>Listen to “Man Up” on Hidden Brain <i>before</i> class</p> <p>Concepts:</p> <ul style="list-style-type: none"> ● Gender ● masculinity/femininity ● Hegemonic masculinity <p>Journal 1: <i>What does masculinity mean to you? In what ways does it restrict men? In what ways does it provide them with freedoms?</i></p> |
| <p><i>Week 2: Masculinity in the home</i></p> | <p>Readings/Listenings:</p> <ul style="list-style-type: none"> ● Friedman, “Still a “Stalled Revolution?” (on Moodle) ● Salam, “What is Toxic Masculinity?” https://www.nytimes.com/2019/01/22/us/toxic-masculinity.html ● Excerpts from Grayson Perry, <i>The Descent of Man</i> ● Read or Listen: Dan Hon, “The Demands of Masculinity Nearly Broke My Family” https://medium.com/s/story/the-demands-of-masculinity-nearly-d-estroyed-my-family-25eaec81d934 <p>OR The Good Men Project, “The Stigma Surrounding Stay at Home Fathers” https://goodmenproject.com/parenting/the-stigma-surrounding-stay-at-home-fathers/</p> <p>Concepts: toxic masculinity</p> <p>Journal 2: <i>In what ways have men been left behind in the gender revolution? How can the US “unstall” the revolution?</i></p> <p>Optional: <i>Toxic Masculinity and the Miseducation of the American Boy:</i> https://www.theatlantic.com/magazine/archive/2020/01/the-miseducation-of-the-american-boy/603046/</p> |
| <p><i>Week 3: Masculinity in the workplace</i></p> | <p>Readings/Listenings:</p> <ul style="list-style-type: none"> ● Netchaeva, Kouchaki, Sheppard, “A Man’s (Precarious) Place: Men’s Experienced Threat and Self-Assertive Reactions to Female Superiors” ● Harvard Business Review, “How Masculinity Contests Undermine Organizations, and What to Do About It” https://hbr.org/2018/11/how-masculinity-contests-undermine-organizations-and-what-to-do-about-it |

| | |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> ● “Masculinity so fragile” https://www.everydaysociologyblog.com/2016/03/masculinity-so-fragile.html <p>Concepts: precarious manhood</p> <p>Journal 3: <i>How does a culture of masculinity hurt men?</i></p> |
| <p>Week 4: <i>Masculinity and politics</i></p> | <p>Readings/Listenings:</p> <ul style="list-style-type: none"> ● Katz, <i>Leading Men. Presidential Campaigns and the Politics of Manhood</i>, chapter 1 and 6 ● “A new poll shows how sexism and electability collide in 2020”: https://www.vox.com/policy-and-politics/2019/6/17/18681964/poll-sexism-electability-2020-warren-trump-harris <p>Concepts: likability/electability</p> <p>Journal 4: <i>How did Trump display masculinity during the 2018 campaign?</i></p> |
| <p>Week 5: <i>Masculinity and sexuality</i></p> | <p>Readings/Listenings:</p> <ul style="list-style-type: none"> ● “The Birds and the Bees” (Act 1 only) of <i>This American Life</i> available here: https://www.thisamericanlife.org/557/birds-bees ● Sapolsky, “The Night You Ruined Your Pajamas” from <i>The Trouble with Testosterone</i> ● Excerpts from <i>Boys & Sex: Young Men on Hookups, Love, Porn, Consent, and Navigating the New Masculinity</i> ● Listen or Read: NPR, “In Changing America, Gay Masculinity Has 'Many Different Shades'” https://www.npr.org/2014/08/22/339831032/in-changing-america-gay-masculinity-has-many-different-shades <p>Concepts: sexuality and sexual orientation</p> <p>Journal 5: <i>What communication interventions could help to create opportunities for healthy discussions about sex and sexuality?</i></p> <p>Optional: “<i>Bud-Sex: Constructing Normative Masculinity among Rural Straight Men That Have Sex With Men</i>”</p> |
| <p>Week 6: <i>Masculinity and sports</i></p> | <p>Readings/Listenings:</p> <ul style="list-style-type: none"> ● Anderson and Kian, “Examining Media Contestation of Masculinity and Head Trauma in the National Football League” (on Moodle) |

| | |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • Listen or Read: NPR, “For NFL's Jason Taylor, Playing Through Pain Was Part Of The Game” https://www.npr.org/2014/08/07/336940189/for-nfls-jason-taylor-playing-through-pain-was-part-of-the-game • New York Times, “Ryan Russell, N.F.L. Free Agent, Comes Out as Bisexual: ‘It’s So Much Better Than Hiding’” https://www.nytimes.com/2019/08/30/us/ryan-russell-nfl-bisexual.html OR ESPN, “No distractions: An NFL veteran opens up on his sexuality” https://www.espn.com/nfl/story/_/id/27484719/no-distractions-nfl-veteran-opens-sexuality <p>Concepts: violence and masculinity</p> <p>Journal 6: <i>How does masculinity manifests itself beyond American football in other types of sports?</i></p> <p>Optional: Malcolm Gladwell and football podcast http://revisionisthistory.com/episodes/22-burden-of-proof</p> |
| <p><i>Week 7: Masculinity around the world</i></p> | <p>Readings/Listenings:</p> <ul style="list-style-type: none"> • Excerpts from <i>Theorising Chinese Masculinity: Society and Gender in China</i> • Read: Meslani, “Cape Town’s New Masculinity” - https://www.nytimes.com/2018/04/14/style/cape-town-south-africa-masculinity.html • Listen to <i>This American Life</i>, “The Loney American Man” available at: https://www.npr.org/2018/03/19/594719471/guys-we-have-a-problem-how-american-masculinity-creates-lonely-men • Listen or Read: NPR, “To Model Manhood, Immigrant Dads Draw From Two Worlds” https://www.npr.org/sections/codeswitch/2014/09/01/343984726/to-model-manhood-immigrant-dads-draw-from-two-worlds • Browse infographics at Zava, “Masculinity around the world” https://www.zavamed.com/uk/masculinity-around-the-world.html <p>Journal 7: <i>What performances of masculinity in non-US countries do you find to be the most liberating?</i></p> |
| <p><i>Week 8: Group Discussion: Masculinity & Feminisms?</i></p> | <p>Bring in a reading or something you wrote that discusses the intersections of masculinity and feminism and be prepared to talk about your reading and ideas in class. Detail to follow...</p> |

Accessibility Statement:

If you have a diagnosed disability or believe you have a disability that may require reasonable accommodation on the part of ISU, please call 208-282-3599 to make an appointment with The Center for Students with Disabilities as soon as possible. Please do not wait until you need an accommodation to begin the process. We are happy to accommodate as much as we can to help you succeed. You are responsible for providing documentation that describes accommodations that need to be made. Please notify us as soon as possible if you require accommodations. You are responsible for notifying us of said disability.

Statement on Success:

Success in this course depends heavily on your personal health and wellbeing. *Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom.* Along with my colleagues, we encourage you to prioritize taking care of yourself throughout the term before the demands of exams and projects reach their peak. Please feel free to reach out to us or a counselor about any difficulties you may be having that may impact your performance. If you are experiencing stress in other areas of your campus life, we are happy to help you get in contact with resources on campus that stand ready to assist you.

ISU Counseling and Testing Services (CATS) would like to remind all students who are enrolled in the current semester (part-time or full-time) they are eligible for free, confidential counseling services. CATS offers individual, group, and couples counseling, as well as Biofeedback Training. CATS also offer crisis intervention services Monday through Friday from 8-5.

Website: www.isu.edu/ctc

Locations:

1. Pocatello: Graveley Hall, 3rd floor of the south side. To schedule an appointment call 208-282-2130 or just stop by. Walk-ins are welcome Monday-Friday from 8am - 4pm.
2. Idaho Falls: Bennion Student Union, 2nd floor, Room 223. Please call 208-282-7750 to schedule an appointment.
3. Meridian: Counseling services are available to Meridian students through the ISU Counseling Department. Please call 208-373-1719 to schedule an appointment.

ACADEMIC DISHONESTY:

Academic Dishonesty is something that all students should know about and take measures to avoid. According to ISU's Tutorial on Academic Dishonesty, "Instructors are here to teach important skills about critical thinking, writing, and using sources, as well as the course content. If students plagiarize, cheat, or are academically dishonest, materials and skills are not learned; thus, the credibility of the students and the University is reduced. For the University as a whole, observance of the Code of Academic Honesty ensures that students will maximize their learning opportunities and be judged fairly for their achievements."

There are 4 types of Academic Dishonesty: (1) Plagiarism; (2) Fabrication; (3) Cheating; and (4) Aiding and Abetting Dishonesty.

*If you have any questions about your uses of sources or information, talk with your instructor **before** submitting your work.*

1. **Plagiarism.** Plagiarism, in effect, means “stealing.” *The American College Dictionary* defines it as, “copying or imitating the language, ideas, and thoughts of another author and passing off the same as one’s original work.” Students are required to give proper credit to all sources of information in their written material and by citing sources orally.
2. **Fabrication.** Fabrication includes making up sources or information, omitting sources, distorting sources or information, and/or misrepresenting sources or information.
3. **Cheating.** Cheating includes but is not limited to: using forbidden items during a test or exam (phones, files, books, notes, etc.)
 - obtaining tests from previous classes
 - collaborating with another on speaking assignments
 - using another’s speech, outline, sources
 - using your own previously submitted work from another class (including previous speech classes). To be clear: submitting work that you have used for other classes, even if you did not complete that class is considered cheating, and relevant penalties will be applied.
 - obstructing or changing grades received
 - **To be clear:** Collaboration on speeches/outlines, use of another’s speech/outline, or using your own previous speeches/outlines is not permitted and will be regarded as cheating.
 - Aiding and Abetting Dishonesty. Helping another plagiarize, fabricate, or cheat is academically dishonest. Failing to report any of these instances violates the Code of Academic Dishonesty.

(Source: <http://www.isu.edu/library/research/ait/acaddishon1.html>)

The Department is committed to enforcing strict penalties for students who commit plagiarism or engage in academic dishonesty. Intentionality is not relevant in assessing Academic Dishonesty. Penalties for Academic Dishonesty include receiving an “F” in the course and notification of the student’s major Department Chair and College Dean, the Dean of College of Arts and Letters, and the Registrar. Multiple instances of Academic Dishonesty at ISU could result in suspension or expulsion.

Please familiarize yourself with the Academic Dishonesty Policy at Idaho State University. Consult your instructor before submitting your work if you have questions. Review these links:

- ISU Student Handbook (pp. 36-40) <http://www2.isu.edu/studenta/handbook.pdf>
- Student Advising explanation of Academic Dishonesty (Cheating and Plagiarism) <http://www.isu.edu/advising/student/academicdishonesty.shtml>
- Tutorial about Academic Dishonesty (Cheating and Plagiarism) <http://www.isu.edu/library/research/ait/about.html>