

U.S. MASCULINITIES

AMS f370/WGS f335

Summer 2020

Unique #: 78410/82880

On Zoom:

<https://utexas.zoom.us/j/97575384802>

10:00am – 11:15am MWF

Professor: B. Alex Beasley (he/him)

beasley@austin.utexas.edu

Office Hours: On Zoom:

<https://utexas.zoom.us/j/93737525056>

MW 11:30-12:30

or by appointment

Sign up for the course Slack channel here:

https://join.slack.com/t/usmasculinities/shared_invite/zt-e67n2pw2-cei NFcRWlujtkhm414Og

Sign up to meet with Dr. Beasley (during office hours or at another time) via Calendly: www.calendly.com/babeasley

What does it mean to be a man? Hiding in plain sight, the idea of masculinity is often taken for granted in American culture. Whereas femininity is discussed at length in the media and popular culture—through national debates about “leaning in,” for instance, or girls’ and women’s struggles with body image—masculinity is rarely given the same attention. Yet masculinity, like femininity, is constructed by cultural ideas about sex, gender, class, and race and has changed dramatically over time. Moreover, ideas about manhood and masculinity have shaped American political, economic, and cultural history in profound ways.

This course explores varied ideas about masculinity in the U.S. from the nineteenth century through the present. We will focus on four primary questions: How have the meanings of manhood changed over time? How have ideas about manhood and manliness affected the history of work in the U.S.? How have ideas about masculinity impacted U.S. international relations? And how do ideas of masculinity intersect with ideas about race, class, and sexuality? Through these questions, we will consider how masculinity relates to ideas about violence and self-sufficiency. We will engage with interdisciplinary literature in history, American Studies, urban studies, gender studies, and anthropology to answer these questions.

Required Materials

- Leslie Feinberg, *Stone Butch Blues* (1993)
 - The book is now out of print, but you can find it used online or download a free PDF at www.lesliefeinberg.net
- Additional readings available to download via Canvas. *I encourage you to consider printing these to read if your resources allow – we’re already spending so much time on our screens!*
- Supplemental lessons (usually videos) that will be available via Canvas.

Weekly Course Expectations

1. Attend our scheduled Zoom meeting MWF 10:00-11:15am CST
2. Complete the required course readings
3. Complete the supplemental lesson on Canvas (usually a short video)
4. Write in your Reflection Journal (details below)
5. Submit one content question via Canvas (details below)
6. Participation in the class Slack channel (details below)

Course Format

As is the case with every course this summer, COVID-19 has mandated some big changes to how courses are being offered. This course would usually meet five days per week in person. Instead, we will meet three days per week, with other work being done asynchronously. *It is imperative that you keep up with the pace of the course, since we have very limited time together.* If you find yourself concerned about keeping up, please get in touch with me.

This is a discussion seminar, and we will spend most of our time in our Zoom meetings discussing the assigned readings. These in-person synchronous meetings will be supplemented with weekly asynchronous lessons that are required. These may take the form of short documentary videos, video lectures from me, or other material. However, the emphasis each week will be on discussion of both the assigned reading and primary materials that we will examine together in class.

Because of this format, it is essential that you complete all of the assigned reading each week. If you have concerns about keeping up with the reading, please get in touch with me immediately.

The aim of this course is help you to think *historically* and *analytically*. We will work to figure out what we are able to know about the past; which sources can help us to get at that knowledge; and what the limits and silences of various types of sources might be. At the same time, we will consider how the authors we read construct arguments, and we will critically evaluate the persuasiveness of these arguments. Ultimately, you will be working out the tensions inherent in thinking through how the past can—and should—matter in the present.

Learning Objectives

At the end of this course, students will:

1. have a deeper knowledge of the history of gender and masculinity in the United States.
2. be able to understand and articulate the ideas and perspectives of historical actors.
3. have a greater understanding of how historians construct arguments based on historical research.
4. be able to evaluate primary source evidence in relation to secondary sources.
5. be able to construct an original argument from an evaluation of primary source evidence.

Flags

This course carries the **Independent Inquiry flag**. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

This course also carries the **Writing Flag**. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

Attendance and Participation

You are expected to attend every scheduled Zoom session class and to come prepared. Class sessions will primarily involve discussion of the assigned texts, and if you are absent or unprepared, you will not be participating fully in the course and it will adversely affect your grade. You are expected to be an active participant in the class, which means meaningfully contributing to classroom discussions. If you have concerns about classroom participation, please come discuss it with me – we may be able to make modified arrangements if speaking up in class is challenging for you.

If you are going to be absent, you must notify me by email, in advance if possible. If you need to miss class for medical or religious reasons, your absence will be excused as long as you notify me. By UT-Austin policy, you must notify me of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

All documentation for excused absences is due **at the latest** one week after the date of the absence.

If you have three unexcused absences, your **final course grade** will be lowered by 1/3 letter grade for each subsequent absence (i.e. a final grade of an A- becomes a B+ if you have four unexcused absences, or a B if you have five). Please note that excessive tardiness will also affect your grade.

do not have your cell phone out during class. (If you are expecting an emergency call or otherwise need to have your phone available during class, please let me know.)

Students adding the course after the first meeting must make up missed assignments. Please contact me immediately in person or via email to make up missed work.

I prefer to communicate by email. I will be communicating to the class via email throughout the semester, and I will be using **only** your UT email address unless you instruct me otherwise. Please make sure that your UT email address is working and that your mailbox has space. You must check your UT email daily. You are responsible for all communications sent via email.

Assignments and Grading

• Attendance and Class Participation*	15%	ongoing
• Reflection Journal (7 pages)**	10%	DUE 7/11 11:59p
• Primary Source Analysis (3-5 pages)***	20%	DUE 6/15 11:59p
• Synthesis Essay (5-7 pages)***	20%	DUE 6/28 11:59p
• Final Essay***	35%	
○ Proposal (10%)		DUE 7/6 11:59p
○ Final Paper (7-8 pages) (25%)		DUE 7/11 11:59p

*Attendance & Participation

There are three components to your attendance and participation grade:

1. **Attendance and preparation.** Your attendance and class participation grade depend on your coming to class prepared and participating in discussion. Preparation involves doing the required readings and completing the required supplemental lessons on Canvas.
2. **Weekly content questions.** In addition, part of your participation grade will be the weekly submission of an anonymous content question. Via Canvas on the “quizzes” tab, you can submit any question of your choosing. Your question should be a basic question about the content of the reading or the course – for instance, *I don’t know what the Industrial Revolution is, can you explain it?* At the beginning of our Zoom sessions, I will answer the questions I have received. I will not be able to see who submitted each question (so feel free to ask any questions you worry are “dumb”!), but I will be able to see how many questions you submitted each week. You are required to submit at least one question per week.
3. **Class Slack channel.** You should participate in the course Slack channel. There is no formal requirement for how much you must participate, but you are expected to chime in on the ongoing class discussion.

**Reflection Journal

You are expected to keep a Reflection Journal (a text document on your computer is fine). Each week, you must make at least one entry in which you reflect on the readings and supplemental lessons. Your total journal should be at minimum seven typed pages (double-spaced) by the end of the term.

***Primary Source Analysis, Synthesis Essay, and Final Essay

We will discuss your two short papers (the primary source analysis and the synthesis essay) in class. Your final essay will be a 7-8 paper in which you place 2-3 sources of your choosing into conversation with the course readings for the term. We will discuss how to choose a topic and find sources more thoroughly in class.

All papers should be submitted electronically via the class Canvas site.

You need to secure an excuse from me **at least 3 days before the due date** if you have a *legitimate* reason to turn in work late. Unexcused late work will lose 1/3 of a letter grade per day late and will receive a failing grade after 5 days. No extensions will be granted for more than 3 days beyond the original due date except in the most extreme circumstances.

Lateness policy for the Final Essay: Your final essay is due on **June 11 by 11:59pm**. Unless you have prior authorization from me to turn it in late, for each hour that your paper is late, you will be deducted 1/3 letter grade.

Grading Guidelines

We will discuss writing expectations clearly and thoroughly in class before the first assignment is due. In general, you should strive for the following in your essays:

- Your essay should not simply summarize the material but **analyze** it.
- You should have a clear and debatable **argument**.
- You should clearly use **evidence** from your sources.
- You should demonstrate **critical thinking** in your writing.
- Your communication should be **clear and grammatically correct**.
- You must follow Chicago style for **citations** of your sources.

Grade Scale:

A 4.0 (93-100)	C 2.0 (73-76)
A- 3.67 (90-92)	C- 1.67 (70-72)
B+ 3.33 (87-89)	D+ 1.33 (67-69)
B 3.0 (83-86)	D 1.0 (60-63)
B- 2.67 (80-82)	D- 0.67 (60-62)
C+ 2.33 (77-79)	F 0.00 (59 and below)

A: Exceptional; shows mastery of the material and fresh, original insight.

B: Above average mastery of material; few grammatical mistakes; interesting argument.

C: Adequate comprehension of material; some grammatical errors.

D: Failure to adequately understand material; many grammatical errors.

F: Lacking basic understanding of course material or failure to fulfill assignment.

University Resources and Policies

I strongly encourage you to use the Undergraduate Writing Center, FAC 211, 471-6222, <http://www.uwc.utexas.edu>. The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis.

Students who are found guilty of academic dishonesty will fail the course and be reported to Student Judicial Services. Plagiarism occurs if you represent as your own work any material that was obtained from another source, regardless of how or where you acquired it. For examples of plagiarism, see http://deanofstudents.utexas.edu/sjs/scholdis_plagiarism.php.

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 471-6259, <http://www.utexas.edu/diversity/ddce/ssd/>.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one.

Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Course Outline

Week 1

- F 6/5: What Makes a Man?
 - Reading:
 - “Introduction,” pp. 1-14 & “Violence” from Rebecca M. Jordan and Katrina Karkazis, *Testosterone: An Unauthorized Biography*
 - Anne Fausto-Sterling, “Why Sex Is Not Binary: The Complexity Is More Than Cultural. It’s Biological, Too.” *New York Times* October 25, 2018.

Week 2

- M 6/8: Doing Masculinity
 - Reading:
 - C.J. Pascoe and Tristan Bridges, “Exploring Masculinities: History, Reproduction, Hegemony, and Dislocation,” in *Exploring Masculinities: Identity, Inequality, Continuity, and Change*
- W 6/10: Historicizing Masculinity
 - Reading:
 - R.W. Connell, “The History of Masculinity,” from *Masculinities*
 - Michael Kimmel, “The Birth of the Self-Made Man,” from Rachel Adams and David Savran, *The Masculinity Studies Reader*
- F 6/12: Masculinity & Race
 - Reading:
 - “Introduction” pp. 1-9 & “Murder: Black Men, White Women, and Lynching” in Martha Hodes, *White Women, Black Men: Illicit Sex in the 19th-Century South*

Week 3

- M 6/15: Masculinity & Capitalism
 - Reading:
 - “Domestic Life in the Diggings” from Susan Lee Johnson, *Roaring Camp: The Social World of the California Gold Rush*

** PRIMARY SOURCE ANALYSIS DUE 6/15 11:59PM

- W 6/17: Masculinity & Empire
 - Reading:
 - “‘Teaching Our Sons to Do What We Have Been Teaching the Savages to Avoid’: G. Stanley Hall, Racial Recapitulation, and Neurasthenic Paradox” in Gail Bederman, *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917*
- F 6/19: Queer Masculinities
 - Reading:
 - “Trade, Wolves, and the Boundaries of Normal Manhood” from George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940*
 - “The Forging of Queer Identities and the Emergence of Heterosexuality in Middle-Class Culture” from Chauncey, *Gay New York*

Week 4

- M 6/22: Masculinity & Empire
 - Reading:
 - “Like a Boy of Twelve” from Naoko Shibusawa, *America’s Geisha Ally: Reimagining the Japanese Enemy*
- W 6/24: Masculinity & Race
 - Reading:
 - Norman Mailer, “The White Negro” (1957)
 - James Baldwin, “The Black Boy Looks at the White Boy Norman Mailer” (1961)
 - “The White Race and Its Heroes” from Eldridge Cleaver, *Soul on Ice* (1968)
- F 6/26: Masculinity & Capitalism
 - Reading:
 - Leslie Feinberg, *Stone Butch Blues*, Chapters 1-13

****SYNTHESIS ESSAY DUE 6/28 11:59p**

Week 5

- M 6/29: Queer Masculinities
 - Reading:
 - Leslie Feinberg, *Stone Butch Blues*, Chapters 13-26
- W 7/1: Masculinity & Race
 - Reading:
 - “Preface” and “Proving Manhood: Masculinity as a Rehabilitative Tool,” from Victor Rios, *Punished: Policing the Lives of Black and Latino Boys*
- F 7/3: Queer Masculinities
 - Reading:
 - “Rape, Race, and the Violent Prison” from Regina Kunzel, *Criminal Intimacy: Prison and the Uneven History of Modern American Sexuality*

Week 6

- M 7/6: Masculinity & Empire
 - Reading:
 - “Introduction” & “Race War and White Women” from Kathleen Belew, *Bring the War Home: The White Power Movement and Paramilitary America*

****FINAL PAPER PROPOSAL DUE 7/6 11:59p**

- W 7/8: Masculinity & Capitalism
 - Reading:
 - “Introduction” & “Resentment’s Roots” from Arlene Stein, *The Stranger Next Door: The Story of a Small Community’s Battle Over Sex, Faith, and Civil Rights*

****FINAL ESSAY AND REFLECTION JOURNAL DUE 7/11 11:59p**