

**MASCULINITIES**  
**Sociology 574**  
**Fall 2013 (Second Half of the Semester)**  
**Monday 9:30am-12:10pm**  
**Davison Hall, Room 128**

Professor Kristen W. Springer

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Office Hours: Tuesday 1:15-2:15pm at 112 Paterson Street Room 460, or by appointment

Website: sakai.rutgers.edu (course designation: "Masculinities Mini Course")

**Course Description:** Contemporary gender theory underscores the importance of relationality in the production and maintenance of gender – relationality of men to women, between men, and between women. Studies of men and masculinity have provided rich and thoughtful inroads into theorizing and analyzing gender as relational. In this seminar we will begin by exploring theoretical conceptions of masculinities from multiple disciplines including drawing from R.W. Connell's (Sociology) work on multiple masculinities and Bosson & Vandello's (Psychology) work on precarious manhood. We will also examine how masculinities (of men *and* women) intersect with other structural locations including sexuality, class, race, country, etc. Finally, we will engage research on topics most relevant to the research interests of students who attend the class (e.g., fatherhood, sport, military, relationships, health, technology usage, work/family balance etc.).

**Learning Goals:**

- Gain a thorough understanding of contemporary sociological and psychological theories of masculinities
- Understand how to apply masculinity theories to range of socially relevant topics
- Explore the multiplicity of masculinities by applying intersectionality perspectives
- Discuss and debate how the measurement and conceptualizations of masculinities affects our understanding of gender
- Identify significant new research questions related to masculinities

**Overview of Course Requirements and Grading:** Course grades will be based on four requirements: participation, weekly memos, helping lead one class session (including "assigning" one article that fits the topic of the week), and a final paper (synthetic literature review, research proposal, draft of a research paper etc.).

**Incompletes will only be given for serious extenuating circumstances and with advance permission.**

**(1) Participation in weekly discussion (10 percent of grade).**

I expect everyone to be fully prepared and participatory. This means reading all of the assignment material *before* class as well as reading all of the memos *before* class.

**(2) Weekly memos (6 weeks \* 5 percent = 30 percent)**

In order to best engage with the material, students must submit (to Sakai) a memo engaging with the reading material by **noon on the Sunday before class**. Memos are due for each class, except for the one class you facilitate. These memos should integrate the readings (not summarize or analyze individual articles) in a way that shows you've read all of the work and are thinking through some of the issues in the material. The memos should also include questions and/or observations that you would like to discuss in the class.

**(3) Class facilitation (10 percent of grade)**

During the semester each student is required to facilitate discussion in one class. I've built the class around the topics that most interest you and so I've assigned each of you to facilitate the class that most closely fits with your stated interests. If this doesn't work for you, please let me know ASAP so we can make other arrangements.

On the day you facilitate, come prepared with questions and discussion topics to facilitate conversation. Further, make sure you read all student memos/reflections in planning your discussion. Summarizing the reading in a way that presumes others in class have not read them is not facilitating the class discussion.

Further, because this class is built around your interests, I'd like each of you to supplement my readings with one additional piece that you think is a necessary compliment to what I've chosen and/or that more directly reflects your particular interests (these will be indicated with a "\*" on the syllabus). These papers should be selected a week before the class you will facilitate.

**(4) Final paper (50 percent of grade)**

The culminating project for this class will be a research-focused paper. I would very much like this paper to be useful for your graduate school career, in that it will be something like a draft of a QP, dissertation proposal, a research outline of a project you are considering, a draft of a manuscript you are submitting for publication, or a synthetic review of the literature on a topic you are interesting in learning more about. It is therefore difficult to set exact parameters of length and scope, because it will vary dramatically dependent on what you want to do. As a guidepost, I'll say that if you are starting something from scratch for this paper, I'd expect it to be about 7-10 pages plus references. However, if you are reworking something you've already begun, I'd expect it to be more fleshed out and the appropriate length for what you are working on.

I'd like you to submit a one-page description of what you'd like to do for your paper no later than November 20<sup>th</sup>. Also, feel free to meet with me about your project ideas at any time. Final papers will be due on December 16<sup>th</sup>.

***Diversity Statement:*** *The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender,*

sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.

**Schedule and Readings:** All readings will be on our Sakai website. Once we solidify the specific topics on the first week of class, I will finalize the reading list.

**Week 1 (October 28<sup>th</sup>): Theories of Masculinity (Mary)**

Levant, R. F. (1996). The new psychology of men. *Professional psychology: Research and Practice*, 27(3), 259-265.

Wood, W., & Eagly, A. H. (2002). A cross-cultural analysis of the behavior of women and men: implications for the origins of sex differences. *Psychological Bulletin*, 128(5), 699-727.

\*Prentice, D. A., & Carranza, E. (2002). What women and men should be, shouldn't be, are allowed to be, and don't have to be: The contents of prescriptive gender stereotypes. *Psychology of Women Quarterly*, 26, 269-281.

Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity rethinking the concept. *Gender & Society*, 19(6), 829-859.

Wetherell, M., & Edley, N. (1999). Negotiating hegemonic masculinity: Imaginary positions and psycho-discursive practices. *Feminism & Psychology*, 9(3), 335-356.

Vandello, J. A., Bosson, J. K., Cohen, D., Burnaford, R. M., & Weaver, J. R. (2008). Precarious manhood. *Journal of Personality and Social Psychology*, 95(6), 1325.

**Week 2 (November 4<sup>th</sup>): Fathering/Family with a Focus on Heterosexual Families (Brittany)**

**Required Readings**

Cooper, M. (2000). Being the “go-to guy”: Fatherhood, masculinity, and the organization of work in Silicon Valley. *Qualitative Sociology*, 23(4), 379-405.

Gavanas, A. (2004). Domesticating masculinity and masculinizing domesticity in contemporary US fatherhood politics. *Social Politics: International Studies in Gender, State & Society*, 11(2), 247-266.

Shows, C., & Gerstel, N. (2009). Fathering, Class, and Gender A Comparison of Physicians and Emergency Medical Technicians. *Gender & Society*, 23(2), 161-187.

Thébaud, S. (2010). Masculinity, Bargaining, and Breadwinning Understanding Men's Housework in the Cultural Context of Paid Work. *Gender & society*, 24(3), 330-354.

Blanc, A. K. (2001). The effect of power in sexual relationships on sexual and reproductive health: an examination of the evidence. *Studies in family planning*, 32(3), 189-213.

### **Recommended Readings**

\*Gerson, K. (1993). *No Man's Land: Men's Changing Commitments to Family and Work*. New York: BasicBooks. Pgs. 1-37.

Miller, T. (2011). Falling back into gender? Men's narratives and practices around first-time fatherhood. *Sociology*, 45(6), 1094-1109.

Berger, L. M., Carlson, M. J., Bzostek, S. H., & Osborne, C. (2008). Parenting practices of resident fathers: The role of marital and biological ties. *Journal of Marriage and Family*, 70(3), 625-639.

Holth, L., & Mellstrom, U. (2011). Revisiting engineering, masculinity and technology studies: Old structures with new openings. *International Journal of Gender, Science and Technology*, 3(2), 313-329.

Fennell, J. L. (2011). Men Bring Condoms, Women Take Pills Men's and Women's Roles in Contraceptive Decision Making. *Gender & Society*, 25(4), 496-521.

### **Week 3 (November 11<sup>th</sup>): Employment, Technology, Occupational Segregation (Lindsay)**

#### **Required Readings**

Acker, J. (1990). Hierarchies, jobs, bodies: A theory of gendered organizations. *Gender & society*, 4(2), 139-158.

Wingfield, A. H. (2009). Racializing the Glass Escalator Reconsidering Men's Experiences with Women's Work. *Gender & Society*, 23(1), 5-26.

Schilt, K. (2006). Just one of the guys? How transmen make gender visible at work. *Gender & Society*, 20(4), 465-490.

\*Lupton, B. (2006). Explaining Men's Entry into Female-Concentrated Occupations: Issues of Masculinity and Social Class. *Gender, Work & Organization*, 13(2), 103-128.

Lohan, M., & Faulkner, W. (2004). Masculinities and technologies. *Men and Masculinities*, 6(4), 319-329.

Mellström, U. (2004). Machines and Masculine Subjectivity Technology as an Integral Part of Men's Life Experiences. *Men and Masculinities*, 6(4), 368-382.

### **Recommended Readings**

Hodges, M. J., & Budig, M. J. (2010). Who gets the daddy bonus? Organizational hegemonic masculinity and the impact of fatherhood on earnings. *Gender & Society*, 24(6), 717-745.

Williams, C. L. (1992). The glass escalator: Hidden advantages for men in the "female" professions. *Social problems*, 253-267.

Snyder, K. A., & Green, A. I. (2008). Revisiting the glass escalator: The case of gender segregation in a female dominated occupation. *Social Problems*, 55(2), 271-299.

Budig, M. J. (2002). Male advantage and the gender composition of jobs: Who rides the glass escalator. *Soc. Probs.*, 49, 258.

Killewald, A. (2013). A Reconsideration of the Fatherhood Premium Marriage, Coresidence, Biology, and Fathers' Wages. *American Sociological Review*, 78(1), 96-116.

Miller, S. L., Forest, K. B., & Jurik, N. C. (2003). Diversity in Blue Lesbian and Gay Police Officers in a Masculine Occupation. *Men and Masculinities*, 5(4), 355-385.

Frehill, L. M. (2004). The gendered construction of the engineering profession in the United States, 1893–1920. *Men and Masculinities*, 6(4), 383-403.

### **Week 4 (November 18<sup>th</sup>): Dietary Behaviors, Health, and Health Decision Making (Teja)**

#### **Required**

Julier, A., & Lindenfeld, L. (2005). Mapping men onto the menu: Masculinities and food. *Food & Foodways*, 13(1-2), 1-16.

Roos, G., Prättälä, R., & Koski, K. (2001). Men, masculinity and food: interviews with Finnish carpenters and engineers. *Appetite*, 37(1), 47-56.

Nelson, C. C., Sapp, A., Berkman, L. F., Li, Y., & Sorensen, G. (2011). Allocation of household responsibilities influences change in dietary behavior. *Social Science & Medicine*, 73(10), 1517-1524.

\*Mróz, L. W., Chapman, G. E., Oliffe, J. L., & Bottorff, J. L. (2011). Men, food, and prostate cancer: gender influences on men's diets. *American journal of men's health*, 5(2), 177-187.

Courtenay, W. H. (2000). Constructions of masculinity and their influence on men's well-being: a theory of gender and health. *Social science & medicine*, 50(10), 1385-1401.

### **Recommended**

Roy, P. (2002). Meat–Eating, Masculinity, and Renunciation in India: A Gandhian Grammar of Diet. *Gender & History*, 14(1), 62-91.

Sobal, J. (2005). Men, meat, and marriage: Models of masculinity. *Food & Foodways*, 13(1-2), 135-158.

Springer, K. W., & Mouzon, D. M. (2011). “Macho Men” and Preventive Health Care Implications for Older Men in Different Social Classes. *Journal of Health and Social Behavior*, 52(2), 212-227.

### **Week 5 (November 25<sup>th</sup>): Intersectionality (Brandon)**

#### **Required**

Choo, H. Y., & Ferree, M. M. (2010). Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities. *Sociological Theory*, 28(2), 129-149.

Coston, B. M., & Kimmel, M. (2012). Seeing privilege where it isn't: Marginalized masculinities and the intersectionality of privilege. *Journal of Social Issues*, 68(1), 97-111.

Calasanti, T. (2004). Feminist gerontology and old men. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 59(6), S305-S314

Griffith, D. M. (2012). An intersectional approach to Men's Health. *Journal of Men's Health*, 9(2), 106-112.

Warner, L. R. (2008). A best practices guide to intersectional approaches in psychological research. *Sex Roles*, 59(5-6), 454-463.

#### **Recommended**

Acker, J. (2006). Inequality regimes gender, class, and race in organizations. *Gender & Society*, 20(4), 441-464.

Carbado, D. W. (2013). Colorblind intersectionality. *Signs*, 38(4), 811-845

\*Collins, P. H. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. Psychology Press.

McCall, L. (2005). The complexity of intersectionality. *Signs*, 30(3), 1771-1800.

### **Week 6 (December 2<sup>nd</sup>): Sexuality (Jeremy)**

#### **Required**

Murnen, S. K., Wright, C., & Kaluzny, G. (2002). If “boys will be boys,” then girls will be victims? A meta-analytic review of the research that relates masculine ideology to sexual aggression. *Sex Roles, 46*(11-12), 359-375.

Garlick, S. (2010). Taking control of sex? Hegemonic masculinity, technology, and internet pornography. *Men and Masculinities, 12*(5), 597-614.

Kazyak, E. (2012). Midwest or Lesbian? Gender, Rurality, and Sexuality. *Gender & Society, 26*(6), 825-848.

Gangestad, S. W., Thornhill, R., & Garver-Apgar, C. E. (2010). Men's facial masculinity predicts changes in their female partners' sexual interests across the ovulatory cycle, whereas men's intelligence does not. *Evolution and Human Behavior, 31*(6), 412-424.

Zheng, L., Hart, T. A., & Zheng, Y. (2013). Attraction to Male Facial Masculinity in Gay Men in China: Relationship to Intercourse Preference Positions and Sociosexual Behavior. *Archives of sexual behavior, 1*-10.

### **Recommended**

Pascoe, C. J. (2011). *Dude, You're a Fag: Masculinity and Sexuality in High School, With a New Preface*. Univ of California Press.

Swarr, A. L. (2012). Paradoxes of Butchness: Lesbian Masculinities and Sexual Violence in Contemporary South Africa. *Signs, 37*(4), 961-986.

Rupp, L. J., Taylor, V., & Shapiro, E. I. (2010). Drag queens and drag kings: The difference gender makes. *Sexualities, 13*(3), 275-294.

Valocchi, S. (2005). Not Yet Queer Enough The Lessons of Queer Theory for the Sociology of Gender and Sexuality. *Gender & Society, 19*(6), 750-770.

\*Dworkin, S. L., & O'Sullivan, L. (2005). Actual versus desired initiation patterns among a sample of college men: Tapping disjunctures within traditional male sexual scripts. *Journal of Sex Research, 42*(2), 150-158.

### **Week 7 (December 9<sup>th</sup>): Adolescent/Youth Masculinity (John)**

#### **Required**

Pascoe, C. J. (2005). ‘Dude, you’re a fag’: Adolescent masculinity and the fag discourse. *Sexualities, 8*(3), 329-346.

Kimmel, M. S., & Mahler, M. (2003). Adolescent Masculinity, Homophobia, and Violence Random School Shootings, 1982-2001. *American behavioral scientist, 46*(10), 1439-1458.

Kimmel M.S. & Leek C. (2012). The unbearable whiteness of suicide-by-mass-murder. *Huffington Post*. 12/13/2012.

Marcell, A. V., Eftim, S. E., Sonenstein, F. L., & Pleck, J. H. (2011). Associations of family and peer experiences with masculinity attitude trajectories at the individual and group level in adolescent and young adult males. *Men and Masculinities, 14*(5), 565-587.

Mora, R. (2012). "Do it for all Your Pubic Hairs!" Latino Boys, Masculinity, and Puberty. *Gender & Society, 26*(3), 433-460.

\*Oransky, M. and Marecek, J. (2009). "I'm Not Going to Be a Girl": Masculinity and Emotions in Boys' Friendships and Peer Groups. *Journal of Adolescent Research, 24*(2), 218-241.

### **Recommended**

Phoenix, A., Frosh, S., & Pattman, R. (2003). Producing contradictory masculine subject positions: Narratives of threat, homophobia and bullying in 11–14 year old boys. *Journal of Social Issues, 59*(1), 179-195.

Messerschmidt, J. W. (2000). Becoming "real men" adolescent masculinity challenges and sexual violence. *Men and Masculinities, 2*(3), 286-307.

Martino, W. (2000). Policing masculinities: Investigating the role of homophobia and heteronormativity in the lives of adolescent school boys. *The Journal of Men's Studies, 8*(2), 213-236.

Pascoe, C. J. (2011). *Dude, You're a Fag: Masculinity and Sexuality in High School, With a New Preface*. Univ of California Press.

Mac an Ghail, M., & Haywood, C. (2012). Understanding boys': Thinking through boys, masculinity and suicide. *Social Science & Medicine, 74*(4), 482-489.