

University of Toronto – Sociology
New Topics: Gender & Masculinity
Summer 2017
SOC494H1S L0101
Tuesday & Thursday 4 - 6 pm
Location: BL 114

Instructor Information

Instructor: Tatham, Chris

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Office hours: Tuesday & Thursday, 3 - 4 pm

Blackboard/Course web site: Portal

Course Topic

This fourth year seminar class will focus on the sociology of masculinities. Throughout this course, attention will be paid to theoretical understandings of gender and masculinity as well as how masculinity intersects with race, class and sexuality. Together we will interrogate masculinity's historical importance to sport, violence and crime. Further, we will examine female masculinity the impact and intricacies of masculinity online, within the family, and within transnational, migrant and LGBTQ communities. Also, we will examine masculinity's pervasive influence within popular culture, ranging in topics from homophobia and adult film to meat and man caves.

Course Structure

This is a reading-intensive course. Class time will be centered around peer-led in-depth discussion of the readings. As such, students are responsible for reading the assigned works before class. Students are expected and encouraged to participate in class discussion. Engaged discussion is an integral part of seminar courses.

Laptops and tablets are welcome in the classroom for course-based purposes only. Students must always bring a copy of the day's readings to class (be it in hard copy or digital) as these readings will be used in class.

Goals and Learning Objectives

By the end of the class, students will be able to:^[1]

- Identify and evaluate a variety of theories of gender and masculinity and to connect these understandings to empirical research and current events
- Write critically and creatively
- Develop and present an academic argument
- Engage in thoughtful and respectful discussion
- Formulate research questions, collect appropriate sources and use scholarly research to support written arguments

Prerequisites

Prerequisite: 1.0 SOC FCE at the 300+ level. Students without the prerequisite to take this course

will be removed automatically upon discovery, without notice.

Course Materials

All assigned readings are available on Blackboard.

Evaluation

Assignment	Date	Weight
Midterm Test	July 13 th	25%
Research Paper	August 3rd	25%
Presentation	Assigned Later	30%
Reading Questions Submission	Per class	10%
In-Class Participation	Per class	10%

The late penalty for assignments is 10% for the first day and 5% per each additional day.

The Research Paper must be submitted to Blackboard and Turnitin.com before class. A hardcopy is not necessary.

Class Schedule

Date	Topic	Readings
July 4	Introductions	Syllabus
July 6	The Basics	West, C. and Zimmerman, D. 1987. "Doing Gender." <i>Gender & Society</i> 1, 2: 125-52 Collins, Patricia Hill. 1990. <i>Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment</i> . Chaps. 1 & 2. Routledge.
July 11	Hegemonic Masculinity	Connell, R.W. 1995. <i>Masculinities</i> . Chap 3. University of California Press. Connell, R.W. and James Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept." <i>Gender & Society</i> 19(6): 829-59. Everitt-Penhale, Brittany & Kopano Ratele. 2015. Rethinking 'Traditional Masculinity' as Constructed, Multiple and ≠ Hegemonic Masculinity. <i>South African Review of Sociology</i> , 46(2): 4-22.

July 13	Race & Ethnicity	<p>Chen. 1999. "Lives at the Centre of the Periphery, Lives at the Periphery of the Center: Chinese American Masculinities & Bargaining with Hegemony. <i>Gender & Society</i> 13:584-607.</p> <p>Ford, K. A. 2011. Doing Fake Masculinity, Being Real Men: Present and Future Considerations of Self among Black College Men. <i>Symbolic Interaction</i>, 34(1), 38- 62.</p> <p>Hondagneu-Sotelo, Pierrette and Michael Messner. 1994. Gender Displays and Men's Power: The "New Man" and the Mexican Immigrant Man. In <i>Theorizing Masculinities</i>. Sage Thousand Oaks, California, 200-218.^[SEP]</p>
July 18	Sports & Violence	<p>Messner, Michael. 2002. "Playing Center: The Triad of Violence in Men's Sports." <i>Taking the Field: Women, Men and Sports</i>. 2002. Minneapolis, MN: University of Minnesota Press, pgs. 27 – 60.</p> <p>Durfee, Alesha. 2011. "'I'm Not a Victim, She's an Abuser': Masculinity, Victimization and Protection Orders." <i>Gender and Society</i> 25(3): 316-334.</p> <p>Allain, K. A. 2008. "Real Fast and Tough": The Construction of Canadian Hockey Masculinity. <i>Sociology of Sport Journal</i>, 25, 462-481.</p>
July 20	Midterm	No Readings
July 25	Homophobia & LGBTQ Masculinities	<p>Pascoe, C.J. 2005. "'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse." <i>Sexualities</i> 8(3): 329-346.</p> <p>Dozier, Raine. 2005. "Beards, Breasts, and Bodies: Doing Sex in a Gendered World." <i>Gender & Society</i> 19 (3):297-316.</p> <p>Burke, Nathaniel. 2016. "Hegemonic Masculinity at Work in the Gay Adult Film Industry." <i>Sexualities</i> 19(5-6): 587-607.</p>
July 27	Female Masculinities	<p>Berggren, Kalle. 2014. "Hip Hop Feminism in Sweden: Intersectionality, Feminist Critique & Female Masculinity." <i>European Journal of Women's Studies</i> 21(2): 233-250.</p> <p>Dozier, Raine. 2017. "Female Masculinity at Work: Managing Stigma on the Job." <i>Psychology of Women Quarterly</i> 41(2): 197-209.</p> <p>Lane-Steele, Laura. 2011. "Studs and Protest-Hypermasculinity: The Tomboyism within Black Lesbian Female Masculinity." <i>Journal of Lesbian Studies</i> 15(4): 480-492.</p>

Aug 1	The Family	Fox, Bonnie. 2009. When Couples Become Parents: The Creation of Gender in the Transition to Parenthood. Pp. 30-34, Chap 4. Univ. of Toronto Press. Hoang, Lan Anh and Brenda S. A. Yeoh. 2011. "Breadwinning Wives and "Left-behind" Husbands: Men and Masculinities in the Vietnamese Transnational Family." <i>Gender and Society</i> , 25(6): 717-739. Miller, T. 2010. "It's a Triangle That's Difficult to Square": Men's Intentions and Practices Around Caring, Work and First-time Fatherhood. <i>Fathering</i> , 8, 362–378.
Aug 3	Crime	Messerschmidt, James W. 1993. <i>Masculinities and Crime: Critique and Reconceptualization of Theory</i> : Rowman & Littlefield Publishers, Inc. McFarlane, Helen. 2013. "Masculinity & Criminology: The Social Construction of Criminal Man." <i>The Howard Journal</i> 52(3): 321-335. Rios, Victor. 2009. "The Consequences of the Criminal Justice Pipeline on Black and Latino Masculinity." <i>The Annals of the American Academy of Political and Social Science</i> 623(1): 150-162.
Aug 8	Culture	Ricciardelli, Rosemary and Kimberley Clow. 2009. Men, Appearance and Cosmetic Surgery: The Role of Self-esteem and Comfort with the Body. <i>Canadian Journal of Sociology</i> 34 (1):83-104. Moisio, Risto & Mariam Beruchashvili. 2014. Mancaves and Masculinity. <i>Journal of Consumer Culture</i> . 0(0):1-21. Sumpter, Kristen C. 2015. Masculinity and Meat Consumption: An Analysis Through the Theoretical Lens of Hegemonic Masculinity and Alternative Masculinity Theories. <i>Sociology Compass</i> 9(2): 104–114.
Aug 10	Online	Manago, Adriana. 2013. Negotiating a Sexy Masculinity Social Networking Sites. <i>Feminism & Psychology</i> 23(4): 478-497. Schmitz, Rachel and Emily Kazyak. 2016. "Masculinities in Cyberspace: An Analysis of Portrayals of Manhood in Men's Rights Activist Websites." <i>Social Sciences</i> 5 (2): 1-16. Thompson, Nathan. 2014. Queer/ing Game Space: Sexual Play in the World of Warcraft. <i>Media Fields Journal</i> .

Every attempt will be made to follow this schedule, but it is subject to change at the discretion of the instructor. Similarly, the reading list may be updated at the discretion of the instructor.

In-Class Participation (10%)

Attendance is mandatory. Students are responsible for all materials presented and discussed in class. If you miss a class, you will require medical documentation in order to avoid a penalty.

Interactive discussion is the cornerstone of all seminar classes. Be sure that you read the assigned readings beforehand. Read them closely and critically. Be prepared to talk about the readings – what you learned from them, your thoughts about them, what contributions you think they've made and your critiques. Take participation seriously. The quality of your learning experience will hinge upon what you bring to the classroom.

Participation will be evaluated based upon the quality and quantity of your contributions over the semester. This will constitute 10% of your final grade.

Reading Questions (10%)

Before each class, submit questions you have about the readings. They can be submitted via Blackboard before class or on paper at the beginning of class. These questions will be used in class to prompt and facilitate in-class discussion. These short submissions constitute 10% of your final grade. Reading questions will not be accepted after the beginning of class.

Presentation & Leading Class Discussion (30%)

Students will be assigned a class where they are responsible for making a presentation on the readings and leading the class discussion. The presentation schedule will be arranged by the instructor early in the term. Depending on course enrollment, there may be multiple students presenting per class.

For the assigned lecture, students are expected to:

- Summarize the main points of the readings
- Outline the key concepts used in the readings and point out any link to other course concepts
- Outline a possible test question based upon the readings
- Provide a short handout summarizing your presentation
- Prepare discussion questions for the class
- Facilitate and encourage class discussion

The evaluation of the presentations will take two forms – instructor (15%) and peer (15%). Presentations will be graded upon their clarity, organization, creativity, presentation style, and the quality of the discussion by both the instructor and the students in attendance. The peer evaluation grade component will be a composite of the peer grades of those in attendance. For more information on the presentation instructions and evaluations, see Blackboard.

For students registered with Accessibility, alternatives to in-class presentations can be arranged.

Research Paper (25%)

You may write a paper focusing on any topic related to class concepts. It is strongly recommended that you come and discuss the topic with the instructor during office hours or after class. For more information on the research paper, see Blackboard. The paper will be discussed at length during the first class.

Procedures and Rules

Missed tests and assignments

Accommodation provision: In general, for missed tests or assignments, the Sociology Department follows the St. George campus policy regarding accommodation for the following three reasons:

- Illness, or
- Religious observances (i.e., holy days), or
 - <http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm>
- Other unplanned circumstances entirely beyond the student's control (e.g., a court subpoena for which you have no option except to show up, a funeral).

Reasons such as “too much work”, technology failure, weddings, family vacations, or not adding the class in time, are not compelling reasons. For assignments, you are expected to plan ahead.

Timing: Requests for accommodation must be made within a week of the missed test or assignment.

Documentation: **In all cases, appropriate supporting documentation is required** (e.g.,

Verification of Student Injury or Illness form available at:

<http://www.illnessverification.utoronto.ca>) a death certificate, an accident report). You must also declare your absence on ROSI.

Missed Tests

Students who miss a term test will be assigned a mark of zero for that test unless they satisfy the following conditions:

- Students who miss a test for reasons beyond their control (e.g. illness or an accident) may request special consideration by contacting the instructor.
- The verification of Student Injury or Illness form MUST include the statement “This student was unable to write the test on the date(s) for medical reasons.” Documentation MUST show that the physician was consulted within ONE day of the test. A statement merely confirming a report of illness made by the student is NOT acceptable.
- **Deadlines** – You have up to one week from the date of the missed test to submit your request and supporting documentation. Late requests will NOT be considered without a “letter of explanation” as to why the request is late.
- If your submission is approved, the make-up will be organized by the instructor.

Late Assignments

You are expected to complete assignments on time. In order not to be considered late, assignments must be submitted by the due date on the syllabus. As stated above, hardcopies must be handed in at the beginning of class. For the paper, students are asked to submit their paper to Blackboard and Turnitin.com before class. Assignments not submitted through *Turnitin* will receive a grade of zero (0 %) **unless a student instead provides, along with their position paper**, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

You are expected to keep a back-up, hard copy of your assignment in case it is lost. Email drafts of your paper to yourself regularly, in case of a computer malfunction.

Students who cannot turn in the assignment on time, due to a reason *beyond their control* (e.g. illness, death, accident) may request special consideration by presenting the documentation to the Instructor.

Documentation

The Verification of Student Injury or Illness form MUST state that you were ill on the due date of the assignment for a one day extension. For a longer extension you must prove that you were sick during a longer period or prove an exceptional, unforeseen circumstance.

In the extraordinary and unlikely event your documentation indicates that you are too ill to make-up an assignment within the term, you will have to petition the office of the registrar for an extension of time to complete term work.

Late assignments for reasons that are *within your control* will be penalized 10% for the first day and 5% per each subsequent day. Assignments that are more than 7 days late will not be accepted.

The penalty will run from the day the assignment was due until the day it is submitted electronically to Blackboard. The electronic copy must be identical to any hard copy submitted.

The penalty period **includes** weekends and holidays.

Late assignments should be submitted to Blackboard and the course drop box not the department office staff or other instructors and NOT by email. The drop box is at the Sociology Department, 725 Spadina Avenue, Room 225 – open Monday to Friday, 9:00 a.m. to 4:30 p.m.

Multiple Tests on Same Day

The department will accommodate students writing tests scheduled in more than two Sociology courses on the same day, provided the student contacts the Instructor about this issue one week in advance of the test date.

Grade Appeals

Instructors and teaching assistants take the marking of assignments very seriously, and will work diligently to be fair, consistent, and accurate. Nonetheless, mistakes and oversights occasionally happen. If you believe that to be the case, you must adhere to the following rules:

- If it is a mathematical error simply alert the Instructor of the error.
- In the case of more substantive appeals, you must:
 - Wait at least 24 hours after receiving your mark.
 - Carefully re-read your assignment, all assignment guidelines and marking schemes and the grader's comments.

You have up to one month from the date of return of the item to inquire about the mark beyond the course instructor. In order to meet this deadline, you must inquire about the mark with your instructor no longer than 15 days after receiving your mark. If you are not satisfied with the instructor's re-evaluation, you may appeal to the Associate Chair, if the term work is worth at least 20% of the course mark. If your work is remarked, you must accept the resulting mark, which may go up or down or remain the same.

If you wish to appeal:

You must submit to the instructor a written explanation of why you think your mark should be altered. Please note statements such as "I need a higher grade to apply to X" are not compelling. Also, please note that upon re-grade your mark may go down, stay the same, or go up.

Attach to your written explanation your original assignment, including all of the original comments. Submit a hardcopy of the package to the instructor via email.

Electronic Communication and Electronic Learning Technology

Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Assignments will not be accepted via email. See above for how to submit them.
- All course communication should be conducted through Blackboard or your utoronto account.
- All emails must include the course code (e.g., SOC 494) in the subject line.
- All emails should be signed with the student's full name and student number.
- Emails from students will generally be answered within 48 hours of receipt.
- Treat emails as you would any other professional communication.
- Emails that ask questions that are answered in the course syllabus or website (e.g., "how much is assignment X worth") will not receive a response.
- All general questions about the course that are NOT addressed on the syllabus and course website should be posted to the 'general inquiries' section of the Blackboard discussion board.

Emails that do not follow these guidelines will not receive a response.

Classroom Etiquette

Students are expected to arrive at class on time. Videotaping and recording lectures is strictly forbidden without written permission from the instructor.

Academic Integrity

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties.

We expect students to cite sources in all written work and presentations. See this link for department citation formats and tips for how to use sources well
<http://www.utm.utoronto.ca/sociology/resources/resources-students> .

By enrolling in this course, students agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar.

You are expected to have read and understood the on-line document "How Not to Plagiarize"
(<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)

You are expected to be familiar with the "Code of Behaviour on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) and *Code of Student Conduct* (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be asked to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Student Rights & Resources

Accessibility Centre

We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. Students are encouraged to register with the Centre (and, if appropriate, alert the instructor) as early in the term as possible. In many instances it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. With that said we understand that disabilities can change over time and will do our best to accommodate you. Students seeking support must have an intake interview with a disability advisor to discuss their individual needs.

To schedule a registration appointment with a disability advisor, please call the Centre at 416-978-8060 or e-mail at: accessibility.services@utoronto.ca. See also
<http://www.studentlife.utoronto.ca/as>.

The university has many Writing Centres which offer workshops, seminars and individual appointments to help students identify and develop their skills. Check out
<http://www.writing.utoronto.ca/writing-centres/arts-and-science> for more information.

Equity & Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UOT Equity and Diversity officer.