

University of Toronto – Sociology

**New Topics in Sociology: The Sociology of Masculinities
SOC494H1S – L0101
Summer 2020**

Mondays & Wednesdays 2 – 4 pm

Instructor Information

Instructor: Tatham, Chris

Office location: Quercus

Email address: chris.tatham@utoronto.ca

Office hours: Monday & Wednesday, 12 pm – 1 pm

Course web site: Quercus

Course Topic

This fourth-year seminar class will focus on the sociology of masculinities. We will examine masculinity's influence within our culture, with topics ranging from homophobia and adult film to meat and man caves. Throughout this course, attention will be paid to theoretical understandings of gender and masculinity with a particular focus on the intersections of masculinity with race, class and sexuality. Together we will examine masculinity's role in violence, crime and sport, the intricacies of the masculinities of women and masculinity within the LGBTQ community, in addition to the impact of masculinity online, within the family, in politics and in transnational contexts.

Course Structure

This class will be run synchronously with online meetings during scheduled class time. This is a reading-intensive, discussion-based course. This is not a lecture-based class. Class time will be centered around peer-led in-depth discussion of the readings. Students are responsible for reading the assigned works before class. Students are expected and encouraged to participate in class discussion. Regardless of our new online context, engaged, thoughtful discussion is an integral part of the seminar experience.

Students will require a laptop or computer to participate in the class. Students are advised to print off their readings and have them easily accessible during class as they will be used during the seminar.

Goals and Learning Objectives

By the end of the class, students will be able to:

- 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 Quercus.

Evaluation

TYPE	DATE	WEIGHT
TEST	July 22	25%
RESEARCH PAPER	August 10	25%
PRESENTATION	Assigned Later	30%
READING QUESTIONS	Per class	10%
PARTICIPATION	Per class	10%

The late penalty for assignments is 10% for the first day and 5% per each additional day. Written assignments must be submitted to Quercus before class on the due date. They will automatically be submitted to Turnitin.

Class Schedule

Date	Topic	Readings
JULY 6	Introductions	Syllabus

<p>JULY 8</p>	<p>The Basics</p>	<p>West, C. and Zimmerman, D. 1987. "Doing Gender." <i>Gender & Society</i> 1(2):125-52</p> <p>Collins, Patricia Hill. 1990. <i>Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment</i>. Chapter 1 & Chapter 2. Routledge.</p>
<p>JULY 13</p>	<p>Hegemonic Masculinity</p>	<p>Connell, R.W. 1995. <i>Masculinities</i>. Chapter 3. University of California Press.</p> <p>Connell, R.W. & Messerschmidt, J. 2005. "Hegemonic Masculinity: Rethinking the Concept." <i>Gender & Society</i> 19(6):829-59.</p> <p>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.</p>
<p>JULY 15</p>	<p>Hybrid Masculinities</p>	<p>Anderson & McCormack. 2018. "Inclusive Masculinity Theory: Overview, Reflection and Refinement." <i>Journal of Gender Studies</i> 27(5):547-561.</p> <p>Burke, Kelsey & Trenton Haltom. 2020. "Created by God and Wired to Porn: Redemptive Masculinity and Gender Beliefs in Narratives of Religious Men's Pornography Addiction Recovery" <i>Gender & Society</i> 34(2):233-258.</p> <p>Barry, Ben. 2018. "(Re)Fashioning Masculinity: Social Identity and Context in Men's Hybrid Masculinities through Dress" <i>Gender & Society</i> 32(5):638-662.</p>

<p>JULY 20</p>	<p>Race & Ethnicity</p>	<p>Lu, Alexander & Y. Joel Wong. 2013. Stressful Experiences of Masculinity Among U.S.-Born and Immigrant Asian American Men.” <i>Gender & Society</i> 27(3):345-371.</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>Ramirez, Hernan. 2011. “Masculinity in the Workplace: The Case of Mexican Immigrant Gardeners.” <i>Men & Masculinities</i> 14(1):97-116.</p>
<p>JULY 22</p>	<p><i>Test</i></p>	<p>No Readings</p>
<p>JULY 27</p>	<p>Homophobia & Violence</p>	<p>Pascoe, C.J. 2007. “Dude, You’re a Fag: Masculinity & Sexuality in High School.” University of California Press. Chapter 3.</p> <p>Kimmel, M. S. & Mahler, M. 2003. “Adolescent Masculinity, Homophobia & Violence: Random School Shootings, 1982-2001.” <i>American Behavioral Scientist</i> 46(10):1439-1458.</p> <p>Kuhl et al. 2018. “Masculinity, Organizational Culture, Media Framing and Sexual Violence in the Military” <i>Social Sciences</i> 7(80):1-19.</p>

<p>JULY 29</p>	<p>LGBTQ Masculinities</p>	<p>Asencio, Marysol. 2011. "Locas, Respect and Masculinity: Gender Conformity in Migrant Puerto Rican Gay Masculinities". <i>Gender & Society</i> 25(3):335-354.</p> <p>Kłonkowska, A. M. 2018. "Masculinity: Assigned – Reassigned – Socially Constructed: The Social Reception of Trans Masculinity in Poland." <i>Men & Masculinities</i> 21(2):210-229.</p> <p>Burke, Nathaniel. 2016. "Hegemonic Masculinity at Work in the Gay Adult Film Industry." <i>Sexualities</i> 19(5-6):587-607.</p>
<p>AUG 3</p>	<p>Holiday</p>	<p>No Class</p>
<p>AUG 5</p>	<p>Female Masculinities</p>	<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>

<p>AUG 10</p>	<p>Family <i>Research Paper Due</i></p>	<p>Weber, J. B. 2018. Becoming Teen Fathers: Stories of Teen Pregnancy, Responsibility & Masculinity. <i>Gender & Society</i> 26(6):900-921.</p> <p>Hoang, Lan Anh & Brenda S. A. Yeoh. 2011. “Breadwinning Wives and “Left-behind” Husbands: Men and Masculinities in the Vietnamese Transnational Family.” <i>Gender & Society</i> 25(6): 717-739.</p> <p>Scheibling, Casey. 2020. “Real Heroes Care: How Dad Bloggers Are Reconstructing Fatherhood and Masculinities.” <i>Men and Masculinities</i> 23(1):3-19.</p>
<p>AUG 12</p>	<p>Crime</p>	<p>Messerschmidt, James W. 1993. Masculinities and Crime: Critique and Reconceptualization of Theory: Rowan & Littlefield Publishers, Inc. Chapter 3.</p> <p>Deuchar, R. 2018. Gang Members ‘Doing Masculinity’. In: <i>Gangs and Spirituality</i>. Palgrave Macmillan. Chapter 2.</p> <p>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.</p>
<p>AUG 17</p>	<p>Health</p>	<p>Caddick, Nick, Smith, Brett & Cassandra Phoenix. 2015. “Male Combat Veterans’ Narratives of PTSD, Masculinity, and Health.” <i>Sociology of Health & Illness</i> 37(1):97-111.</p> <p>Darcy, Clay. 2019. “Men and the Drug Buzz: Masculinity and Men’s Motivations for Illicit Recreational Drug Use.” <i>Sociological Research Online</i> 0(0):1-17.</p> <p>Caruso, Alexandra & Steven Roberts. 2018. “Exploring Constructions of Masculinity on a Men’s Body Positivity Blog” <i>Journal of Sociology</i> 54(4):627-646.</p>

The schedule and reading list are subject to change at the discretion of the instructor.

The drop date for this class is August 3rd, 2020.

Grading Breakdown & Assignment Description

In-Class Participation (10%)

Attendance is mandatory, even online. 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.

Discussion Questions (10%)

Before each class, submit questions you have about the readings. They can be submitted via Quercus before class. These questions will be used in class to prompt and facilitate in-class discussion. Reading questions will not be accepted after the beginning of class.

Research Paper (25%)

You may write a paper focusing on any topic related to class concepts. It is a requirement that you discuss the topic with the instructor by email or within office hours. For more information on the research paper, see Quercus.

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, direct and encourage class discussion

Presentations (slides and notes) must be sent to the instructor 24 hours before the presentation. Presenters are expected to meet with the instructor before class during office hours to run through their presentation. Slides must be made available to the class (via Quercus) before class begins.

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

Procedures and Rules

Missed Tests and Assignments

If you miss a test or assignment submission, you must declare your absence on ACORN on the day of the test or assignment due date.

Missed Tests

Students who miss a term test will be assigned a mark of zero for that test unless they satisfy the above. You have three days from the date of the missed test to submit your request to the instructor.

Late Assignments

You are expected to complete assignments on time. In order not to be considered late, assignments must be submitted to Quercus by the due date on the syllabus. The paper will automatically be submitted to Turnitin.com. 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 and a hard copy of your assignment in case it is lost. Email drafts of your paper to yourself regularly, in case of computer malfunction.

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 Quercus.

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

Late assignments must be submitted to Quercus.

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.

Re-marking Pieces of Term Work

General

A student who believes that their written term work has been unfairly marked may ask the person who marked the work for re-evaluation. Students have up to two weeks from the date of return of an item of term work or from the date the mark was made available to inquire about the mark and file for an appeal. Instructors must acknowledge receipt of a student request for remarking within **3-working days**, and decisions should be provided in a timely fashion.

If an academic misconduct case is in progress for the piece of term work in question, a student may not appeal until the matter is resolved.

Details

Regrade requests for term work **worth less than 20%** of the final mark may be submitted to the person who marked the work for re-evaluation. The student must submit (1) the original piece of work and (2) a written explanation detailing why they believe the work was unfairly/incorrectly marked. If the student is not satisfied with this re-evaluation, they may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). In the instances where the instructor was not the one who marked the work, the student must now submit to the instructor (1) the original piece of work, (2) the written reasons as to why they believe the work was unfairly/incorrectly marked, and (3) communications from the original marker as to why no change in mark was made. If a remarking is granted by an instructor, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark or the appeal means the student accepts this condition. Instructors and TAs should ensure all communication with the student is in writing (e.g. follow-up email) and keep a copy for later reference.

Only term work **worth at least 20%** of the course mark may be appealed beyond the instructor. Such appeals must first follow the same guidelines as those mentioned directly above. To escalate an appeal beyond the instructor, the student must submit to the department (1) all previous communications between the student, original marker, and the instructor (2) the detailed reason(s) documenting why the mark for the work was inappropriate and (3) the original piece of work. If the department believes that re-marking is justified, the department shall select an independent reader. The student must agree in writing to be bound by the results of the re-reading process or abandon the appeal. Again, the student must accept that the mark resulting from the appeal may be higher or lower or the same as the original mark.

Where possible, the independent reader should be given a clean, anonymous copy of the work. Without knowing the original assigned mark, the reader shall determine a mark for the work. The marking of the work should be considered within the context of the course of instruction for which it was submitted. If the new mark differs substantially from the original mark, the department shall determine a final mark taking into account both available marks.

The final level of appeal is to the Dean's Office. Appeals must already have been considered at the two previous levels (Instructor followed by Department), with the decision reviewed by the head of the academic unit, before they will be considered by the Dean's Office. **Appeals must be submitted in writing, and include all previous correspondence, as soon as possible after the student receives the final response from the academic unit, but no later than one month after.** Appeals to the Dean's Office about the marking of term work will be reviewed to ensure that appropriate procedures have been followed in earlier appeals, that the student has been treated fairly, and that the standards applied have been consistent with those applied to other students doing the assignment. Any mark resulting from such an appeal will become the new mark, whether it is higher or lower or the same as the previous one.

This process applies only to term work; appeals for re-reads of final examinations are handled directly by the Office of the Registrar.

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 Quercus or your utoronto account.
- All emails must include the course code (e.g., SOC309) 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 Quercus discussion board.

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

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 is 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 registrar 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.