

## **MEN AND MASCULINITIES (SYD 6825): Fall, 2011**

When: Thursday, 6-8 periods (starting time: 12:50 p.m).

Where: Turlington 2303

Dr. William Marsiglio

Office: Turlington Hall 3108-A

Office Phone: 392-0251, ext 233

E-mail: [marsig@ufl.edu](mailto:marsig@ufl.edu)

Home Page: <http://web.clas.ufl.edu/users/marsig/>

Office Hours:

Tuesdays 10:30 a.m. - 12:00 p.m.

Thursday 10:30 a.m. - 12:00 p.m.

And by appointment

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### **COURSE DESCRIPTION**

This course explores how men's lives, primarily in a U.S. context, are affected by and influence the gendered social order, including the varied constructions of masculinities. Macro and micro perspectives will guide discussions focusing on how men behave in various contexts and perceive themselves, other men, women, and diverse situations. Our discussions of the production of masculinities will take into account the interplay between the cultural, interpersonal, and individual layers of social life while considering how men's efforts are enabled or constrained by key socially relevant characteristics (primarily age, race/ethnicity, class, and sexual orientation) and interaction sites (e.g., playgrounds, work space, home, schools, athletic venues, prisons).

We will address issues such as: men's movements and networks, primary and secondary socialization and masculine identity construction, male sexuality and fertility, male aggression and violence, African American and Latino males' experiences, intimacy and friendship among males, men's involvement as youth workers and fathers with children, men's experiences with sports and work, male body image and health, media representations of boys and men, and the social construction of masculinities in different historical and cultural contexts. This survey course will summarize what is known about these issues and provide a setting to debate strategies and prospects for changing the gendered social order and men's (as well as women's) lives.

Given the course subject matter, you should relate personally to much of the reading and class discussion. The course format will be primarily student-guided class discussion and some lecture.

## **REQUIRED TEXTS**

### **Books:**

hooks, bell (2004). *We real cool: Black men and masculinity*. New York: Routledge.

Kimmel, Michael S. (2008). *Guyland: The Inner World of Young Men, 18 – 27*. New York: HarperCollins.

Marsiglio, William (2008). *Men on a Mission: Valuing Youth Work in Our Communities*. Baltimore, MD: Johns Hopkins University Press.

I ordered these books through University of Florida Book Store. I've used these books in the past, so there should be some used copies of them around.

In addition, a collection of articles and chapters can be purchased through Orange and Blue Textbooks (pick up materials at 309 Northwest 13th St., across from Krispy Kreme), phone 375-2707.

A few additional readings may be added to the collection of readings during the semester as they become available.

## **PRIMARY COURSE OBJECTIVES**

1. Provide students with a relatively broad survey of contemporary theoretical and empirical social science literature relevant to the subfield of men and masculinities, with particular attention given to the key domains of men's lives (e.g., sex, fatherhood/family, health, youth work, paid labor, sports, and health).
2. Show students, both men and women, how an understanding of gender issues can provide them with fresh insights about their personal lives.
3. Clarify for students how they can interpret men's issues using various theoretical perspectives (e.g., profeminist, life course, social constructionism, social psychological--particularly symbolic interactionist, and sociohistorical).
4. Stress the idea that there are multiple versions of masculinity that are shaped in complex ways by the intersection of race, social class, sexual orientation, age, and religious forces.
5. Demonstrate how the expressions of gender and masculinities are embedded within a sociopolitical and sociohistorical context.

### Student Responsibilities and Grading

Discussion Leader	200	20%
Overall Class Participation	200	20%
Personal Essay: Due October 6 (class period)	200	20%
Term Project: Proposal submission by OCT 13 Term Project: Group discussion: OCT 27 Term Projects: Hard Copy Due NOV 29, Tuesday 11:00 a.m. (I want to review your written documents before oral presentations begin on Dec 1.)	400	40%
Total	1,000	

#### Standard Grading Scale:

A =	900 or more
B+ =	870 - 899
B =	800 - 869
C+ =	770 - 799
C =	700 - 769
D+ =	670 - 699
D =	600 - 669
E =	599 and below

#### Discussion Leader (20 %)

Depending on the final class size, you will be responsible as part of a small group (probably 2 students) for either 2 or 3 classroom discussions during the course of the semester. When it is your turn to be a discussion leader, I expect that you will spend sufficient time organizing your in-class facilitation with the other members in your group. Group members should participate equally in the oral facilitation. You should do several things to prepare for your assigned weeks:

1. **Summary:** If you provide a summary of an article or chapter it should be condensed to no more than ONE outlined page of text. Summary comments should briefly highlight 2-4 major points in a TOTAL of 3-5 minutes. To move the discussion along I will use a timer if necessary.
2. **Facilitation:** Develop 8-10 thought provoking questions for the class to discuss based on the readings for the week. You must provide the other students in the class and me with a copy of these questions via e-mail at least two days prior to class (Tuesday 1:00 p.m.) Please deliver a hardcopy to my office and email a copy to me as well as your classmates. Having these

questions in hand two days in advance is **ESSENTIAL** and should improve the quality of the class discussions as well (Please Plan Ahead!). You should be prepared to share your insights to the questions you develop. Questions should consider the following:

a) **For theoretically oriented papers:** What are the main themes that anchor the theoretical perspective/framework? Has the article generated new concepts or connections between concepts? Has it strengthened support for previously suggested linkages among theoretical concepts? Has it shown that previously suggested linkages may be inappropriate? Has it strengthened our ability to measure theoretical concepts or provided evidence to suggest that previously used measures may be inappropriate? Does it help explain why the previously established relationships between concepts occur?

b) **For review articles, social policy/program pieces, and general commentaries:** Does the publication provide a more complete review or a clearer explanation of findings relevant to a particular area? Does it go beyond categorizing and reciting what has already been done to suggest further implications which should be investigated or weaknesses in past research which should be corrected? Has the author(s) raised important questions? Does the work provide unique ways of viewing key controversies in the field?

c) **For empirical studies:** Does the study focus on an important question or set of questions? What are the strengths and weaknesses of the study's research design? What are the major conclusions? What is the quality of the measures that are used? What new questions does it raise?

d) **For books:** Does the author(s) have a clear thesis? What is it and how does it advance our understanding of the relevant issues? What are the major strengths and weaknesses? Can you speak to how the book addresses possible gaps in the literature? How does it complement other writings in the area? What are some of the sociopolitical issues that shape the context within which the book was written? Does it suggest controversial issues that need to be addressed? In what ways does it provide the groundwork for future theorizing, research, and social policies and related initiatives?

3. **Keeping it Real:** Part of this assignment will be to bring in an outside source that addresses a current conversation about men and masculinities pertaining to the week's discussion topic, i.e., we will be taking a scholarly approach but also *keeping it real*. Examples of sources include: a magazine or newspaper article, Youtube selection, webpage, piece of legislation, or a clip of a movie or television show. The purpose of this exercise is to consider how non-academic information can foster greater understanding of contemporary gender relations, particularly as they apply to the production of masculinities. If you possess a video that you think may enhance the breadth or depth of our conversation about men and masculinities I encourage you to bring it to my attention. Pending my approval and available class time, we will try to view either a portion of it or the entire piece. We will spend approximately 10-20 minutes of class time discussing this outside information.

**Purpose:** To provide you with opportunities to process the material and develop your ability to evaluate the readings critically. This discussion procedure will: ensure that all students take a pro-active role in the class, encourage you to search for materials relevant to the course that are not part of the assigned readings, and facilitate group discussion. Finally, and perhaps most importantly, you will be challenged to develop your public speaking abilities in a friendly environment. These talents are essential to your career development.

### **Overall Class Participation Including Attendance (20 %)**

I expect you to come prepared to all classes including those in which you are not the discussion leader. This means that you should read all of the material and think about the discussion questions that will be distributed prior to each seminar session. From my perspective, the quality of your comments and questions is as important if not more so than the number of times you speak. Your overall class participation also includes your class attendance. This course is organized to foster group learning. For this reason, your absence not only hampers your ability to participate in class discussion but also precludes you from offering other students in the class insightful commentary that you may have offered if you had shown up to class. Thus, only students attending EVERY class for the full time will be eligible to receive a perfect score—assuming exceptional class participation as well.

**Reaction Papers:** Each week students will be required to submit a double-spaced 350-500 word critical assessment of one article from the assigned readings (unless otherwise announced during class, each student can choose which article he/she reviews). These will represent about a third of the student's total class participation for that day. Papers will be due at the beginning of the class (bring an extra copy for me to look at during the seminar and then grade later).

**Purpose:** By assigning points to students' overall participation in this seminar, I hope to increase the effort students put into their reading assignments when they are not discussion leaders. I also want to ensure that everyone recognizes the value of being involved in an interactive type of seminar. We will all learn more from each other if we come prepared and are eager to share our thoughts.

### **Personal Essay (20 %)**

You will need to prepare an analytic, creative essay that demonstrates your ability to think sociologically about your personal life experience(s) (thoughts, feelings, and actions) or those close to you. The experience(s) you write about must be relevant to the study of men and masculinities. For this assignment you will need to choose a substantive issue (or perhaps a set of interrelated issues) and develop an essay that applies perspectives and concepts learned in this course to your individual example. Your approach should emphasize the **gendered dimensions** to the social order and your individual lives. Experiences involving displays of manhood acts, relationships, key gendered decisions, confrontational interactions with gender overtones, and primary and secondary socialization experiences related to gender are just some of the topics you might address. You should spend time thinking about how the intersectionality of age, race/ethnicity, social class, or sexual orientation affect(ed) the conditions influencing your life experience. Your papers should be between 4 and 4 1/2 double-spaced pages in length. **Use 1"**

**top/bottom and side margins and a 12 inch font.** I will collect, read, and return your papers in a **confidential manner** so feel free to write about personal issues if you like. You will NOT be required to talk about these papers to the class.

I will evaluate your papers on the following criteria:

1. Degree and quality of analytic effort (**most important**) (150 points)

- how insightful is your sociological analysis, ie., does it go beyond a superficial treatment of the subject and get at underlying themes and patterns
- do you present your ideas in a logical fashion
- does your analysis integrate key concepts in meaningful ways
- have you used the concepts and theoretical perspectives accurately?

2. Organizational structure and writing style (30 points)

- is your paper easy to read, are your sentences lucid
- is your paper well organized with topic sentences and logical transitions between paragraphs
- is there a sense of continuity from the beginning to the end
- have you included a strong opening and conclusion?

3. Creativity of thought and presentation (10 points)

- do you keep my interest and motivate me to turn the pages
- do you include thought provoking passages or questions that demonstrate original thinking?

4. Quality of professional presentation (10 points)

- have you double and triple checked your paper to eliminate typos and misspellings
- is your paper printed with neat and clear ink (no faded type please)
- have you followed my directions for preparing your paper
- have you numbered your pages
- have you submitted your paper on or before the due date?

**Purpose:** This assignment is designed to force you to think about how this course and at least some of the issues we address are related to your lived experience. By applying a sociological or social psychological perspective to your own thoughts, feelings, and actions as they relate to men and masculinity issues, you should develop a deeper theoretical understanding of the key issues as well as a heightened consciousness about your own experiences.

**Term Project: Research or Lecture (40 %)**

Student will develop a term project in close consultation with me on a topic relevant to a social science approach to the study and/or teaching of men and masculinities. **You must emphasize**

**gender issues in conceptualizing your project and it must address aspects of men's lives.**

This project will either involve: A) an original research proposal—you are not expected to conduct the research during the semester—or, B) an original teaching/public lecture presentation.

If you choose the research proposal option, you may want to do some pilot interviews and use that data as preliminary evidence. Also, given the probable diversity of students' disciplinary and methodological backgrounds, as well as previous experience in completing a proposal, I am willing to discuss alternative projects on an individual basis (including interview-based projects—essentially empirical papers).

**A) Research Proposal Option**

I will require all students to make a 15-20 minute in-class oral presentation on their project. Students are expected to develop a Power Point presentation. Each presenter will field questions from the seminar participants after his/her presentation. The written portion of this assignment will be worth 325 points and the oral presentation will represent 75 points.

Your project will consist of several tasks. First, you will need to identify a question (or set of interrelated questions) germane to the study of men and masculinities that is of interest to you. Second, you will need to review the literature that is relevant to your specific topic. Third, you will need to think about how you could conduct an empirical study on this topic. You are free to choose whatever method(s) you feel will enable you to answer your question(s) most effectively. Fourth, you will need to think creatively and make sure that your proposal is theoretically informed.

You should organize your paper in the following manner:

1. Two page summary of your project (place at the front of your document).
2. Background and Significance (this introductory material should include a statement of the problem and specific questions, rationale for studying these issues, possible hypotheses)
3. Literature review and theoretical background (make sure this review is clearly focused on your specific concerns and incorporates a subsection that explicitly identifies theoretical issues) Note: you can create two sections: one for lit review and one for theory if that seems more effective for your project
4. Research Design (include detailed material about data collection procedures, sampling and measurement issues, coding strategies, analysis objectives and procedures, talk about the strength and weaknesses of your approach)
5. Reference List (and Appendix if necessary). You should have **at least** 12 references (books, scholarly journal articles).
6. Your text, including the summary but excluding pages devoted to references (and appendices if you have any), should be 17-20 double spaced pages (Please make every effort not to exceed 20 text pages). **Use 1" top/bottom and side margins and a 12 inch font.**

You will need to prepare and submit to me a 2-page (double spaced) proposal for your project by **Oct 13th (8th week of the term)**. The proposal should briefly identify and discuss your theoretical perspective, research problem/question, substantive issues, and research methodology. If you've already done preliminary work on this project in some way you should clarify the nature of your efforts. On a separate page, you should also list 3-5 full-citation references that you believe will be critical to your project that are NOT included in our course readings.

Once I approve your project, you should distribute via email a revised copy of your proposal to all your classmates. You need to have my approval by the 8th week of the term because we will devote a significant portion of week 9 to a group discussion of your proposals. Students will distribute via email their proposals by Tuesday evening 6 p.m. in advance of our Thursday meeting. During the Thursday session students will rotate and describe their projects in 5-10 minutes or so (depends on the number of students). Other students will comment and ask questions to help students refine their projects. Although it is not required, students should provide students with some brief written feedback. Another purpose of having you share your proposals with your classmates is to encourage you to inform one another when you come across materials relevant to a classmate's project and to develop a collegial atmosphere in this seminar.

**Purpose:** This project provides you the opportunity to strengthen your ability to identify an important research question and to develop a strategy for conducting research that will inform your question. Learning how to articulate a relevant theoretically informed research question, develop a rationale for a study, and devise a research plan is a useful exercise because this process refines your analytic skills. From a practical point of view, this type of project prepares you for your future research efforts (theses, dissertations, and other projects). The oral presentations for those of you who have little or no experience in formal public speaking, can also serve as a form of anticipatory socialization that will prepare you to present your ideas at professional meetings or at individual work sites. For those of you who have some experience in this regard, it affords you the chance to showcase and polish your skills.

### **B) Teaching/Public Lecture Project**

Similar to the students who do the research proposal, you will need to prepare and submit to me a 2-page (double spaced) proposal for your project by **Oct 13th (8th week of the term)**. The proposal should briefly identify and discuss your theoretical perspective, substantive issues you plan to address relevant to the assignment parameters described below, possible techniques that might be used to illustrate points, etc. If you've already done preliminary work on this project in some way you need to clarify the nature of your efforts. On a separate page, you should also list 3-5 full-citation references that you believe will be critical to your project that are NOT included in our course readings

For the project, you should assume that some "real-world" organization of your choosing (e.g., public health professionals for a particular state; contingent of principals from public schools in the state of Florida who are attending an Education Summit in Tallahassee; cohort of first year honors students who are attending a two-day orientation session at the beginning of their college careers at the UF; entertainment and education directors for an international cruise ship;



therapists at a convention) has approached you to give a lecture/talk/report pertaining to gender, particularly something involving men and masculinities. The organizers tell you to expect at least 200 people in the audience. Thus, given the audience's large size, you will have little if any opportunity to engage in an interactive discussion with the audience during your presentation. However, you will be free to answer questions during a Q & A session at the end.

In practical terms (for your course assignment), you are to develop both a Power Point presentation and annotated outline that systematically address issues associated with at least two general substantive topics we've mentioned in the course (e.g., boyhood/guyland, male bodies/health, friendship, youth work, work, sexuality, fatherhood, sports, race/ethnicity, violence/crime). In doing so, I also expect you to take into account **explicitly** at least **two** of the following social location conditions: race/ethnicity (assuming you do not choose race/ethnicity for your substantive area), social class, gender, and sexual orientation. Your presentation should be informed by C. Wright Mills's sociological imagination concept as well as one or more of the theoretical/conceptual models we've discussed in class (e.g., social constructionism, symbolic interactionism, the life course model, situated fathering, Connell's model of hegemonic masculinity, inclusive masculinity). In other words, you are to develop a theoretically informed presentation that logically integrates issues germane to **two substantive issues and incorporates material dealing with two of the four social location conditions**—with the exception of not choosing race/ethnicity for both your substantive and social location categories—you are free to choose whatever combination you wish). Your choices should be consistent with your objectives in educating/persuading a particular audience. Your presentation may focus on one substantive issue more than the other, and you may stress one social location condition more than the other—but you should incorporate material on all required elements of the assignment.

To reiterate, assume that you will be giving this workshop/lecture to an organization/audience of your choosing (activist group, general public, particular type of academic population, legislators, art gallery visitors, therapists at a convention, etc.). You will need to clarify explicitly at the outset which group you will speak to, what your objectives are, and tailor your presentation accordingly.

You should organize your written presentation using the following subheadings and compiled the material in the order I have listed below:

- a) **All Power Point slides:** these must include an opening page with a visual image, talk title, and your contact information. I will ask you to deliver at least half all of your presentation to the class (if the class size permits, I may have students make their entire presentation). Ideally, you'll present this in a style resembling how you would address the "real" audience, ie., you will be looking at the audience and going through your Power Point presentation in a professional manner and assuming that the students in our Men & Masculinities seminar represent the 200 or so individuals you would be addressing when doing the presentation.
- b) **Audience description:** (who, number, key features of the context for the talk, other relevant characteristics of the audience—average age, racial/ethnic background, gender composition, vested interest, degree of experience with phenomenon, political standing, educational backgrounds, etc.). Providing a detailed description of the audience is critical because it will

provide a logical basis for assessing how well you've tailored your talk to resonate with the people.

- c) **Abstract** (200 words): assume this material would be used by the organization to advertise your talk. It might appear in a listserv email, posted flyer, a brochure, or in some other form of marketing. Your abstract should include your primary objective(s).
- d) **Opening remarks**: 2-page, double spaced, opening remarks to the group (assume that this is what you would say to your audience to peak their interest and set the tone for your lecture)—**feel free to be creative, provocative, passionate, etc.** Assume that you are well-qualified to give this presentation and are in a position to command the audience's respect.
- e) **Annotated Outline**: bulleted outline with brief descriptions (1-2 sentences) of the key points you will cover (assume you will have an hour for your talk)—single spaced text with double spacing between key bullet points. Where appropriate, place citations at the end of the bullet points.
- f) **Concluding remarks**: 1-page, double spaced text for concluding remarks—provide meaningful take-home message.
- g) **References**: You should rely heavily on course material, but you must also demonstrate your familiarity with between 12 references from outside the assigned readings.
- h) **Fielding Questions**: you will field some questions from the audience.

**Grading:** I will be grading your project (400 points=300 written documents, 100 oral) on its analytic rigor, insightfulness, integrative themes, creativity, and organizational structure, i.e., does it hang together and flow in a logical fashion. More specifically, I will be looking for the following:

- a) A clear and compelling abstract
- b) Your ability to integrate in a meaningful way material relevant to two substantive issues relevant to men & masculinities as well as two social location conditions
- c) A theoretically informed presentation demonstrating your ability to integrate ideas in a creative, rigorous fashion
- d) A well-organized presentation systematically outlining your thinking
- e) An awareness of your target audiences' special needs/interests and your ability to develop a powerful presentation to address them effectively
- f) Your ability to identify relevant outside sources
- g) Reference material should be cited in the outline (e.g., Connell and Messerschmidt (2005) and a complete reference list included at the end)
- h) Appropriateness of slide development
- i) Your oral presentation should flow well; you should NOT read your slides, engage the audience in eye contact, incorporate material in a way that requires multiple forms of information processing, it should be lively
- j) 1" margins all sides, 12" font for the outline

**Purpose:** This project will encourage you to synthesize the reading materials and discussions. It will challenge you to develop a broad understanding of a social science approach to men and masculinities while applying your insights to one of your primary research/teaching interests. I want you to be able to see the forest through the trees. The project should inspire you to think

creatively. Students will have an opportunity to discuss their projects as a group and field questions during class meeting October 20th. You will be able to choose a topic that you could use in a future teaching context or another professional setting.

### **Suggestions for Term Project Oral Presentations**

1. Presentations should **NOT** be read; talk to the audience and use the Power Point as a template to guide the audience through your presentation.
2. Eye contact with the audience is critical.
3. You might want to start out the presentation with something clever to grab the audience's attention (short story, visual image, or question---that is relevant to your project).
4. Tips for creating Power Point:
  - a. Include a title page
  - b. Use a color scheme that is clean, avoid super busy standard designs that are overwhelming to the eye and detract from your message
  - c. Place minimal, but sufficient, information on any particular slide (ie., **not too much text**)
  - d. If you have qualitative data to present, it's okay to place several quotes, use strategy (e.g., red print) to highlight key points of quote. Do not bring up quote until you're ready to read it. If you have quoted data, make sure you preface it with information about the person giving it. Provide the participant's standpoint from which the text can be interpreted
  - e. Try to incorporate various strategies for people to process information (e.g., having some visual models with arrows and photographs rather than just text is helpful). Where appropriate try to activate the viewers' emotional brain centers with imagery.
  - f. Use effective transitions between slides
  - g. Ideally, should bring material up incrementally rather than having all the text appear at once so audience attention remains on you and what you're saying
  - h. Have a final slide with take home messages or something similar to give the audience a manageable set of ideas to recall

### **Late Penalties for Personal Essay and Term Projects**

Reaction observations **MUST** be turned in during the class period. Personal essays turned in late will be penalized 20 points per weekday and another 20 points for the weekend. Final projects **NOT** turned in by **11:00 a.m. Tuesday December 1** will be penalized **50 points**. I will only accept **HARD COPIES** for the reaction observations, personal essay, and final project.

### **COURSE OUTLINE AND READING ASSIGNMENTS**

Note: supplemental readings are **NOT** included in the packet. They simply represent suggestions for materials you may want to review for your own enlightenment and research/teaching projects.

**Week 1 (Aug 25, meeting day): INTRODUCTION: MEN'S STUDIES**

## **Week 2 (Sept 1, meeting day): THEORETICAL ISSUES IN THE STUDY OF MEN AND MASCULINITIES**

1. Kimmel, Michael. (2004). Masculinities. In Michael Kimmel and Amy Aronson (Eds.). *Men & Masculinities: A social, cultural, and historical encyclopedia*, Vol. II (pp. 503-507). Santa Barbara, CA: ABC Clio.
2. Demetriou, Demetrakis Z. (2001). Connell's concept of hegemonic masculinity: A critique. *Theory and Society*, 30, 327-361.
3. Connell, R. W. and James W. Messerschmidt (2005). Hegemonic masculinity: Rethinking the concept. *Gender & Society*, 19, 829-859.
4. Beasley, Christine (2008). Rethinking hegemonic masculinity in a globalizing world. *Men and Masculinities*, 11, 86-103.
5. Anderson, Eric. (2009). Inclusive masculinity theory. Chapter 6 (pp. 93-101) in *Inclusive masculinity: The changing nature of masculinities*. New York: Routledge.

### Supplemental:

1. Connell, R. W. (1995). The science of masculinity. Chapter 1 in Connell's *Masculinities* (pp. 3-44, 244-247). Berkeley: University of California Press.
2. Connell, R. W. (1995). The social organization of masculinity. Chapter 3 in Connell's *Masculinities* (pp. 67-86, 249-250). Berkeley: University of California Press.
3. Brickell, Chris (2005). Masculinities, performativity, and subversion: A sociological reappraisal. *Men and Masculinities*, 8, 24-43.
4. Heasley, Robert. (2005). Queer masculinities of straight men: A typology. *Men and Masculinities*, 7, 310-320.
5. Schippers, Mimi (2007). Recovering the feminine other: masculinity, femininity, and gender hegemony. *Theory & Society*, 36, 85-102.
6. Schwalbe, M. L. (2005). Identity stakes, manhood acts, and the dynamics of accountability. In Norm Denzin (Ed.), *Studies in Symbolic Interaction* (pp. 65-81). New York: Elsevier.

## **Week 3 (Sept 8, meeting day): THEORETICAL AND RESEARCH ISSUES**

1. Kimmel, Michael. (1994). Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity. In Harry Brod and Michael Kaufman (Eds.), *Theorizing masculinities* (pp. 119-141). Thousand Oaks, CA: Sage.

2. Schrock, Douglas and Michael Schwalbe (2009). Men, masculinity, and manhood acts. *Annual Review of Sociology*, 35, 277-295.
3. Kahn, Jack S. (2009). Social context and masculinities. Chapter in (Jack Kahn, author) *An Introduction to Masculinities*. United Kingdom: Wiley-Blackwell.
4. Kaufman, Michael (1994). Men, feminism, and men's contradictory experiences of power. In Harry Brod and Michael Kaufman (Eds.), *Theorizing masculinities* (pp. 142-163). Thousand Oaks, CA: Sage.
5. Connell, R. W. (2000). New directions in theory and research. Chapter 2 in Connell's *The Men and the Boys* (pp. 15-36). Berkeley: University of California Press.
6. Schwalbe, Michael and Wolkomir, Michelle. (2002). Interviewing men. In Jaber F. Gubrium and James A. Holstein (Eds.), *Handbook of interview research: Context and method*. (pp. 203-219). Thousand Oaks, CA: Sage.

Supplemental:

1. Connell, R. W. (2000). Debates about men, new research on masculinities. Chapter 1 in Connell's *The Men and the Boys* (pp. 3-14). Berkeley: University of California Press.
2. Rye, Robert A. (2005). Locating masculinity: Some recent work on men. *Signs: Journal of Women in Culture and Society*, 30, 1937-1962.
3. Stein, Arlene. (2005). Make room for daddy: Anxious masculinity and emergent homophobias in neopatriarchal politics. *Gender & Society*, 19, 601-620.
4. Butera, K. J. (2006). Manhunt: The challenge of enticing men to participate in a study on friendship. *Qualitative Inquiry*, 2, 1262-82.
5. Gattrell, C. (2006). Interviewing fathers: Feminist dilemmas in fieldwork. *Journal of Gender Studies*, 15, 237-251.

**Week 4 (Sept 15, meeting day): CONSTRUCTING MASCULINITIES: CONTEXTUAL PERSPECTIVES**

1. Kimmel, Michael. (1996). Introduction: Toward a history of manhood in America. Chapter 1 in Michael Kimmel *Manhood in America: A cultural history* (pp. 1-10). New York: The Free Press.
2. Messner, Michael. (1997). Essentialist retreats: The Mythopoetic men's movement and the Christian Promise Keepers. Chapter 2 in Messner's *Politics of masculinities: Men in movements* (pp. 16-35). Thousand Oaks: CA: Sage.

3. Walker, Gregory W. (2006). Disciplining protest masculinity. *Men and Masculinities*, 9, 5-22.
4. Sabo, Don, Kupers, Terry A., and London, Willie (2001). Gender and the politics of punishment. Chapter in Don Sabo, Terry A. Kupers, and Willie London (Eds.), *Prison masculinities* (pp. 3-18). Philadelphia. Temple University Press.
5. Anderson, Eric. (2008). Inclusive masculinity in a fraternal setting. *Men and Masculinities*, 10, 604-620.
6. Hinojosa, Ramon. (2010). Doing Hegemony: Military, Men, and Constructing a Hegemonic Masculinity. *Journal of Men's Studies*, 18(2), 179-194.

Supplemental:

1. Gilmore, David (1990). The manhood puzzle. Chapter 1 in Gilmore's *Manhood in the making: Cultural concepts of masculinity* (pp. 9-29). New Haven: Yale University.
2. Armstrong, Elizabeth A., Laura Hamilton and Brian Sweeney. 2006. Sexual Assault on Campus: A Multilevel, Integrative Approach to Party Rape. *Social Problems* 53(4):483-499.
3. Nuwer, Hank. 1999. Greekthink. Pp. 31-56 in *Wrongs of Passage: Fraternities, sororities, hazing, and binge drinking*, edited by H. Nuwer. Bloomington, IN: Indiana University Press.
4. Wantland, Ross. 2005. "Feminist Frat Boys?: Fraternity Men in the (Women's Studies) House." *NWSA Journal* 17(2):156-163.

**Week 5 (Sept 22, meeting day): SOCIALLY CONSTRUCTED MALE DEVELOPMENT: BOYHOOD AND GUYHOOD**

1. Kimmel, Michael S. (2008). *Guyland: The Inner World of Young Men, 18 – 27*. New York: HarperCollins.
2. Pascoe, C. J. (2005). "Dude, you're a fag": Adolescent masculinity and the fag discourse. *Sexualities*, 8, 329-346.

Supplemental:

1. Sonenstein, Freya L. (1999). Teenage American males: Growing up with risks. *Scientific America*, 10, 87-91.
2. Renold, Emma. (2007). Primary school "studs": (De)constructing young boys' heterosexual masculinities. *Men and Masculinities*, 9, 275-297.

3. Gullette, Margaret Morganroth (1993). All together now: The new sexual politics of midlife bodies. *Michigan Quarterly Review* 32, 669-695.
4. Murtadha-Watts, Khaula (2000). Theorizing urban black masculinity construction in an African-Centered school. Nancy Lesko (Ed), *Masculinities at school* (pp. 49-71). Thousand Oaks, CA: Sage.
5. Jordan, Ellen and Cowan, Angela. (2004, reprinted). Warrior narratives in the kindergarten classroom: Renegotiating the social contract. Chapter 9 in Michael Kimmel and Michael A. Messner (Eds.), *Men's Lives* (pp. 103-115). Boston: Allyn and Bacon.
6. Hasbrook, Cynthia and Harris, Othello. (2000). Wrestling with gender: Physicality and masculinities among inner-city first and second graders. In Jim McKay, Michael A. Messner, and Don Sabo (Eds.) *Masculinities, gender relations, and sport* (pp. 13-30). Thousand Oaks, CA: Sage.

**Week 6 (Sept 29, meeting day): MALE BODIES: PERCEPTIONS AND HEALTH ISSUES**

1. Watson, Jonathan (2000). The male body in everyday life. Chapter 4 in Watson's *Male bodies: Health, culture, and identity* (pp. 89-108). Buckingham, Great Britain: Open University Press.
2. Courtenay, Will H. (2000). Constructions of masculinity and their influence on men's well-being: A theory of gender and health. *Social Science and Medicine*, 50, 1385-1401.
3. Hennen, Peter. (2005). Bear bodies, bear masculinity: Recuperation, resistance, or retreat? *Gender & Society*, 19, 25-43.
4. Gerschick, Thomas J. and Miller, Adam Stephen. (2004, reprinted). Coming to terms: Masculinity and physical disability. Chapter 29 in Michael Kimmel and Michael A. Messner (Eds.), *Men's Lives* (pp. 349-362). Boston: Allyn and Bacon.
5. Loe, Meika (2006). The Viagra blues: Embracing or resisting the viagra body. In Dana Rosenfeld and Christopher A. Faircloth (Eds.). *Medicalized masculinities* (pp. 21-44). Philadelphia: Temple University Press.
6. Marsiglio, William (2009). healthy dads, healthy kids. *Contexts*, 8, 22-27.

Supplemental:

1. Calassanti, Toni and Neal King. (2005). Firming the floppy penis: Age, class, and gender relations in the lives of older men. *Men and Masculinities*, 8, 3-23.

2. Klein, Alan (1995). Life's too short to die small: Steroid use among male bodybuilders. In Donald Sabo and David F. Gordon (Eds.), *Men's health and illness: Gender, power, and the body* (pp. 105-120). Thousand Oaks, CA: Sage.
3. Stibbe, Arran. (2004). Health and the social construction of masculinity in *Men's Health* magazine. *Men and Masculinities*, 7, 31-51.
4. Sparkes, Andrew C. and Brett Smith. 2002. "Sport, Spinal Cord Injury, Embodied Masculinities, and the Dilemmas of Narrative Identity." *Men and Masculinities*, Vol. 4 (3), 258-285.
5. Smith, Brett, and Andrew C. Sparkes. 2005. "Men, Sport, Spinal Cord Injury, and Narratives of Hope." *Social Science & Medicine*, Vol. 61 (5): 1095-1105.
6. Smith, Brett, and Andrew C. Sparkes. 2004. "Sport, and Spinal Cord Injury: An Analysis of Metaphors and Narrative Types." *Disability & Society*, Vol. 19 (6), 613-626.
7. McCreary, D.R., Saucier, D.M., & Courtenay, W.H. (2005). The drive for muscularity and masculinity: Testing the associations among gender-role traits, behaviors, attitudes, and conflict. *Psychology of Men and Masculinity*, 6, 83-94.
8. Olivardia, R., Pope, H.G., Borowiecki, J.J., & Cohane, G.H. (2004). Biceps and body image: The relationship between muscularity and self-esteem, depression, and eating disorder symptoms. *Psychology of men and masculinity*, 5, 112-120.
9. Courtenay, Will (2003). Key determinants of the health and the well-being of men and boys. *International Journal of Men's Health*, 2, 1-17.

**Week 7 (Oct 6, meeting day): SEXUALITY, PROCREATIVE SELF, AND FERTILITY ISSUES**

1. Marsiglio, William and Sally Hutchinson (2002). Becoming aware, being Aware. Chapter 3 in William Marsiglio and Sally Hutchinson (authors). *Sex, Men, and Babies: Stories of Awareness and Responsibility* (pp.61-109). New York: New York University Press.
2. Berkowitz, D. and William Marsiglio (2007). Gay men negotiating procreative, father, and family identities. *Journal of Marriage and Family*, 69, 366-381.
3. Oudshoorn, Nelly (2004). "Astronauts in the sperm world": The renegotiation of masculine identities in discourses of male contraception. *Men and Masculinities*, 6, 349-367.
4. Mutchler, Matt G. (2000). Seeking sexual lives: Gay youth and masculinity tensions. In Peter Nardi (Ed.), *Gay masculinities* (pp.12-43). Thousand Oaks, CA: Sage.



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

Supplemental:

1. Marsiglio, William and Hutchinson (2002). *Sex, Men, and Babies: Stories of Awareness and Responsibility*. New York: New York University Press.

2. Throsby, Karen and Gill, Rossalind (2004). "It's different for men.": Masculinity and IVF. *Men and Masculinities*, 6, 330-348.

3. Loe, Meika (2001). Fixing broken masculinity: Viagra as a technology for the production of gender and sexuality. *Sexuality and Culture*, 5, 97-124.

4. Katsulis, Yasmina (2010). "Living like a king": Conspicuous consumption, virtual communities, and the social construction of paid sexual encounters by U.S. sex tourists. *Men and Masculinities*, 13, 210-230.

**Week 8 (Oct 13, meeting day): FATHERHOOD, FAMILY, AND FRIENDSHIP**

1. Marsiglio, William and Pleck, Joseph H. (2005). Fatherhood and masculinities. In Michael Kimmel, J. Hearn, and R. W. Connell (Eds.), *The handbook of studies on men and masculinities*. (pp. 249-269). Thousand Oaks, CA: Sage.

2. Pleck, Joseph H. (2010). Fatherhood and masculinity. Chapter 2 in M. E. Lamb (Ed). *The role of the father in child development (5<sup>th</sup> edition)* (pp. 27-57). Hoboken, NJ: John Wiley.

3. Catlett, Beth S. & McKenry, Patrick C. (2004). Class-based masculinities: Divorce, fatherhood, and the hegemonic ideal. *Fathering: A Journal of theory, research, and practice about men as fathers*, 2, 165-190.

4. Marsiglio, William and Hinojosa, Ramon (2007). Managing the multifather family: Stepfathers as father allies. *Journal of Marriage and Family*, 69, 845-862.

5. Fee, Dwight. (2000). "One of the guys:" Instrumentality and intimacy in gay men's friendships with straight men. In Peter Nardi (Ed.), *Gay masculinities* (pp. 44-65). Thousand Oaks, CA: Sage.

Supplemental:

1. Coltrane, Scott (2004). Fathering: Paradoxes, contradictions, and dilemmas. In Marilyn Coleman and Lawrence Ganong (Eds.) *Handbook of contemporary families: Considering the past, contemplating the future* (pp. 224-243). Thousand Oaks, CA: Sage.

2. Silverstein, Louise B. and Auerbach, Carl F. (1999). Deconstructing the essential father. *American Psychologist*, 54, 397-407.
3. Pleck, Joseph H. (1999). Balancing work and family. *Scientific American*, 10, 38-43.
4. Greif, Geoffrey L. (2009). How do we understand men's friendships? Chapter in (Geoffrey Greif, author) *Buddy system: Understanding male friendships*. Oxford: Oxford University Press.
5. Walker, Karen. (1994). "I'm not friends the way she's friends": Ideological and behavioral constructions of masculinity in men's friendships. *Masculinities*, 2, 38-55.

**Week 9 (Oct 20, meeting day): RESEARCH PROJECT BRAINSTORMING AND CRITIQUE**

NO SCHOLARLY READINGS (but you might get started on *Men on a Mission*), students will read other students' proposals

**Week 10 (Oct 27, meeting day): MEN'S YOUTH WORK**

1. Marsiglio, William (2008). *Men on a mission: Valuing youth work in our communities*. Baltimore: John Hopkins University Press.

Supplemental:

1. Marsiglio, William. (2009). Men's relations with kids: Exploring and promoting the mosaic of youth work and fathering. *The Annals of the American Academy of Political and Social Science*, 624, 118-138.
2. Allan, Jim (1993). Male elementary teachers: Experiences and perspectives. In Christine L. Williams (Eds.), *Doing "women's work": Men in nontraditional occupations* (pp.113-127). Newbury Park, CA: Sage.

**Week 11 (Nov 3, meeting day): WORK AND SPORTS**

1. Cooper, Marianne (2000). Being the "go-to-guy": Fatherhood, masculinity, and the organization of work in Silicon Valley. *Qualitative Sociology*, 23, 379-405.
2. Schilt, Kristen. (2006). Just one of the guys? How transmen make gender visible at work. *Gender & Society*, 20, 465-490.
3. Messner, Michael. (2005). Still a man's world? Studying masculinities and sport. In Michael Kimmel, J. Hearn, and R. W. Connell (Eds.), *The handbook of studies on men and masculinities*. (pp. 313-325). Thousand Oaks, CA: Sage.

4. Anderson, Eric (2005). Sport, masculinity, and hegemonic oppression. Chapter 2 in Eric Anderson (author) *In the Game: Gay Athletes and the Cult of Masculinity* (pp. 19-38). Albany: State University of New York Press.
5. Hirose, Akihiko and Pih, Kay Kei-ho. (2010). Men who strike and men who submit: Hegemonic and marginalized masculinities in mixed martial arts. *Men and Masculinities*, 13, 190-209.
6. Anderson, Eric. (2011). Updating the outcome: Gay athletes, straight teams, and coming out in educationally based sports teams. *Gender & Society*, 25, 250-268.

Supplemental:

1. McKay, Jim, Mikosza, Janine, and Hutchins, Brett. (2005). "Gentlemen, the lunchbox has landed": Representations of masculinities and men's bodies in the popular media. In Michael Kimmel, J. Hearn, and R. W. Connell (Eds.), *The handbook of studies on men and masculinities*. (pp. 270-288). Thousand Oaks, CA: Sage.
2. Dellinger, Kirsten. (2004). Masculinities in "safe" and "embattled" organizations: Accounting for pornographic and feminist magazines. *Gender & Society*, 18, 545-566.
3. Messner, M. A. and Montez de Oca, Jeffrey (2005). The male consumer as loser: Beer and liquor ads in mega sports media events. *Signs: Journal of Women in Culture and Society*, 20, 1879-1909.
4. Hartmann, Douglas (2003). The sanctity of Sunday football: Why men love sports. *Contexts*, 2, 11-19.
5. Drummond, Murray. (2002). "Sport and Images of Masculinity: The Meaning of Relationships in the Life Course of 'Elite' Male Athletes," *The Journal of Men's Studies* 10(2): 129-141.
6. Adams, Adi, Eric Anderson, and Mark McCormack. (2010). "Establishing and Challenging Masculinity: The Influence of Gendered Discourses in Organized Sport," *Journal of Language and Social Psychology* 29(3): 278-300.
7. Mennesson, Christine. (2009). "Being a man in dance: socialization modes and gender identities," *Sport in Society* 12(2): 174-195.

## **Week 12 (Nov 10, meeting day): RACE, ETHNICITY, AND THE PRODUCTION OF MASCULINITIES**

1. Noguera, Pedro A. (2004). Black masculinities. In Michael Kimmel and Amy Aronson (Eds.). *Men & Masculinities: A social, cultural, and historical encyclopedia, Vol. I.* (pp. 78-82). Santa Barbara, CA: ABC Clio.
2. hooks, bell (2004). *We real cool: Black men and masculinity.* New York: Routledge.
3. Franklin, Clyde, III. (1992). 'Hey, Home--Yo Bro': Friendship among black men. In Peter M. Nardi (Ed.), *Men's friendships* (pp. 201-214), Newbury Park, CA: Sage.
4. Gradilla, Alexandro J. and Torres, Rodolfo D. (2004). Latino masculinities. In Michael Kimmel and Amy Aronson (Eds.). *Men & Masculinities: A social, cultural, and historical encyclopedia, Vol. II.* (pp. 460-463). Santa Barbara, CA: ABC Clio.
5. Klein, Alan (2000). Dueling machos: Masculinity and sport in Mexican baseball. In Jim Mckay, Michael A. Messner, and Don Sabo (Eds.) *Masculinities, gender relations, and sport* (pp. 67-85). Thousand Oaks, CA: Sage.
6. Ray, Rashawn and Rosow, Jason (2010). Getting off and getting intimate: How normative institutional arrangements structure black and white fraternity men's approaches toward women. *Men and Masculinities, 12*, 523-546.

### Supplemental:

1. Majors, Richard and Billson, Janet Mancini. (1992). Cool pose: Expression and survival. Chapter in Richard Majors and Janet Mancini Billson (authors), *Cool pose: The dilemmas of Black manhood in America* (pp. 1-10). New York, NY: Lexington Books.
2. Wilson, William Julius (2003). The woes of the inner-city African American father. In Obie Clayton, Rondald B. Mincy, David Blankenhorn (Eds.). *Black fathers in contemporary American Society: Strengths, weaknesses, and strategies for change.* New York: Russell Sage.

## **Week 13 (Nov 17. meeting day): MASCULINITIES, AGGRESSION, AND CRIME**

1. Kilmartin, Christopher (2000). Chapter 12: Boys will be boys: Men and violence. In Kilmartin's *The masculine self* ( 2nd edition). Boston: McGrawHill.
2. Hearn, Jeff. (2003). Searching for the body: Making connections between health, bodies and men's violence. In Soren Ervo and Thomas Johansson (Eds.), *Bending bodies: moulding masculinities (vol 2)* (pp. 170-192). Burlington, VT: Ashgate.

3. Messerschmidt, James. W. (2001). Masculinities, crime, and prison. (2001). Chapter in Don Sabo, Terry A. Kupers, and Willie London (Eds.), *Prison masculinities* (pp. 67-72). Philadelphia. Temple University Press.

4. Felson, Richard B. (2006). Is violence against women about women or about violence? *Contexts*, 5, 21-25.

5. Abrams, Laura S., Anderson-Nathe, Ben, and Aguilar, Jemel. (2008). Constructing masculinities in juvenile corrections. *Men and Masculinities*, 11, 22-41.

6. Flood, Michael. (2005). Men's collective struggles for gender justice: The case of anti-violence activism. In Michael Kimmel, J. Hearn, and R. W. Connell (Eds.), *Handbook of studies on men & masculinities* (pp. 458-466). Thousand Oaks, CA: Sage.

#### Supplemental:

1. Boswell, A. and Spade, Joan. (1996). Fraternities and collegiate rape culture: Why are some fraternities more dangerous places for women? *Gender and Society*, 10, 133-147.

2. Jewkes, Yonne (2005). Men behind bars: "Doing" masculinity as an adaptation to imprisonment. *Men and Masculinities*, 8, 44-63.

3. Sabo, Don. Doing time, Doing masculinity: Sports and prison. (2001). Chapter in Don Sabo, Terry A. Kupers, and Willie London (Eds.), *Prison masculinities* (pp. 61-66). Philadelphia. Temple University Press.

**Week 14 (Nov 24): Thanksgiving (no class)**

**Week 15 (Dec 1, meeting day): STUDENT PRESENTATIONS**

**Week 16 (Dec 8, meeting day/reading day): STUDENT PRESENTATIONS**

Note: The preceding schedule assumes we will need two class periods to complete the presentations and that we will not need any more than two sessions. If that assumption proves incorrect, we will do something creative to accommodate our needs.

#### **Other Supplemental Readings Relevant to Masculinities and Social Change**

1. Gerson, Kathleen. (1993). The myth of masculinity. In Kathleen Gerson (author), *No man's land: Men's changing commitments to family and work* (pp. 259-275). New York, NY: Basic Books.

2. Gerson, Kathleen. (1993). Men and the politics of gender. Kathleen Gerson (author), *No man's land: Men's changing commitments to family and work* (pp. 276-289). New York, NY: Basic Books.

3. Messner, Michael. (1997). Men and masculinities. Chapter 1 in Messner's *Politics of masculinities: Men in movements* (pp. 1-15). Thousand Oaks: CA: Sage.
4. Connell. R. W. (2005). Change among the gatekeepers: Men, masculinities, and gender equality in the global arena. *Signs: Journal of Women in Culture and Society*, 30, 1801-1825.

## RESOURCES

### Journals

*Men and Masculinities*

See also website <http://www.mensstudies.com/mspjournals.html>  
for information on:

*Journal of Men's Studies*

*International Journal of Men's Health*

*Fathering: A Journal of Theory, Research, and Practice About Men as Fathers*

*Psychology of Men and Masculinity*

Many other journals include articles that address men's issues, often using a gender lens (e.g., *Gender and Society*, *Journal of Marriage and Family*, *Journal of Family Issues*, *Sociology of Sport*)

See The Men's Bibliography compiled by Michael Flood for various book and article/chapters resources at: <http://mensbiblio.xyonline.net/>

### Selected Books and Edited Journal Volumes Relevant to Men's Studies

Abalos, David T. (2002). *The Latino male: A racial redefinition*. Boulder, CO: Lynne Rienner Publishers.

Abdullah-Khan, N. (2008). *Male Rape: The Emergence of a Social and Legal Issue*. Hampshire, UK, and New York, NY: Palgrave MacMillan

Alan Guttmacher Institute. (1996). *Readings on men: From Family Planning Perspectives 1987-1995*. New York, NY: The Alan Guttmacher Institute.

Alan Guttmacher Institute. (2002). *In their own right: Addressing the sexual and reproductive health of American men*. New York, NY: The Alan Guttmacher Institute.

Arendell, Terry (1995). *Fathers and divorce*. Thousand Oaks, CA: Sage.

*American Behavioral Scientist* (1986, May/June). *Researching male roles*. Edited by Michael S. Kimmel, Volume 29 (5): Sage.

Anderson, Eric. (2005). *In the game: Gay athletes and the cult of masculinity*. Albany: State University of New York Press.

Anderson, Eric. (2009). *Inclusive masculinity: The changing nature of masculinities*. New York: Routledge.

- Belton, Don (1995). ((Speak my name)): Black men on masculinity and the American dream. Boston: Beacon Press.
- Beneke, Timothy (1997). Proving manhood: Reflections on men and sexism. Berkeley, CA: University of California Press.
- Blumenfeld, Warren J. (1992). Homophobia: How we all pay the price. Boston: Beacon Press.
- Booth, Alan and Crouter, Ann C. (1998, edited). Men in families: When do they get involved? What difference does it make? Mahwah, N.J.: Lawrence Erlbaum Associates.
- Bordo, Susan. (1999). The male body: A new look at men in public and in private. New York: Farrar, Straus and Giroux.
- Bowker, Lee H. (1997). Masculinities and violence. Thousand Oaks, CA: Sage.
- Brittan, Arthur (1989). Masculinity and power. New York: Basil Blackwell.
- Brod, Harry (1987). The making of masculinities: The new men's studies. Boston: Allen and Unwin.
- Brod, Harry and Michael Kaufman (1994). Theorizing masculinities. Thousand Oaks, CA: Sage.
- Brooks, S. N. (2009). *Black men can't shoot*. Chicago: University of Chicago Press.
- Bronstein, Phyllis and Carolyn Pape Cowan (1988). Fatherhood today: Men's changing role in the family. New York: John Wiley & Sons.
- Carnes, Mark C. and Clyde Griffen. (1990). Meanings for manhood: Constructions of masculinity in Victorian America. Chicago: University of Chicago.
- Clatterbaugh, Kenneth (1997). Contemporary perspectives on masculinity: Men, women and politics in modern society (2nd ed.). Boulder, Colorado: Westview Press.
- Cleaver, Frances (2003). Masculinities matter: Men, gender and development. New York: Palgrave.
- Coates, Jennifer (2002). Men talk: Stories in the making of masculinities. Malden, MA: Blackwell
- Colapinto, John (2001). As nature made him: The boy who was raised as a girl. New York: Perennial (Harper Collins).
- Collier, Richard (1998). Masculinities, crime, and criminology: Men, corporeality, and the criminal(ized) body. Thousand Oaks, CA: Sage.



- Coltrane, Scott (1996). *Family man: Fatherhood, housework, and gender equity*. New York: Oxford University Press.
- Connell, R. W. (1995). *Masculinities*. Berkeley, CA: University of California Press.
- Connell, R. W. (2000). *The men and the boys*. Berkeley, CA: University of California Press.
- Craig, Steve (1992). *Men, masculinity, and the media*. Newbury Park, CA: Sage.
- Crowley, Jocelyn Elise (2008). *Defiant dads: Fathers' rights activists in America*. Ithaca: Cornell University Press.
- Daniels, Cynthia R. (2006). *The science and politics of male reproduction*. Oxford: Oxford University Press.
- Davis, Larry (1998). *African American males: A practice guide*. Thousand Oaks, CA: Sage.
- Dienhart, Anna (1998). *Reshaping fatherhood: The social construction of shared parenting*. Thousand Oaks, CA: Sage.
- Donaldson, Mike, Raymond Hibbins, Richard Howson, and Bob Pease. (2009). *Migrant men: Critical studies of masculinities and the migrant experience*. New York: Routledge.
- Dowd, Nancy (2000). *Redefining fatherhood*. New York: New York University Press.
- Dubbert, Joe L. (1979). *A man's place: Masculinity in transition*. Englewood Cliffs, N.J.: Prentice-Hall.
- Ehrenreich, Barbara (1983). *The hearts of Men: American dreams and the flight from commitment*. Garden City, New York: Anchor Press/Doubleday.
- Ervo, Soren and Thomas Johansson. (2002, edited). *Among men: Moulding masculinities, Volume 1*. Burlington, VT: Ashgate.
- Ervo, Soren and Thomas Johansson. (2002, edited). *Bending bodies: Moulding masculinities, Volume 2*. Burlington, VT: Ashgate.
- Farrell, Michael P. and Stanley D. Rozenberg (1981). *Men at midlife*. Boston: Auburn House.
- Ferber, Abby, L. (1998). *White Man Falling: Race, Gender, and White Supremacy*. Lanham, MD: Rowman & Littlefield.
- Christopher E. Forth. (2008). *Masculinity in the Modern West. Gender: Civilization and the Body*. Palgrave.
- Franklin, Clyde W., III. (1988). *Men and society*. Chicago: Welson-Hall.

- Franklin, Clyde W., II. (1984). *The changing definition of masculinity*. New York: Plenum Press.
- Gerson, Kathleen (1993). *No man's land: Changing commitments to family and work*. New York: Basic Books.
- Ghoussoub, Mai and Sinclair-Webb, Emma. (2000). *Imagined masculinities: Male identity and culture in the modern Middle East*. London: Sagi Books.
- Gilbert, R. and Gilbert, Pam. (1998). *Masculinity goes to school*. London: Routledge.
- Gilmore, David D. (1990). *Manhood in the making: Cultural concepts of masculinity*. New Haven, CONN: Yale University Press.
- Greif, Geoffrey L. (2009). *Buddy system: Understanding male friendships*. Oxford: Oxford University Press.
- Griffin, Sandra Taylor (2000). *Successful African American men: From childhood to adulthood*. Hingham, MA: Kluwer.
- Griswold, Robert. L. (1993). *Fatherhood in America: A history*. New York: Basic Books.
- Guttman, Matthew C. (1996). *The meanings of macho: Being a man in Mexico City*. Berkeley: University of Berkeley Press.
- Guttman, Matthew C. (2003). *Changing men and masculinities in Latin America*. Durham, NC: Duke University Press.
- Hagedorn, J. M. (2008). *A World of Gangs: Armed Young Men and Gangsta Culture*. Forward by Mike Davis. Minneapolis: University of Minnesota Press.
- Hamer, Jennifer. (2001). *What it means to be daddy: Fatherhood for Black men living away from their children*. New York: Columbia University Press.
- Hanson, Shirley M. H. and Bozett, Fredrick, W. (1985). *Dimensions of fatherhood*. Beverly Hills, CA: Sage.
- Harris, Ian M. (1995). *Messages men hear*. Bristol, PA: Taylor & Francis.
- Hatty, Suzanne E. (2000). *Masculinities, violence and culture*. Thousand Oaks, CA: Sage.
- Hearn, Jeff (1987). *The gender of oppression: Men, masculinity, and the critique of Marxism*. New York: St. Martin's Press.
- Hearn, Jeff (1998). *The violences of men: How men talk about and how agencies respond to men's violence to known women*. Thousand Oaks, CA: Sage.

- Hobson, Barbara (2002, edited). *Making Men into Fathers: Men, Masculinities and Social Politics of Fatherhood*. Cambridge: Cambridge University Press.
- Hood, Jane C. (1993). *Men, work, and family*. Newbury Park, CA: Sage.
- hooks, bell (forthcoming). *We real cool: Black men and masculinity*. Routledge.
- Hooper, Charlotte. (2001). *Manly states: Masculinities, international relations, and gender politics*. New York: Columbia University Press.
- Horowitz, R. (2001, edited). *Boys' toys: Masculinity, class, and technology in America*. NY: Routledge.
- Howson, Richard (2005). *Challenging hegemonic masculinity*. New York: Routledge.
- Irwin, Robert M. (2003). *Mexican masculinities*. Minneapolis: University of Minnesota Press.
- Jesser, Clinton J. (1996). *Fierce and tender men: Sociological aspects of the men's movement*. Westport, CONN: Praeger.
- Johnson, Allan G. (1997). *The gender knot: Unraveling our patriarchal legacy*. Philadelphia: Temple University Press.
- Jones, Deborah and Roy Evans. (2009). *Men in the lives of young children: An international perspective*. New York: Routledge.
- Journal of Social Issues (1978, Winter). *Male Roles and the Male Experience*. Edited by Joseph H. Pleck and Robert Brannon, Volume 34 (1): Society for the Psychological Study of Social Issues.
- Journal of Family Issues (1993, December). *Fatherhood*. Edited by William Marsiglio, Volume 14 (4): Sage.
- Journal of Family Issues (1994, March). *Fatherhood: Results from National Surveys*. Edited by William Marsiglio, Volume 15 (1): Sage.
- Kemper, Theodore D. (1990). *Social structure and testosterone*. New Brunswick: Rutgers University Press.
- Kendall, Lori (2002). *Hanging out in the virtual pub: Masculinities and relationships online*. Berkeley: University of California Press.
- Kimmel, Michael S. (1987). *Changing men: New directions in research on men and masculinity*. Newbury Park, California: Sage.
- Kimmel, Michael S. (1990). *Men confront pornography*. New York: Crown Publishers, Inc.

- Kimmel, Michael S. (1995). *The politics of manhood: Profeminist men respond to the mythopoetic movement (and the mythopoetic leaders answer)*. Philadelphia: Temple University Press.
- Kimmel, Michael S. (1996). *Manhood in America: A cultural history*. New York: The Free Press.
- Kimmel, Michael S. (2008). *Guyland: The Inner World of Young Men, 18 – 27*. New York: HarperCollins.
- Kimmel, Michael S., Hearn, J., and R. W. Connell. (2005). *The handbook of studies on men and masculinities*. Thousand Oaks, CA: Sage.
- Kimmel, Michael S. and Michael A. Messner (2004, 6th edition). *Men's lives*. New York: Pearson.
- Kimmel, Michael S. and Thomas E. Mosmiller (1992). *Against the tide: Pro-feminist men in the United States, 1776-1990 a documentary history*. Boston: Beacon Press.
- Kimmel, Michael S. and Amy Aronson. (2004). *Men & Masculinities: A social, cultural, and historical encyclopedia Vol I and Vol II*. Santa Barbara, CA: ABC -CLIO.
- Kiselica, Mark S. (1995). *Multicultural counseling with teenage fathers: A practical guide*. Thousand Oaks, CA: Sage.
- Klein, Alan M. (1993). *Little big men: Bodybuilding subculture and gender construction*. New York: State University of New York Press.
- Lamb, Michael (1997 3rd edition, edited). *The role of the father in child development*. New York: John Wiley & Sons.
- LaRossa, Ralph (1997). *The modernization of fatherhood: A social and political history*. Chicago: University of Chicago Press.
- Lawson, Erma Jean and Aaron Thompson (1999). *Black men and divorce*. Thousand Oaks, CA: Sage.
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### **A Note About NOMAS**

For those of you interested in community work and political avenues for dealing with men and masculinity issues in contemporary society you should be aware of the National Organization for Men Against Sexism.

For additional information about this group go to: <http://www.nomas.org/>