

AMH 3931/14C6

Modern Masculinities

Spring 2013

Dr. Louise Newman, Associate Professor

Class Meets T 5-6 (11:45-12:35) R 6 (12:50-1:35) in Turlington 2342

Office Keene Flint 212

Office Hrs Tues, 3:00-3:45 and by appointment

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Course Description

This course adopts a comparative historical approach to the study of masculinity, drawing from an interdisciplinary scholarship that has burgeoned in the last twenty-five years.

Important themes treated by this scholarship include:

- Political Roles/Citizenship
- Nationalism/Imperialism
- Patriotism/War (men as protectors)
- Aggression, Violence, Sexual Practices
- Racial Ideologies (white racial supremacy, black nationalism, red power)
- Manliness/ Moral character/Honor/Manners/Gentility
- Homosociality and Male Bonding
- Heterosexuality, Procreation and Marriage
- Fatherhood/Parenting
- Labor/ Leisure
- Sports/Bodies/Sex
- Sexuality, Morality, Emotionality
- Cultural Representations (Literature, film, music, media)

This course will examine as many of these themes as we can fit into fifteen weeks, ranging across time and taken from different national contexts. We will be interested in such questions as: In a given place and time, how did one learn to be a man? What were the most significant attributes of a good man? What role did various institutions and cultural practices (e.g. church, state, family, school, media) have in fashioning masculinity? What impact does race (or class or religion or nationality, etc.) have on ideals of masculinity? Do different racial groups/economic classes have different notions of what ideal masculinity entails? How does masculinity relate to or figure in the development of colonialism, nationalism, war, politics, sports, entertainment, etc.?

Course Objectives

- To introduce students to a vibrant inter-disciplinary field of scholarship

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- To expand students' awareness of non-US cultures
- To foster an appreciation of the value in adopting a comparative historical approach to the study of masculinity

Required Readings

Books

- **Adams**, Rachel and Savran, David, eds. *The Masculinity Studies Reader*. Malden, MA: Blackwell, 2002.
- **Karros**, Ruth. *From Boys to Men: Formations of Masculinity in Late Medieval Europe*. Philadelphia: University of Pennsylvania Press, 2003.
- **Kimmel**, Michael S. *Guyland*. New York: HarperCollins, 2008.
- **Najmabadi**, Afsaneh. *Women with Mustaches and Men Without Beards: Gender and Sexual Anxieties of Iranian Modernity*. Berkeley: University of California Press, 2005.

Articles and book chapters

(Electronic copies available from ARES, course reserves)

- **Bederman**, Gail. "Remaking Manhood through Race and Civilization," in *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917*. Chicago: University of Chicago Press, 1995, pp. 1-44.
- **Johnson**, Susan Lee. "Bulls, Bears and Dancing Boys: Race, Gender and Leisure in the California Gold Rush," in *Across the Great Divide: Cultures of Manhood in the American West*. Eds. Matthew Basso, et. al. New York: Routledge, 2001, pp. 45-71.
- **Johansen**, Shawn. Excerpt from *Family Men: Middle-Class Fatherhood in Early Industrializing America*. New York: Routledge, 2003, pp.
- **Louie**, Kam. "Chinese, Japanese and Global Masculine Identities," *Asian Masculinities: The Meaning and Practice of Manhood in China and Japan*. Eds. Kan Louie and Morris Low. RoutledgeCurzon, 2003, pp. 1-15.
- **Lyons**, Clare A. "Mapping an Atlantic Sexual Culture: Homoeroticism in Eighteenth-Century Philadelphia," *Long Before Stonewall: Histories of Same-Sex*

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- Sexuality in Early America*. Ed. Thomas A. Foster. New York University Press, 2007, pp. 164-203.
- **Tosh**, John. "Hegemonic masculinity and the history of gender," in *Masculinities in Politics and War: Gendering Modern History*. Eds. Stefan Dudink, Karen Hagemann and John Tosh. Manchester University Press, 2004, pp. 41-58.
 - **Yacovone**, Donald. "Surpassing the Love of Women": Victorian Manhood and the Language of Fraternal Love." *A Shared Experience: Men, Women, and the History of Gender*. Eds. Laura McCall and Donald Yacovone. New York University Press, 1998, pp. 195-221.

Assignments (200 points total)

- Summary for two weeks' of reading. Ungraded. Failure to submit any summaries on time **will be penalized by a half grade for each missing summary** being deducted from the student's final course grade
- Lead discussion on one week of reading. Ungraded. Failure to appear in class on the day the student is assigned to lead discussion **will be penalized by a full grade** being deducted from the student's final course grade
- Midterm in week 9 (100 points)
- Final project due weeks 14-15 (students may work in groups up to three members) (100 pts)

Policies and expectations

- **Format:** This course meets twice a week and will be conducted in a mixed lecture-workshop-seminar format.
- **Student Participation and Attendance:** Because so much of the course depends on in-class work, attendance is critical in this class.
- **General Courtesy:** Please do not come late to class or leave early. If there are special circumstances that prevent you from being on time, or staying throughout the time period, please let the instructor know.
- **Late work** will not be accepted unless there are exceptional circumstances beyond the student's control. Please let the instructor know of any adverse circumstances that may affect your ability to complete assignments on time.

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- **Special Accommodations:** Please contact the instructor during the semester if you have any concerns or issues that need to be discussed. Students needing special accommodations must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc>).
- **Plagiarism** is a serious violation of the Student Honor Code. <http://www.dso.ufl.edu/judicial/procedures/studenthonorcode.php>

Plagiarism includes, but is not limited to, the following:

- Submitting all or part of someone else's work as if it is your own.
- Failing to cite sources from which you have derived ideas, or citing them improperly, even if (especially if) you have paraphrased those ideas.
- Borrowing verbatim text without using quotation marks and referencing the source. **You should never copy and paste something from the Internet without providing the exact location from which it came.**
- Making duplicate submissions of the same assignment-- that is, submitting work in one class that is also submitted in another class—unless you have approval from both instructors in advance.

Overview of Readings and Assignments

Tuesdays, periods 7 (1:55-2:45), Thursdays, periods 7-8 (1:55-3:50)

Week 1	1/8, 1/10	How Historians Think About Masculinity Tosh (CR), Louie (CR)
Week 2	1/15, 1/17	Bodies and Behavior: Sex and Violence Tosh, Halberstam, Lancaster, Fausto-Sterling, Halperin
Week 3	1/22, 1/24	Medieval Masculinity: Knights, Professors & Priests Europe (Karros , 250 easy pages)
Week 4	1/29, 1/31	Pre-Modern: East Meets West Europe/Iran/US (Najmabadi , 100 difficult pages)
Week 5	2/5, 2/7	Republican Romances and Victorian Masculinities England/US Lyons (CR), Yacovone (CR), Johansen (CR)
Week 6	2/12 2/14	Race and Colonialism US: Bederman (CR), Johnson (CR), Lott (CR) UK/India: Krisnaswamy in MSR

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Week 7	2/19, 2/21	Midterm prep
Week 8	2/26, 2/28	“Guys” in Postfeminist U.S.: Kimmel
Week 9	3/4-3/8	Spring Break—no class meetings
Week 10	3/12, 3/14	“Guys” in Postfeminist U.S.: Kimmel, midterm due
Week 11	3/19, 3/21	Return Midterm/Workshops
Week 12	3/26, 3/28	TBD
Week 13	4/2, 4/4	Student Presentations
Week 14	4/9, 4/11	Student Presentations (100 pts, 50% of course grade)
Week 15	4/16, 4/18	Student Presentations
Week 16	4/23	Conclusion