

ED 166: MASCULINITIES IN URBAN SCHOOLING

Department of Education
Tufts University
Fall 2013

Thursdays | 4:30 – 7:30 pm | Paige Hall Terrace room

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Drop-in Office Hours: Tuesdays, 2 – 4 pm; or by appointment

WELCOME

This seminar will examine the organization of patriarchal power and privilege in education, and how that results in different experiences and outcomes for a range of people inside and outside, and during and after, school. While theorizing of masculinity typically looks at dominant (hegemonic) forms and more marginalized forms along lines race, class, and sexuality, in this seminar we'll pay close attention to the role that history (e.g. how discourses of manhood are framed through understandings of civilization and human progress), space (e.g. how certain groups of boys are feared and pushed out of public spaces), place (how urban and rural environments shape masculinity), and age/time (e.g. how understandings of human development and growth honor certain children and punish others) play in the creation and reproduction of masculinity. Throughout, we'll also consider how masculinity impacts academic achievement, personal identities, life trajectories, and other outcomes.

OBJECTIVES

1. To develop emerging expertise in the study of masculinity, particularly as it relates to education and schooling.
2. To develop an understanding of how patriarchy and privilege help to structure various forms of masculinities, and a hierarchy of masculinities.
3. To analyze masculinity in schooling along lines of difference (e.g. race, class, and sexuality) and other major organizing principles (e.g. history; space; place; age, time, and development).

COURSE EXPECTATIONS

Do your best.

Ask questions. They're often more valuable than comments. Let me know if you're confused or something is unclear. You've heard it before, and it's true: there are no dumb questions. If you have a question, there's an excellent chance others in class have the same one, and they'll appreciate you for asking it.

Come ready to participate. In-class participation takes many forms, including asking questions, clarifying points, and completing written assignments. You need to complete all the required reading in order to participate meaningfully in class. We'll

use a range of formats—texts, music, video, drama, games, and debates—to get our analytic juices flowing. Of course, in-class participation is impossible unless you attend. Please bring the readings to class.

Complete the assignments.

Be respectful. While you're encouraged to critique the materials and each other's ideas, always do so respectfully. Be mindful of the fact that your classmates and I represent an array of viewpoints and life experiences.

Be open to new and alternative ways of thinking. You should actively seek to adopt different ways of seeing education and the social world. How might these different approaches advance your understanding and knowledge, even if those approaches are unfamiliar or uncomfortable?

Be academically honest. Our course will abide strictly by the guidelines laid out in the Tufts Statement of Academic Integrity, available at:

- <http://ase.tufts.edu/biology/bgguide/classes/tahonesty.htm>

A comprehensive review of university policies is available at:

- <http://uss.tufts.edu/studentaffairs/publicationsandwebsites/AcademicIntegrity.pdf>

This requires you to cite appropriately, understand what constitutes plagiarism, and consult me before submitting a paper in this class and another class. Possible violations of the policies outlined in the Statement of Academic Honesty will be reported to the Office of the Dean of Students.

REQUIRED COURSE MATERIALS

Course reader. A course reader is available for purchase at Gnomon Copy Center at 348 Boston Avenue.

Books. There are three required books. You can purchase them at the campus bookstore, though I'd recommend finding cheap copies online.

- McCready, L. (2011). *Making Space for Diverse Masculinities: Difference, Intersectionality, and Engagement in an Urban High School*. New York: Peter Lang.
- Morris, E. (2012). *Learning the Hard Way: Masculinity, Place, and the Gender Gap in Education*. New Brunswick, NJ: Rutgers University Press.
- Pascoe, C.J. (2011). *Dude, You're a Fag: Masculinity and Sexuality in High School* (2nd ed.). Berkeley: University of California Press.

ASSIGNMENTS

Class participation and attendance [25%]. Come to class prepared to ask questions, discuss the readings, and participate in class activities. As described above, there will be many opportunities for you to participate and through a variety of formats. You'll be penalized if you miss any class—excused or unexcused—but an excused absence that you notify me of *before* the class meets entitles you to a short make-up assignment. You'll also be penalized if you repeatedly show up late. Whenever possible, please let me know before class if you'll be late or absent.

Discussion Leaders [15%]. For one class, you and a partner will be responsible for helping to guide class discussion. More details will be provided in class.

Blogging [15%]. Our class blog will keep the discussion going outside of class. This is your chance to comment, analyze, and critique topics about masculinity, gender, and education in the news, in entertainment, on campus, on social media, where you work, and in the world around us. We'll frequently use your blog conversations in class. The posts should, whenever possible, extend class discussion. While it's fine to just focus on a set of readings, try to make connections with new material you read. Check out a post on the blog for examples.

You're required to start 2 new substantive posts and to make 2 substantive comments on different posts your classmates started. One post and one comment are due by the start of class on Thursday, October 3; and your second post and second comment are due by the start of the last class, Thursday, November 14.

A post should be approximately 3 paragraphs, and a comment, 2 paragraphs. Quality, of course, matters more than quantity.

Add media such as video and pictures, as well as tags.

I'll assess these various contributions holistically. The blog will be set to private so that only members can access and view it. While I may also use our course Trunk page, I'll try to also post announcements, extra readings, etc. on the blog.

The above guidelines will also be included on the blog.

Paper #1 [15%]. A 5 pp. paper on an assigned topic, due electronically on Monday, October 14 at 4 p.m.

Paper #2 [30%]. A 10 pp. paper, on a topic of your choice, due electronically on Thursday, December 12.

CONTACTING FREEDEN

Feel free to email me at Freedden.Oeur@tufts.edu. So your email doesn't get lost, make sure to include a subject in the subject line and the course number (Ed 166).

ELECTRONICS

While you're free to use your laptop if you prefer to type up your class notes, I expect that you will not use class time to browse the internet (unless you're doing so for class purposes). Electronics can distract everyone. As for phones, unless you tell me before class that there's an emergency and you need to respond to an incoming call, you are not allowed to have them out during class.

RESOURCES

Trunk. This will have everything pertinent to the course including announcements and course materials, and the blog. I'll also try to post all materials to the blog.

Office Hours. Students who make use of office hours tend to do better in class. Feel free to stop by with a classmate. The time will be more productive if you come prepared with specific concerns and questions.

Writing. Check out Purdue University's excellent Online Writing Lab (OWL), available at:

- <http://owl.english.purdue.edu/owl/>

It has a great overview of APA formatting, which you should use for all papers in this class. You should also take advantage of the writing tutoring available through the Academic Resource Center:

- <http://uss.tufts.edu/arc/writingtutoring>

Accommodations. Please let me know if you require any academic accommodations.

Trunk. Though I'll try to post most things on the blog, we'll also use this:

- <https://trunk.tufts.edu/xsl-portal>.

Citing Sources. Please use APA (American Psychological Association) formatting. The Purdue OWL website has an excellent overview of this, as well as the Tufts Library website:

- <http://researchguides.library.tufts.edu/content.php?pid=49832&sid=366072>

READING CRITICALLY

Why. Reading critically is a skill that requires practice. Doing it often will enhance both class discussion and help you when it comes time to write and to create your final projects.

Main questions. For each of the readings, ask yourself:

- Why should I care about the topic?
- What is the author's or authors' main idea/thesis?
- What does this argument remind me of (other readings, real life experiences and examples)?
- How does this text relate to education and schooling?
- What are the text's strengths (ones the author or authors identify, and ones that you infer)?
- What are the text's limitations (ones the author or authors identify, and ones that you infer)?
- Is there anything on the blog that relates to the text?

Annotating. This is the process of engaging actively with a text by marking it up. Use whatever annotation system works best for you. I suggest you:

- Read the abstract, then skim the entire text, the introduction next, then the conclusion, before diving into the text with the weekly and main questions in mind.
- Highlight (preferably with a pen in the margins) or underline the thesis and main pieces of evidence.
- Note confusing passages or questions you have.
- Explicitly highlight other texts, blog posts/comments, class comments, etc. that bear directly on the reading.
- Develop some kind of notation system ("?" for a question, etc.).

A helpful online annotation guide is available at:

- <http://guides.hcl.harvard.edu/sixreadinghabits>

SCHEDULE

[B] Book

[CR] Course reader

[H] In-class handout

Class 1: Thursday, September 5 WELCOME & INTRODUCTION TO THE COURSE
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- [H] Brooks, D. (2012, July 5). Honor code. *The New York Times*. Retrieved from http://www.nytimes.com/2012/07/06/opinion/honor-code.html?_r=0
- [H] Connell, R.W. (1995). *Masculinities*. Berkeley: University of California Press. [Ch. 3, The social organization of masculinity]

****PLEASE LET ME KNOW BY FRIDAY, SEPTEMBER 9 AT NOON IF YOU CAN ATTEND THE WOMEN'S CENTER "DINNER AND A MOVIE" EVENT ON THURSDAY, SEPTEMBER 19. (IT STARTS AT 6:30 PM; WE MAY GET OUT CLASS EARLY TO ATTEND IT.) THE MOVIE IS "SILVER LININGS PLAYBOOK" AND I'LL BE THE DISCUSSANT. THE MOVIE WILL BUILD ON OUR DISCUSSION THAT DAY OF HISTORICAL AND DEVELOPMENTAL NOTIONS OF MASCULINITY****

Class 2: Thursday, September 12 DOMINANT MASCULINITY

- [H] Connell, R.W. (1995). *Masculinities*. Berkeley: University of California Press. [Ch 3., The social organization of masculinity]
- [H] Kimmel, M. (1987). The cult of masculinity: American social character and the legacy of the cowboy. In M. Kaufman (Ed.), *Beyond Patriarchy: Essays by Men on Pleasure, Power, and Change* (pp. 235-249). New York: Oxford University Press.
- [H] Newton, J. (2002). Masculinity studies: The longed for profeminist movement for academic men? In J. K. Gardiner (Ed.), *Masculinity Studies & Feminist Theory: New Directions* (pp. 176-192). New York: Columbia University Press.

Class 3: Thursday, September 19 HISTORICAL CONSIDERATIONS: INTERSECTIONS OF RACE, TIME, & AGE
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- [H] Lesko, N. (2001). *Act Your Age! A Cultural Construction of Adolescence*. New York: RoutledgeFalmer. [Ch. 4, Time matters in adolescence]
- [H] Bederman, G. (1996). *Manliness & Civilization*. [Ch. 1, Remaking manhood through race and "civilization" [excerpt]; and Ch. 3, Teaching our sons to do what we have been teaching the savages to avoid": G. Stanley Hall, racial recapitulation, and the neurasthenic paradox]

****JOIN US FOR THE WOMEN'S CENTER 'DINNER AND MOVIE' EVENT, BEGINNING AT 6:30 PM THIS EVENING****

Class 4: Thursday, September 26
INTERSECTIONS OF RACE & SPACE

- [CR] Calmore, J. (2006). Reasonable and unreasonable suspects: The cultural construction of the anonymous black man in public space (here be dragons). In A. Mutua (Ed.), *Progressive Black Masculinities* (pp. 137-154). New York: Routledge.
- [CR] Rios, V. (2011). *Punished: Policing the Lives of Black and Latino Boys*. New York: New York University Press. (Ch 6., Proving Manhood: Masculinity as a Rehabilitative Tool)
- [CR] Lei, J. (2003). (Un)Necessary Toughness?: Those 'Loud Black Girls' and Those 'Quiet Asian Boys.' *Anthropology & Education Quarterly*, 34(2), 158-181.

Discussion Leaders Group #1

Class 5: Thursday, October 3
URBAN & RURAL SCHOOLS: INTERSECTIONS OF RACE, CLASS, & PLACE

- [B] Morris, E. (2012). *Learning the Hard Way: Masculinity, Place, and the Gender Gap in Education*. New Brunswick, NJ: Rutgers University Press. [All]

Discussion Leaders Group #2

Guest speaker: Adam Machson-Carter, former M.A.T. student at Tufts University, and current teacher at Codman Academy

****ONE BLOG POST AND ONE COMMENT ARE DUE BY THE START TODAY'S CLASS****

Class 6: Thursday, October 10
MASCULINITY & SEXUALITY

- [B] Pascoe, C.J. (2011). *Dude, You're a Fag: Masculinity and Sexuality in High School*. Berkeley: University of California Press. (2nd Ed.) [All]

Discussion Leaders Group #3

****SHORT PAPER DUE ON ELECTRONICALLY ON MONDAY, OCTOBER 14 AT 4 P.M.****

Class 7: Thursday, October 17
DIVERSE MASCULINITIES & SEXUALITY

- [B] McCreedy, L. (2010). *Making Space for Diverse Masculinities: Difference, Intersectionality, and Engagement in an Urban High School*. New York: Peter Lang. [All]

Class 8: Thursday, October 24
TRANSGENDER ISSUES & SCHOOLING

- [CR] Halberstam, J. (1998). *Female Masculinity*. Durham, NC: Duke University Press. [Ch. 5, Transgender butch: Butch/FTM border wars and the masculine continuum]

- [CR] Massachusetts Department of Elementary and Secondary Education. (2012). Guidance for Massachusetts public schools creating a safe and supportive school environment: nondiscrimination on the basis of gender identity. Retrieved from: <http://www.doe.mass.edu/ssce/GenderIdentity.pdf>.
- [CR] Tucker, J. (2011, May 24). Oakland school's lessons in gender diversity. *San Francisco Chronicle*. Retrieved from: <http://www.sfgate.com/bayarea/article/Oakland-school-s-lessons-in-gender-diversity-2370672.php>.

Discussion Leaders Group #4

Class 9: Thursday, October 31 MASCULINE & FEMININE FIELDS
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- [CR] Messner, M. (2000). White guy habitus in the classroom. *Men and Masculinities*, 2(4), 457-469.
- [CR] Williams, C. (1992). The glass escalator: Hidden advantages for men in the 'female' professions. *Social Problems*, 39(3), 259-267.
- Readings TBA on STEM and diversity.

Discussion Leaders Group #5

Guest speaker: Darryl Williams, Director of the Center for STEM Diversity, School of Engineering, Tufts University

Class 10: Thursday, November 7 SPORTS
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- [CR] Brake, D. L. (2012). Sport and masculinity: The promise and limits of Title IX. In F. R. Cooper & A. C. McGinley (Eds.), *Masculinities and the Law: A Multidimensional Approach* (pp. 207-228). New York: New York University Press.
- Additional readings TBA.

Discussion Leaders Group #6

Guest speaker: Pilar Plater, current M.A. student in Educational Studies

Class 11: Thursday, November 14 FEMINISM & THE "CRISIS" OF BOYS AND MEN
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- [CR] Sommers, C. H. (2013). *The War Against Boys: How Misguided Policies are Harming our Young Men*. New York: Simon & Schuster. [Ch. 1, Where the boys are; Ch. 7, Why Johnny can't, like, read and write]
- [CR] Hymowitz, K. (2011). The new girl order. *Tufts Magazine*. Retrieved from <http://www.tufts.edu/alumni/magazine/fall2011/features/new-girl.html>
- [CR] Bollick, K. (2011). All the single ladies. *The Atlantic*. Retrieved from <http://www.theatlantic.com/magazine/archive/2011/11/all-the-single-ladies/308654/>

- [CR] Cohen, P. (2013). The 'end of men' is not true: What is not and what might be on the road toward gender equality. *Boston University Law Review*, 93(3), 1159-1184.

Discussion Leaders Group #7

****SECOND POST AND SECOND COMMENT DUE BY THE START OF TODAY'S CLASS****

Class 12: Thursday, November 21
TOPICS BASED ON STUDENT INTERESTS

****NO CLASS ON THURSDAY, NOVEMBER 28****

Class 13: Thursday, December 5
SCHOLARS LUNCH PARTY

****FINAL PAPER DUE ELECTRONICALLY ON ELECTRONICALLY ON THURSDAY, DECEMBER 12 AT 4 P.M****