

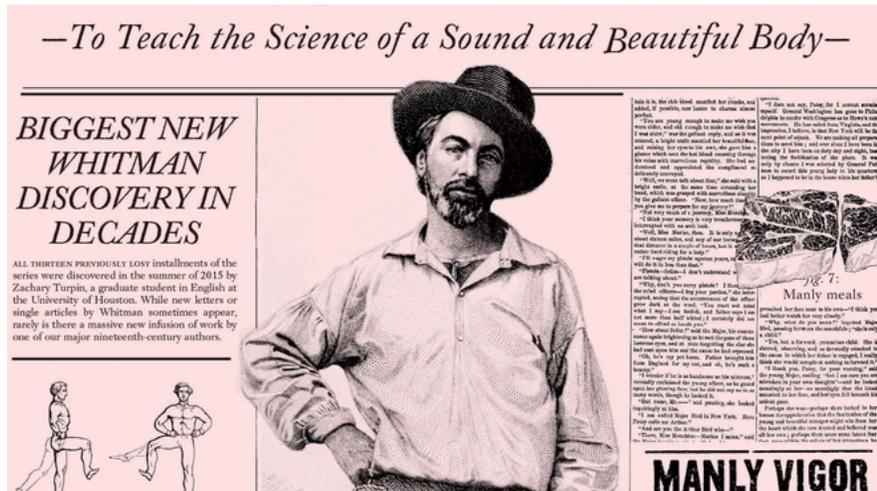
# SOC 188-05: The Masculine Mystique

## Tufts University Department of Sociology

### Spring 2021

**Updated 1-30-2021**

Mondays & Wednesdays, 1:30-2:45pm\*  
Remote to start, but likely for the entire semester  
Associate Professor Freedom Blume Oeur  
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Office Hours: Office hours: Virtual to start, Tuesdays 1-2pm and Fridays 10:30am-12pm (sign-up) or by appointment; recommended in pairs and in small groups.



“It seemed to me that men weren’t really the enemy—they were fellow victims, suffering from an outmoded masculine mystique that made them feel unnecessarily inadequate when there were no bears to kill.”

-Betty Friedan, *The Feminine Mystique* (1963)

**Welcome.** Shouldn’t a course on masculinity be required of everyone? Until that day, our small community this spring will have a chance to think together about this most pressing topic, particularly in the U.S. context. What is masculinity? How does it vary across time and place? How do people, institutions, laws, cultures and norms, and structures create, abet, resist, and dismantle masculinity? To provide some focus, this iteration of the course will be concerned with masculinity and its relation to *space*, in its

\* Note: Seminars normally meet for one long block period per week, but the class has been divided into two shorter class meetings in an effort to fight Zoom fatigue.

many forms: as property and territory, border and horizon; at the local, regional, national, and global levels; offline and online; as a manner of structuring life stages and the perception of human civilization's evolutionary stages; and as men and boys and others plunder, occupy, protect, colonize, conquer, stage insurrections, and concede and secede from these various spaces. What are the borders, real and imagined? What is the topography of these spaces and the shape and nature of the terrain? Where are people positioned and how do they travel?

In the first third of the course, we'll explore more historical and dominant configurations of masculinity, as well as examine important theoretical frameworks. The remainder of the course will give you an opportunity to apply these frameworks to specific topics and case studies, and to work closely with two of your classmates to help lead discussion on a specific topic. This is a demanding, reading- and writing-intensive upper-level seminar that requires active participation, but is mindful of the incredible demands placed on all of us by the pandemic. This seminar will build on important theories, concepts, and ideas from other sociology courses, including Introduction to Sociology and Sociological Theory. As such, you're strongly encouraged to bring in what you've learned from other sociology courses, and other related courses. Most important, you're asked to bring your own experiences, observations, critiques, memories, questions, pleasures, and lamentations regarding masculinity to bear on the assigned material.

## COURSE OBJECTIVES

- Gain in-depth understanding of how masculinity operates, how it changes and how it does not, and how it's expressed along multiple and interacting lines of difference, including race, sexuality, age, and nation.
- Analyze masculinity especially as it relates to the many dimensions of space.
- Engage, interpret, critique, and synthesize explanations of masculinity.
- Link concepts from this course to those from other Sociology courses, including Introduction to Sociology and Sociological Theory.
- Apply and deepen your understanding of masculinity in various assignments.
- Sharpen your ability to ask important questions regarding masculinity and answer them with a range of theoretically-informed and empirically-grounded responses.

## REQUIREMENTS

**Required Course Materials.** All course readings will be provided as PDFs on Canvas. You'll get a copy of *Walt Whitman's Guide to Manly Health & Training* (California: Ten Speed Press). The full class bibliography will be posted on Canvas.

**Assignments.** All written assignments should be sent by email to Freeden. Please be sure to save your files as Word documents and using the requested nomenclature.

- [20%] *Participation and Attendance*. There is no strict attendance policy other than to say that participation is impossible if you don't attend, which will hurt your grade. *With that being said*, attendance for this class is absolutely vital. The success of the entire class depends on active participation from each of you.
- [10%] "*1 Question*" *Discussion Board Reflections*. Consider this part of your participation grade. For five classes (four before paper 1 is due and one class right after paper 1; the last class meeting for each of five different topics), you'll submit a one paragraph (no longer than 300 words) reflection to the discussion board on Canvas, by 10:30 am. In it, you'll 1) pose an incisive question that you think is important for that topic (building on the readings as well as the previous class discussion), 2) answer that question directly with no wasted words, and 3) reflect on that question and answer. Across the five classes, you can expect your question to be brought up twice or three times, so we get equal representation from the class. Your questions can relate to the 3 big questions listed immediately before the reading schedule on this syllabus, or they can be entirely your own.
- [10%] *Paper #1*. A 5-page double-spaced paper due on Friday, March 5 in which you'll reflect on the masculinity of a 2020 presidential hopeful of your choice (or maybe a different topic).
- [20%] *Group Facilitation and Paper #2*. In groups of 2-3, you'll lead discussion for one week of class (worth 10% of this grade), which will include preparing a handout for that class and sharing a paper idea with your classmates; and then write a 5-page double-spaced paper due one week after your presentation (worth 10% of this grade). Examples of past presentations will be uploaded onto Canvas. More details to come.
- [30%] *Paper #3*. A final 15-page double-spaced paper, on a topic of your choice, due on Monday, May 10.

**Grading Scale.** A+ (100), A (94-99), A- (90-93), B+ (87-89), B (84-86), B- (80-83), C+ (77-79), C (74-76) . . .

**Paper Extension Policy.** You have a 3-day, 72-hour grace period that you can use, if you'd like, however you wish *across all 3 papers for the class*. So, you could take 1 extra day (up to 24 hours) to work on your 3 papers; 3 extra days on 1 paper, etc.; all without penalty. After you've exhausted your 72 hours, you won't be granted an extension and your paper will be subjected to the normal penalty (2/3 of the grade docked each day the paper's late). To take advantage of the grace period, *you must let me know via email at least 24 hours before the paper is due*. This policy pertains only to the papers and not to the Canvas reflections.

**Academic Honesty.** 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 the same paper for this class and another (past or current) class. Possible violations of the policies outlined in the Statement of Academic Honesty will be reported to the Office of the Dean of Students.

**Student Accessibility.** Please reach out to me if you require any accommodations.

**Emergencies and Illnesses.** As a general rule, contact me if something comes up and you expect to miss class. If you're sick, fill out the short-term illness notification on SIS. For extended absences (missing two or more consecutive classes), you must also provide medical documentation through the Health Center. For these and other major concerns, I encourage you to reach out to your academic dean.

**Contacting Freedom.** Feel free to email me, but check first if the information you need is on this syllabus.

**Zoom and Electronics.** Learning via Zoom can be tiring and difficult. Please turn on your camera when speaking (with the class, in breakout sessions). We'll discuss ways to participate over Zoom in a ways that are fair and give everyone a chance to participate. The link and passcode for class can be found in the Zoom tab in the Canvas course page. You need to register once to access the class Zoom link.

**In-Person Classroom Health and Safety Policy.** (The information below was shared by the Deans of Academic Advising and Undergraduate Studies and applies to our course.) As you're aware, due to the COVID-19 pandemic, the academic experience will be different for all of us. When physically in person for this course, you'll be responsible for wearing a mask that covers your mouth and nose, practicing physical distancing of 6 feet with other individuals, and keeping your desk and chair on the designated spots on the ground. You will also be responsible for wiping down your own desk, chair, and other frequently touched surfaces with alcohol wipes or other approved disinfectant (provided) upon arrival and departure from the classroom (or lab, studio, etc.). It is imperative that we work together as a community to uphold these standards to help mitigate the risk of spreading the virus. Failure to do so may result in a referral to the Dean of Student Affairs Office. For more information about expectations for the Spring semester, the COVID public health policies outlined in the Fall Guide are still in effect. Please review the Fall Guide [here](#).

**Policy on sharing.** (The information below was shared by the Deans of Academic Advising and Undergraduate Studies and applies to our course.) This course is designed for everyone to feel comfortable participating in discussion, asking questions, learning,

and facilitating the learning of others. In order for that atmosphere to be maintained, the recordings of our conversations will only be shared with the enrolled students in the class (not posted publicly) and it is prohibited for any of us who have access to the video to share it outside the course. Similarly, I have specifically designed the syllabus, exams, handouts, and lectures for the people who are enrolled in the course this term and those may not be shared outside this course. It is against Tufts policy for anyone to share any content made available in this course including course syllabi, reading materials, problems sets, videos, handouts, and exams, with anyone outside of the course without the express permission of the instructor. This especially includes any posting or sharing of videos or other recordings on publicly accessible websites or forums. Any such sharing or posting could violate copyright law or law that protects the privacy of student educational records.

## RESOURCES

**Learning in the time of COVID.** These are challenging times. The assignments—and the class in general—are not intended to be a burden for you and to make an already difficult year even harder. They’re meant to enrich your life and course of study, and perhaps even help you and the people you care about navigate these times. If something comes up, just let me know and we’ll see if we can work something out.

**Basic Needs Security.** I urge you to contact the Office of Student Success and Advising, your academic dean, or another campus official you trust, if you’re having difficulty securing stable housing and sufficient food to eat, and especially if these difficulties are interfering with your academic performance. Please also feel free to reach out to me if I can help secure resources or put you in touch with others who can help.

**Canvas.** Our class relies heavily on Canvas, so make sure you can access our course page and are familiar with how it works.

<https://canvas.tufts.edu/>

**Office Hours.** Students who make use of office hours tend to do better in class. The time will be more productive if you come prepared with specific concerns and questions. For these virtual office hours, you’re encouraged to stop by with a classmate or in a small group; but the entire group has to agree before one person (and only one person has to) sign up. ***Please only sign up three weeks in advance.*** Please cancel immediately if you can’t make it so someone else can sign up. Send me an email if you can’t make my drop-in hours so we can schedule another time to meet. The sign-up link is below; check Canvas for the Zoom links and passcodes.

<https://www.wejoinin.com/sheets/pxcop>

**Annotating.** This is the process of engaging actively with a text by marking it up. Use whatever annotation system works best for you. A helpful online annotation guide is available at:

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

**Are You Reading the Syllabus?** Recently, faculty have taken to hiding a funny request in their syllabi to check whether students are reading the syllabus. (For example: “When you read this, email me a picture of your pet for extra credit!” I do happen to love animals and have two cats myself, Widby and Sesame.) Maybe one of your instructors has. I’m doing this for the first time. If you are reading this, you’re more than welcome to email me a picture of your pet (or any adorable animal, or a related meme, or whatever; I’ll send back a picture of Widby and/or Sesame). But what I want you to know if you’re reading this is that I hope you’ll prioritize your health and well-being this semester, and help look after the people you care about. College is often stressful and competitive, even cruel. We don’t need any of that in our time together this semester. Let’s try and thrive as a group.

**Writing.** There are many excellent writing resources available. As a general rule, I won’t read drafts of written assignments. However, I’m happy to discuss outlines or written brainstorming in office hours, if you send me these in advance. Check out Purdue University’s excellent Online Writing Lab (OWL), which covers all dimensions of writing. It has a great overview of ASA formatting and style, which you should use for papers in this class.

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

Gerald Graff and Cathy Birkenstein have excellent suggestions for writers. Check out their templates for basic rhetorical devices in writing:

<http://www.csub.edu/eap-riap/theysay.pdf>

**Writing Tutoring.** Take advantage of the writing tutoring available through the Academic Resource Center:

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

**Citing and Referencing.** Use the American Sociological Association’s style guide in your papers:

<https://owl.english.purdue.edu/owl/resource/583/01/>

**Mental Health Support.** (The information below was shared by the Deans of Academic Advising and Undergraduate Studies and applies to our course.) As a student, there may be times when personal stressors or emotional difficulties interfere with your academic

performance or well-being. The Counseling and Mental Health Service (CMHS) provides confidential consultation, brief counseling, and urgent care at no cost for all Tufts undergraduates as well as for graduate students who have paid the student health fee. To make an appointment, call 617-627-3360. Please visit the CMHS website: <http://go.tufts.edu/Counseling> to learn more about their services and resources.

**Academic Support at the StAAR Center.** (The information below was shared by the Deans of Academic Advising and Undergraduate Studies and applies to our course.) The StAAR Center (formerly the Academic Resource Center and Student Accessibility Services) offers a variety of resources to all students (both undergraduate and graduate) in the Schools of Arts and Science, Engineering, the SMFA and Fletcher; services are free to all enrolled students. Students may make an appointment to work on any writing-related project or assignment, attend subject tutoring in a variety of disciplines, or meet with an academic coach to hone fundamental academic skills like time management or overcoming procrastination. Students can make an appointment for any of these services by visiting [go.tufts.edu/StAARCenter](http://go.tufts.edu/StAARCenter)

**Accommodations for Students with Disabilities.** (The information below was shared by the Deans of Academic Advising and Undergraduate Studies and applies to our course.) Tufts University values the diversity of our students, staff, and faculty and recognizes the important contribution each student makes to our unique community. Tufts is committed to providing equal access and support to all qualified students through the provision of reasonable accommodations so that each student may fully participate in the Tufts experience. If you have a disability that requires reasonable accommodations, please contact the StAAR Center (formerly Student Accessibility Services) at [StaarCenter@tufts.edu](mailto:StaarCenter@tufts.edu) or [617-627-4539](tel:617-627-4539) to make an appointment with an accessibility representative to determine appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.

## SCHEDULE

You should read the bulleted readings prior to class. Most of the presentations are built around books; the presenters should plan to read the entire book to help them with their papers.

You're tasked each class with figuring out the important questions in the readings, and how the authors answer that question. Think of the answer as a thesis statement. This is the objective of your "1 question" Canvas reflections. Also use these 3 big questions to guide your reading:

- 1. How does the author define masculinity?**
- 2. What is the relationship between masculinity and space?**
- 3. What is the relationship between masculinity and domination?**

**WELCOME!  
CIVILIZATION AND THE “SWEET SCIENCE”**

<b>M</b> <b>2/1</b>	<ul style="list-style-type: none"> <li>▪ Gail Bederman, <i>Manliness &amp; Civilization</i>: Ch. 1, “Remaking Manhood through Race and ‘Civilization’” (pp. 1-10).</li> <li>▪ Walt Whitman, <i>Guide to Manly Health &amp; Training</i> (used as a reference in the first few classes).</li> </ul>
<b>W</b> <b>2/3</b>	<ul style="list-style-type: none"> <li>▪ Read the syllabus carefully.</li> <li>▪ Gail Bederman, <i>Manliness &amp; Civilization</i>: Ch. 1, “Remaking Manhood through Race and ‘Civilization’” (remainder).</li> <li>▪ Cynthia Miller-Idriss, <i>Hate in the Homeland</i>: Ch. 4., “Defending the Homeland.”</li> </ul> <p><b>*1 Question Reflection due at 10:30 am (#1)</b></p>

**SCIENTIFIC RACISM, CHILDHOOD, AND CIVILIZATION**

<b>M</b> <b>2/8</b>	<ul style="list-style-type: none"> <li>▪ Melissa Stein, <i>Measuring Manhood</i>: Ch. 1., “Races of Men.”</li> </ul>
<b>W</b> <b>2/10</b>	<ul style="list-style-type: none"> <li>▪ Gail Bederman, <i>Manliness &amp; Civilization</i>: Ch. 3, “Teaching Our Sons to Do What We Have Been Teaching the Savages to Avoid.”</li> </ul> <p><b>*1 Question Reflection due at 10:30 am (#2)</b></p>

**AMERICAN LEADERSHIP, PART 1:  
HEGEMONIC MASCULINITY ACROSS THE 20<sup>TH</sup> CENTURY**

<b>Tu</b> <b>2/16</b>	<ul style="list-style-type: none"> <li>▪ R.W. Connell, “The Social Organization of Masculinity” (selections).</li> <li>▪ Gail Bederman, <i>Manliness &amp; Civilization</i>: Ch. 5, “Theodore Roosevelt” (selections).</li> </ul> <p><b>*Monday’s class meets today</b></p>
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	<b>*Normal Tuesday office hours cancelled today</b>
<b>W 2/17</b>	<ul style="list-style-type: none"> <li>▪ Steven Watts, <i>JFK and the Masculine Mystique</i>: Ch. 7, “Vigor and Virility.”</li> </ul>
<b>M 2/22</b>	<ul style="list-style-type: none"> <li>▪ Michael Messner, “The Masculinity of the Governorator.”</li> <li>▪ Video clips that accompany Messner’s article (see Canvas).</li> </ul> <p><b>*1 Question Reflection due at 10:30 am (#3)</b></p> <p><b>*Tuesday 2/23 office hours cancelled</b></p>

<b>AMERICAN LEADERSHIP, PART 2: A NEW HIGH PRIEST?</b>	
<b>W 2/24</b>	<ul style="list-style-type: none"> <li>▪ From <i>Trumpism and its Discontents</i>, edited by Osagie Obasogie: Catherine Albiston, “What’s So New About the #MeToo Movement?” and Denise Herd, “Marching for Our Lives.”</li> </ul>
<b>M 3/1</b>	<ul style="list-style-type: none"> <li>▪ Kristin Kobes Du Mez, <i>Jesus and John Wayne</i>: Ch. 14, “Spiritual Badasses”; and Ch. 15, “A New High Priest.”</li> </ul> <p><b>*1 Question Reflection due at 10:30 am (#4)</b></p>

**\*Wednesday, March 3: No class**

**\*Friday, March 5: Paper 1 due**

<b>EXTREMISM AND VIOLENCE ONLINE</b>	
<b>M 3/8</b>	<ul style="list-style-type: none"> <li>▪ Cynthia Miller-Idriss, <i>Hate in the Homeland</i>: Ch. 6., “Weaponizing Online Spaces.”</li> </ul> <p><b>*Visit from Professor Cynthia Miller-Idriss</b></p>

<b>W</b> <b>3/10</b>	<ul style="list-style-type: none"> <li>▪ Sarah Sobieraj, <i>Credible Threat</i>: Ch. 3, “Constant Calibration” and Ch 4., “Anger Management.”</li> </ul> <p><b>*1 Question Reflection due at 10:30 am (#5)</b></p>
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<p><b>STYLE AND EMBODIMENT</b> <b>[GROUP FACILITATION #1]</b></p>
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<b>M</b> <b>3/15</b>	<ul style="list-style-type: none"> <li>▪ Kristen Barber, <i>Styling Masculinity</i>: Introduction, Ch.1, “Men and Beauty” (skim), and Ch. 2, “Rock Glasses and Color Camo.”</li> </ul>
<b>W</b> <b>3/17</b>	<ul style="list-style-type: none"> <li>▪ Kristen Barber, <i>Styling Masculinity</i>, Ch. 4: “Hair Care.”</li> </ul>

<p><b>TRANS MASCULINITY</b> <b>[GROUP FACILITATION #2]</b></p>
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<b>M</b> <b>3/22</b>	<ul style="list-style-type: none"> <li>▪ Miriam Abelson, <i>Men in Place</i>: Introduction; Ch. 1, “Masculinities in Space”: Ch. 2., “One is Not Born a Man.”</li> </ul>
<b>W</b> <b>3/24</b>	<ul style="list-style-type: none"> <li>▪ Miriam Abelson, <i>Men in Place</i>: Ch. 3, “Strong When I Need to Be, Soft When I Need to Be” and Ch. 4, “Geography of Violence.”</li> </ul> <p><b>*Visit from Professor Miriam Abelson</b></p>

<p><b>SEXUALITY AND RELIGION</b> <b>[GROUP FACILITATION #3]</b></p>
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<b>M</b> <b>3/29</b>	<ul style="list-style-type: none"> <li>▪ Kelsy Burke, <i>Christians Under Covers</i>: Introduction; Ch. 1, “Godly Sex”; Ch. 2, “Overwhelming the Obscene”; Ch. 3, “Virtual and Virtuos.”</li> </ul>
<b>W</b>	

<b>3/31</b>	<ul style="list-style-type: none"> <li>▪ Kelsy Burke, <i>Christians Under Covers</i>: Ch. 4, “Sexual Awakening” and Ch. 5, “What Makes a Man.”</li> </ul>
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<b>ASIAN MASCULINITIES</b> <b>[GROUP FACILITATION #4]</b>	
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<b>M</b> <b>4/5</b>	<ul style="list-style-type: none"> <li>▪ C. Winter Han, <i>Geisha of a Different Kind</i>: Introduction; Ch. 1, “Being Oriental, I Could Never Be Completely a Man”; Ch 2., “Sexy Like a Girl and Horny Like a Boy.”</li> </ul>
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<b>W</b> <b>4/7</b>	<ul style="list-style-type: none"> <li>▪ C. Winter Han, <i>Geisha of a Different Kind</i>: Ch. 3, “It’s Like They Don’t See Us at All” and Ch. 5, “Finding Home in Gaysian America.”</li> </ul>
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<b>MASCULINITIES AND THE ENVIRONMENT</b> <b>[GROUP FACILITATION #5]</b>	
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<b>M</b> <b>4/12</b>	<ul style="list-style-type: none"> <li>▪ Sherilyn MacGregor and Matthew Paterson, “Island Kings.”</li> </ul>
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<b>W</b> <b>4/14</b>	<ul style="list-style-type: none"> <li>▪ Traci Brynne Voyles, “Toxic Masculinity.”</li> <li>▪ (Or: Cara Daggett, “Petro-Masculinity.”)</li> </ul>
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**\*Monday, April 19 (Patriot’s Day): No class**

**\*Wednesday, April 21: No class**

<b>MEN AND FEMINISM</b> <b>[GROUP FACILITATION #6]</b>	
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<b>M</b> <b>4/26</b>	<ul style="list-style-type: none"> <li>▪ Michael A. Messner, Max A. Greenberg, and Tal Paretz, <i>Some Men</i>: Ch. 1, “This is Men’s Work” and Ch. 4, “Plugging In.”</li> </ul>
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<b>W</b> <b>4/28</b>	<ul style="list-style-type: none"><li>▪ Michael A. Messner, Max A. Greenberg, and Tal Paretz, <i>Some Men</i>: Ch. 5, “Earning Your Ally Badge” and Conclusion.</li></ul>
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<b>WRAPPING UP</b>
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<b>M</b> <b>5/3</b>	<ul style="list-style-type: none"><li>▪ Share and workshop final paper ideas.</li><li>▪ Final thoughts.</li></ul>
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**\*Wednesday, May 5: No class. Individual meetings to discuss final paper.**

**\*Monday, May 10: Final paper due.**