

**WGST 2800 - Men and Masculinities**  
TR 12:45-2:00 pm, McGannon Hall, Rm 262  
**Spring 2020**

Instructor - James Meinert

Office - Saint Louis University, McGannon Hall, Room 143A

Office Hours - I am available after class and by appointment.

Email - [james.meinert@slu.edu](mailto:james.meinert@slu.edu)

Text – 404.698.5986

**Course Description**

This course is designed to give students a more focused engagement with a topic in the field of women's and gender studies. The study of men and masculinities is a more recent development within this field (although men and boys have been the default subject of study for thousands of years). Studying men and masculinities these days includes probing the forces that attempt to define "masculinity" and "manhood." We will engage this topic with an intersectional focus and with an eye toward the work of liberation and justice. This endeavor will require critical engagement with academic articles, news articles, videos, podcasts, novels, memoirs, graphic novels, poetry, essays, blog posts, interviews, monologues, and all other course content we will be encountering this semester. This course will encourage personal reflection, intellectual curiosity, and a willingness to engage in dialogue and liberatory struggle.

**Objectives**

- Explore concepts of manhood through the lens of current scholarship in the field of women's and gender studies.
- Learn about and engage with the variety of masculinities that are present/possible in contemporary society.
- Develop and hone skills in reading, writing, critical thinking, and expressing one's ideas.
- Understand the intersections of gender, race, class, sexuality, age, ability, and other identities in people's lives.
- Examine and be critical of masculinities that we perform, encounter, and wrestle with in our daily lives.

**Required Texts**

- Bornstein, Kate and S. Bear Bergman. *Gender Outlaws: The Next Generation*. 2010.
- Díaz, Junot. *The Brief Wondrous Life of Oscar Wao*. 2007.
- Tomine, Adrian. *Shortcomings*. 2012.
- Ward, Jesmyn. *Men We Reaped*. 2013.

## **Course Requirements**

- |  |               |
|--|---------------|
| • Attendance, Preparation, and Participation         | 20%           |
| • Discussion Questions for each class (as indicated) | 15%           |
| • Show and Tell                                      | 5%            |
| • Attend WGST event                                  | 5%            |
| • Attend SLU Theater's <i>Saint Joan of Arc</i>      | 5%            |
| • Writing Assignments (5 throughout the semester)    | 50% (10% x 5) |

**Attendance, preparation, and participation** - Our course will be discussion-based, with frequent input from students. Therefore, students must prepare for, attend, and participate in class. Students may have a maximum of 2 unexcused absences (basically one week of class). For every absence beyond 2, the course grade will be lowered by one step of a letter grade (A- to B+ etc.).

**Discussion Questions** - In order to create an environment of engaged learning, students will submit a discussion question through Blackboard for each class as indicated by 10 am. The question must engage at least one of the required materials for that day's class, and the answer must not be able to be found through a simple Google search – open ended questions. The 4 lowest DQ grades will be dropped.

**Show and Tell** - Students will sign up to present a video, article, news story, or other media to the class. Students should aim to use the first 15-20 minutes of class for show and tell. Please initiate and facilitate some class discussion on your materials. Your Show and Tell must relate to the course but need not relate to the subject of the day. Please use it as an opportunity to apply the issues we are discussing to more current events/pop culture/anything you care about.

**Attend WGST event** - Students will be required to attend ONE WGST event on campus, and write a 1 page analysis of the event. Submit to [james.meinert@slu.edu](mailto:james.meinert@slu.edu) with the subject line WGST EVENT

**Midterm Take Home Exam** - The midterm exam will consist of short answer and essay questions and will be based on course content and discussion. Be able to explain key concepts we cover during the first half of the semester. You may use articles, notes, and other media to complete the exam at home. You may work together, but your answers MUST BE IN YOUR OWN WORDS and not the work of your peers. The exam will be due on Fri 3/6.

**Writing Assignments** - The bulk of the final grade for the course will be made up of 5 writing assignments throughout the semester. Students will be given prompts for these assignments, which will include both personal reflection and argumentative academic writing. See below for information about the university writing services center. Please "share" to [meinertj@slu.edu](mailto:meinertj@slu.edu) through Google Docs and enable the "comment" option. ONE of your WAs may be a creative project that you propose to me and that we speak about before the deadline (be creative!).

**Late Work** - Late work will potentially receive 1 full letter grade deduction (A to B) for each day after the deadline. The exception will be if you have made arrangements with me before the deadline.

**Email and Communication** - The best way to communicate with me is through email or texting me if it is urgent. I will generally respond within a day of when I receive the email. Please get in touch with me with any questions, concerns, or comments about the course. I am interested in supporting you and your learning in any way I can, so please do not hesitate to email me or to arrange a time to meet up.

**Cell Phone and Laptop Policy** - I do not allow cell phones in class, unless there is an emergency, in which case you may leave the room to use your phone. These devices must be stored so that they are not a distraction for you. Laptops may ONLY be used for referencing course readings and cannot be kept out throughout class. Any non-class related use of devices that I perceive will result in a reduction of your participation grade.

### Helpful Suggestions

- Be an active reader! Take notes while you are reading so that you can refer back to them in class. Note-taking while you are reading will also allow your writing assignments to go much more smoothly.
- Take notes during our discussion... and not just what the instructor says! Your classmates will have ideas you might want to reflect upon further.
- Take ownership of your own learning. Ask questions when you do not understand, seek out help when you need it, and contribute what you have to offer to our class.

\*\*\*Please note: the syllabus is subject to change!! I will ALWAYS let you know in advance of any updates to our schedule.\*\*\*

### Course Calendar: Spring 2020

#### Week 1

Tues. 1/14

In Class: Introductory Activities, Expectations

Thurs. 1/16

SECTION 1: Introduction to Men and Masculinities

Listen: Podcast with Dr. Josie Lehrer, founder of MSP (38:31)

<http://www.foossa.com/podcast/2018/4/17/foosapod-josie-lehrer-mens-story-project>

Watch: Andy E speech

<https://www.youtube.com/watch?v=rFI0gIV4nXQ&list=PLmSn379m6nnGx9ur3vK9pTkOFEuVbw0Nj&index=3&t=1s>

MLK speech <https://www.youtube.com/watch?v=vP4iY1TtS3s>

Show and Tell: \_\_\_\_\_

*\*\*Submit Discussion Question before 10 am*

## Week 2

Tues. 1/21

Reading: Essentialism+Social Construction (BB), Crenshaw (BB)

Show and Tell: \_\_\_\_\_

**\*\*Submit DQ before 10 am**

Thurs. 1/23

Reading: Man in a Box Study (BB)

**In-Class Writing Workshop on WA #1**

**\*\*Submit DQ**

Fri. 1/24

**\*\*WA #1 due** - Assignment posted to Blackboard

Share to [james.meinert@slu.edu](mailto:james.meinert@slu.edu) on Google Docs by 11 pm

## Week 3

Tues. 1/28

Readings of stories. **Homework** for 1/30 – bring in Men’s headshots.

Thurs. 1/30

Reading: “Gender & Power” by Connell (p. 183-188) (BB) “Hegemonic Masculinity” by Connell and Messerschmidt - (p. 845-854) (BB)

Show and Tell: \_\_\_\_\_

**\*\*Submit DQ**

## Week 4

Tues. 2/4

Assignments: Watch Jackson Katz TED Talk (17:37)

[https://www.ted.com/talks/jackson\\_katz\\_violence\\_against\\_women\\_it\\_s\\_a\\_men\\_s\\_issue?language=en](https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue?language=en), Explore Mentors in Violence

Prevention (MVP) website <https://www.mvpstrat.com>

Show and Tell: \_\_\_\_\_

**\*\*Submit DQ**

Thurs. 2/6

SECTION 2: Black Masculinities

Reading: *Men We Reaped* (p. 1-80)

Show and Tell: \_\_\_\_\_

**\*\*Submit DQ**

## Week 5

Tues. 2/11

Reading: *Men We Reaped* (p. 81-180),

MLK: <https://www.theatlantic.com/family/archive/2018/04/mlk-revered-man/556832/>

Show and Tell: \_\_\_\_\_

**\*\*Submit DQ**

Thurs. 2/13

Reading: *Men We Reaped* (p. 181-255); TIME:

<https://time.com/5349517/jesmyn-ward-my-true-south/>

Show and Tell: \_\_\_\_\_

**\*\*Submit DQ**

## Week 6

Tues. 2/18

“from angry boys to angry men” by bell hooks (BB),

### **In-class workshop on WA #2**

**\*\*Submit DQ**

Wed. 2/19

**\*\*WA #2 due** - - submit by 11pm

Thurs. 2/20

Reading: “The Consequences of the Criminal Justice Pipeline on Black and Latino Masculinity” by Rios (BB)

Show and Tell: \_\_\_\_\_

**\*\*Submit DQ**

## Week 7

Tues. 2/25

Reading: “Why Police Kill Black Males with Impunity” by Gilbert and Ray (BB)

“When Boys Can’t Be Boys”

<https://www.npr.org/sections/codeswitch/2018/11/02/417513631/when-boys-cant-be-boys>

Show and Tell: \_\_\_\_\_

**\*\*Submit DQ**

Thurs. 2/27

SECTION 3: Asian American Masculinities

Reading: “Asian American Masculinity” by Chou (p. 103-135) (BB)

Show and Tell: \_\_\_\_\_

**\*\*Submit DQ**

Fri./Sat./Sun 2/28, 2/29, 3/1 Attend SLU production of Saint Joan of Arc

Tickets: <https://www.metrotix.com/events/detail/slu-theatre-saint-joan-of-arc>

Post Selfie to BlackBoard

## Week 8

Tues. 3/3

Readings about Joan of ARC (BB)

### **In-class workshop on WA #3**

Thurs. 3/5

*Shortcomings* (p. 9-108)

Show and Tell: \_\_\_\_\_

**\*\*Submit DQ**

Fri. 3/6

**\*\*WA #3 due** - - submit by 11pm

## Week 9

Tues. 3/10

No Class - Spring Break

Thurs. 3/12

No Class - Spring Break

## Week 10

Tues. 3/17

SECTION 4: Current Issues in Masculinities

Reading: "It's the Masculinity Stupid! An Interview with Jackson Katz on the Throwback Allure of Donald Trump" <http://www.mediaed.org/its-the-masculinity-stupid-an-interview-with-jackson-katz-on-the-throwback-allure-of-donald-trump/>

Show and Tell: \_\_\_\_\_

**\*\*Submit DQ**

Thurs. 3/19

Reading: "The Seven P's of Men's Violence" by Kaufman (BB)  
"Forks in the Road of Men's Gender Politics: Men's Rights vs Feminist Allies" by Messner (BB)

Show and Tell: \_\_\_\_\_

**\*\*Submit DQ**

## Week 11

Tues. 3/24

SECTION 5: Chicana/Latina Masculinities

Reading: *The Brief Wondrous Life of Oscar Wao* (p. 1-118)

Show and Tell: \_\_\_\_\_

**\*\*Submit DQ**

Thurs. 3/26

Reading: *Oscar Wao* (p. 119-201)

Show and Tell: \_\_\_\_\_

**\*\*Submit DQ**

## Week 12

Tues. 3/31

Reading: *Oscar Wao* (p. 205-307)

Show and Tell: \_\_\_\_\_

**\*\*Submit DQ**

Thurs. 4/2

Reading: *Oscar Wao* (p. 307-340)

Junot Díaz articles, #metoo (BB)

"Why We Need to Talk About Toxic Masculinity and Machismo" <https://hiplatina.com/need-talk-toxic-masculinity-machismo/>

Show and Tell: \_\_\_\_\_

**\*\*Submit DQ**

## Week 13

Tues. 4/7

**In-class workshop on WA #4** There will not be a writing speaker for this workshop, but rather you are expected to come with a completed rough draft of your 4<sup>th</sup> WA and you will workshop each other's papers.

**\*\*WA #4 due** - submit by 11 pm

Thurs. 4/9 No Class, Easter Break

**Week 14**

Tues. 4/14 SECTION 6: LGBTQ+ Masculinities  
Reading: Gender Outlaws (p. 9-73)  
Show and Tell: \_\_\_\_\_  
*\*\*Submit DQ*

Thurs. 4/16 Reading: Gender Outlaws (p. 76-134)  
Show and Tell: \_\_\_\_\_  
*\*\*Submit DQ*

**Week 15**

Tues. 4/21 Reading: Gender Outlaws (p. 136-221)  
Show and Tell: \_\_\_\_\_  
*\*\*Submit DQ*

Thurs. 4/23 Reading: Gender Outlaws (p. 224-277)  
Show and Tell: \_\_\_\_\_  
*\*\*Submit DQ*

Tues. 4/28 Reading: "Is Healthy Masculinity a Lost Cause?: A Non-binary Person's Thoughts on New Masculinity"  
<https://thebodyisnotanapology.com/magazine/is-masculinity-A-lost-cause-thoughts-on-a-new-masculinity-from-a-non-binary-person/> , "Gender Fluidity Has a Toxic Masculinity Problem"  
<https://www.thedailybeast.com/gender-fluidity-has-a-toxic-masculinity-problem>  
Show and Tell: \_\_\_\_\_  
*\*\*Submit DQ*

Thurs. 4/30 **In-class workshop on WA #5** There will not be a writing speaker for this workshop, but rather you are expected to come with a completed rough draft of your 5<sup>th</sup> WA and you will workshop each other's papers.

**Finals**

Thurs. 5/7  
12:00-1:50 pm We will meet for a final time to discuss the class and what went well for us. This will take about 30 minutes and we will meet at noon.  
*\*\*WA#5 due - Submit your final WA through Google Docs by 5pm on Thurs 5/7*

**Title IX** - Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; [akratky@slu.edu](mailto:akratky@slu.edu); 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web addresses: [www.slu.edu/here4you](http://www.slu.edu/here4you) and <https://www.slu.edu/general-counsel>.

**Disability Services** - Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at [Disability\\_services@slu.edu](mailto:Disability_services@slu.edu) or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

**Academic Integrity** - *Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: <https://www.slu.edu/provost/policies/academic-and-course/policy-academic-integrity-6-26-2015.pdf>.

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and



appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

**Student Success Center** - In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

**University Writing Services** - Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

**Course Content Disclaimer** - In this course, students may be required to read or view materials they might consider offensive. All ideas are to be examined in the context of intellectual inquiry of the sort encountered at the university level. Arrangements may be made to substitute certain works if the student contacts the instructor prior to the assignment. The ideas expressed in any class materials do not necessarily represent the views of the instructor or Saint Louis University. Course materials are selected for their relevance to the subject of women's and gender studies.