

WGST 2800 - Men and Masculinities
Spring 2021, TR 2:15-3:30 pm, McGannon 262
Pre-Requisite WGST 1900

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

Text – 404.698.5986

Course Description

“The course introduces research on men and masculinity, and gender more generally, and explores from a feminist perspective the personal and political issues this research – and the current state of our world – raise for men and women. Topics include socialization, college life, media, personal relations, politics, sports, and war.”

This course is designed to give students a more focused engagement with the topic of men and masculinities 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.
- Understand the intersections of oppressions based on gender, race, class, sexuality, age, ability, and other socially constrained identities.
- Examine and be critical of masculinities that we perform, encounter, and wrestle with in our daily lives.
- Develop and hone skills in reading, writing, critical thinking, and expressing one’s ideas.

Required Materials

- Bornstein, Kate and S. Bear Bergman. *Gender Outlaws: The Next Generation*. 2010.
- Tomine, Adrian. *Shortcomings*. 2012.
- Ward, Jesmyn. *Men We Reaped*. 2013.
- Mann Willis, Morgan (ed.) *Outside the XY*. 2016
- *A computer, tablet, or access to a computer through the library is required for this class.*

Course Requirements

- Attendance, Preparation, and Participation 24%
- Discussion Questions for class (as indicated) 16%
- Show and Tell 10%
- Writing Assignments (4 throughout the semester) 50% (12.5% x 4)

Grading Scale -

93-100	A	4.0	73-76	C	2.0
90-92	A-	3.7	70-72	C-	1.7
87-89	B+	3.3	67-69	D+	1.3
83-86	B	3.0	63-66	D	1.0
80-82	B-	2.7	60-62	D-	0.7
77-79	C+	2.3	Below 60	F	0.0

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

Statement on In-Person Class Attendance and Participation - The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.
3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the isolation or quarantine directive. They are expected to participate in

synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.

4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered "Authorized" absences (effective August 2020 through May 2021).

Discussion Questions (DQ)- In order to create an environment of engaged learning, students will submit a discussion question through Blackboard for your assigned class as indicated by 11am of the day of class. There will be a Tuesday group and a Thursday group so that there are not too many questions and we balance the days of the questions (there are 10 Tuesdays and 12 Thursdays but I have switched one, so pay attention!) The question must engage at least one of the required materials for that day's class and be a question that invites critical thinking, not a yes/no nor fact based online searchable question. There will be 11 days that you are expected to submit a DQ, but you are only required to submit 10. Your discussion question *will* be graded. The 2 lowest DQ grades will be dropped.

Show and Tell - Students will sign up to present a video, article, news story, poem, prose, social media story, or other media to the class. Students should aim to use the first 15-20 minutes of class for show and tell. You are required to have at least 2 questions planned to engage the class on your materials. Your Show and Tell must relate to the course in general, 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.

Writing Assignments - The bulk of the final grade for the course will be made up of 4 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 through Google Docs and enable the "comment" option. If a writing assignment doesn't work for you, or is triggering in some way, you can replace it with a creative project that you propose to me and that we speak about before the deadline (be creative!). You can do this for ONE of your writing assignments.

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 if it urgent, texting me. 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. Seriously. But I'm not a cell phone cop. So if I see you using your phone because you are bored or easily distractable, I will give you a 0 for participation that day. Please store them 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.

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.

Mandatory Statement on Face Masks - The University's [Interim Policy on Face Masks](#) governs all students, faculty, staff, and campus visitors in all University-owned, leased, or operated facilities. All persons physically present in any such University facility associated with this course shall comply fully with this policy at all times. Masks must be worn before entry to all such University facilities (as well as outdoors on all University property when six feet of distance is unpredictable or cannot be maintained).

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services or Human Resources to initiate the accommodation process identified in the University's [ADA Policy](#). Inquiries or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

As the instructor of this course, I shall comply fully with SLU's policy and all related ADA regulations.

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

Note: Accordingly, no consumption of any food will be allowed in class.

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's [Interim Policy on Face Masks](#) may be subject to disciplinary actions per the rules,

regulations, and policies of Saint Louis University, including but not limited to the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)
- dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>).

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 harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience. This is true even if you ask the faculty member not to disclose the incident. 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.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel>.

Disability Accommodations - Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic

accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact Disability Services. Confidentiality will be observed in all inquiries.

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 through which SLU fulfills 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 full University-level Academic Integrity Policy can be found 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 its own academic integrity policies, available on their respective websites.

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.

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 2021

Week 1

Thurs. 1/28

In Class: Introductory Activities, Syllabus Review, Expectations

Week 2

Tues. 2/2

Introduction to Men and Masculinities

Watch: at least two videos from the [MensStoryProject - YouTube](#)

Thurs. 2/4

"What is a 'man'"

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

****Submit DQ Group a**

Week 3

Tues. 2/9

"What is masculinity"

Reading: Man in a Box Study (BB) Tendencies of Masculinity (BB)

Homework for 2/11 – Headshots

****Submit DQ Group b**

Thurs. 2/11

"Hegemonic Masculinity"

Reading: "Gender & Power" by Connell (p. 183-188) (BB)

Other homework: Bring in Men's headshots.

Show and Tell: _____,

****Submit DQ Group a**

Week 4

Tues. 2/16

"Masculinity and Anger"

Reading: "from angry boys to angry men" by bell hooks (BB),

Other homework: Email Anger Quote image

Show and Tell: _____

****Submit DQ Group b**

Thurs. 2/18

"Masculinity and Blackness"

Reading: *Men We Reaped* (p. 1-80), Ward – My True South (BB)

Show and Tell: _____

****Submit DQ Group a**

Week 5

Tues. 2/23

"Masculinity and Leadership"

Reading: *Men We Reaped* (p. 81-180), Smith – Is King All That We Are Allowed To Become? (BB)

Show and Tell: _____

****Submit DQ Group b**

Thurs. 2/25

"Masculinity and Escaping"

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

In-Class Writing Workshop on WA #1 You are expected to come with a completed rough draft of your 1st WA and you will workshop each other's papers.

****Submit DQ Group a**

Sun. 2/28

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

Share to james.meinert@slu.edu on Google Docs by 10 pm

Week 6

Tues. 3/2

"Masculinity and Schools"

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

Show and Tell: _____

****Submit DQ Group b**

Thurs. 3/4

"Masculinity and Policing"

Reading: "Why Police Kill Black Males with Impunity" by Gilbert and Ray (BB); "When Boys Can't Be Boys" NPR (BB)

Show and Tell: _____

****Submit DQ Group a**

Week 7

Tues. 3/9

"Masculinity and Healing"

Watch/Listen: The VillagePATH storytelling event

Guest Speakers: Jermar Perry and Bryant Antoine
from The VillagePATH

Show and Tell: _____

****Submit DQ Everyone**

Thurs. 3/11

No Class "March Break"

Week 8

Tues. 3/16 No Class – Exam Week

Thurs. 3/18 No Class – Exam Week

Fri. 3/19 **WA #2 due - - submit by 10pm

Week 9

Tues. 3/23 *“Masculinity and East Asianness”*
Reading: *Shortcomings* (p. 9-108); Good-looking for an Asian by Matthew Salesses

Show and Tell: _____

**Submit DQ Group b

Thurs. 3/25 *“Masculinity and Sports”*
Reading: “Asian American Masculinity” by Chou (p. 103-135) (BB)

Show and Tell: _____

**Submit DQ Group a

Week 10

Tues. 3/30 *“Arab American Masculinity”*
Reading: “Conceptions of Masculinity Among Arab Americans” by Harpel (pgs 1-40, 84-94), excluding sections marked by X)

Show and Tell: _____

**Submit DQ Group b

Thurs. 4/1 *“Masculinity and Assimilation”*
Reading: “Arab-American male identity negotiations” by Kumar (excluding sections marked by X);

Show and Tell: _____

**Submit DQ Group a

Week 11

Tues. 4/6 *“Masculinity and Whiteness”*
Reading: “The White Man Problem” (dissertation) by Majzler (BB)
Guest Speaker: John Carroll of the Anti Racism Organizing Collective

**Submit DQ Everyone

Thurs. 4/8

"Masculinity and White Male Fragility"

Listen: The Code Switch Podcast, Episode 1: Can We Talk About Whiteness? (BB); Reading: "What is White/Male privilege" – Watanabe (BB); "Examining My Own Privilege" – Oakley (BB); "Fragile Male Egos..." – LaSha (BB); "The Two Sides of Masculine Fragility" – Anderson (BB); "Danger of Not All Men" – Blaque (BB)

Show and Tell: _____

****Submit DQ Group b**

Week 12

Tues. 4/13

"Masculinity and Violence"

Watch: Jackson Katz TED Talk (17:37) (BB) "The Seven P's of Men's Violence" by Kaufman (BB)

Show and Tell: _____

****Submit DQ Group a**

Thurs. 4/15

"Masculinity and Victimhood"

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

****Submit DQ Group b**

In-class workshop on WA #3

You are expected to come with a completed rough draft of your 4th WA and you will workshop each other's papers.

Fri. 4/16

****WA #3 due - submit by 10 pm**

Week 13

Tues. 4/20

"Trans Masculinity"

Reading: *Gender Outlaws* (p. 9-73)

Show and Tell: _____

****Submit DQ Group a**

Thurs. 4/22

"Masculinity and Bodies"

Reading: *Gender Outlaws* (p. 76-134)

Show and Tell: _____

****Submit DQ Group b**

Week 14

Tues. 4/27

"Perceiving Masculinity"

Reading: *Gender Outlaws* (p. 136-221)

Show and Tell: _____

****Submit DQ Group a**

Thurs. 4/29

"Black and Brown Queer Masculinity"

Reading: *Outside the XY* pgs 1-15, 24-40, 47-52, 62-81, 87-108, 126-128, 145-152,

Show and Tell: _____

****Submit DQ Group b**

Week 15

Tues. 5/4

"Masculinity and Sex"

Reading: *Outside the XY* pgs 161-169, 207-211, 223-234, 258-272, 289-292, 295-302, 307-316, 320-333

Guest Speaker: Sergio Dominguez Jr.

****Submit DQ Everyone**

Thurs. 5/6

"Healthy Masculinity?"

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/>

Show and Tell: _____

****Submit DQ Everyone**

In-class workshop on WA #4

You are expected to come with a completed rough draft of your 4th WA and you will workshop each other's papers.

Fri. 5/7

****WA#4 due - Submit your final WA through Google Docs by 10pm on Fri. 5/7**

"Final"

Thurs. 5/13, 2:00-3:00 pm

We will meet for a final time to discuss the class and what went well for us. This will take about one hour and we will meet at noon.