

Men and Masculinities

Fall 2015

WSTD 2800 / POLS 2800

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Class meets TR 11:00 – 12:15 in Xavier Annex 208 L

Objectives: 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 child development, college life, sports, media, politics, religion, violence and war. Everyone is affected by practices of masculinity, for they impact our individual identity, our personal relationships as men or with men, and our local and global communities.

Among the questions we will address:

- How do practices of manhood vary across religious, racial, ethnic, sexual and socio-economic lines within the United States, and across cultures globally?
- What are the consequences of different practices, for individuals, families and communities? How do they change over one's *life course*?
- What is the role of media in constructing, or influencing our sense of gender?
- How can destructive elements of masculinity be resisted, and positive ones strengthened, on both personal and political levels?
- It is often claimed that there is a "crisis of masculinity". To what extent is this really true? Is it true in certain aspects and not others?

Textbooks: Michael S. Kimmel and Michael A. Messner, eds. *Men's Lives*. 9th ed. Allyn & Bacon. 2013. Lisa Wade and Myra Marx Ferree. *Gender: Ideas, Interactions, Institutions*. 1st ed. W. W. Norton, 2015.

Assignments:

Attendance: I note attendance. Your grade is affected with 4 or more absences, and by frequent lateness or early departures. I try to wrap up the class period a few minutes before the specified period. Do not quit before I do by packing up notes, books, etc.

Participation: This is a small class. I expect all to come ready to discuss. If need be you may 'pass' from answering if you have not read the article – don't do it too often. I may still call on you to discuss the issue.

Blog, commentaries, etc. For each typical, two class week, students should submit at least once before class, and once after class. Total writing for week should amount to 1 ½ pages single spaced. In many cases a study guide or discussion prompt will be posted on BB.

- 1) Discussion Forum on Blackboard (BB) by 8 am day of class on the assigned reading—Once a week post a short response to one of the assigned readings providing two things to discuss or clarify in class.
- 2) Blog on BB about something discussed in the previous week's classes, due by Sunday midnight.
- 3) There will be occasional additional short assignments.

Worried you don't say enough in class discussions? Post more on BB.

Late Submissions: Since the rationale for the commentary assignments is to promote reflection and exchange of ideas, submissions must be on time. One can submit additional pieces in future weeks to make up – inform me if you do so. For “short assignments” points will be deducted for late submissions; none will be accepted more than one week late.

Tests: These will be online, open book tests with a limited time period.

Media Poster and Paper: This will be a critical examination of a media form and its treatment of masculinity, such as YouTube, television programs or movies, involving comparison, influences and social context. The poster will be presented on one of the last class days. The paper is due a week later. This may be done as a web site or other media form with permission of the instructor.

Grading Summary:

Attendance, In Class Participation	06 %
Blogs, commentaries, & Short Assignments, etc.	30 %
Masculinity and Media: Poster and Paper	30 %
Midterm	17 %
Final Test	<u>17 %</u>

Electronics in the Classroom: I find student use of laptops, cell phones, etc. distracting. You are welcome to record announcements, assignments, etc. in the first few minutes of class, but put them away after that – and turn them off!!

Writing Center: I encourage you to take advantage of the Writing Center’s services. The Writing Center provides feedback that benefits writers at all skill levels. The Center helps with writing projects, multimedia projects, and oral presentations. They offer one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call 977-2930 or visit www.slu.edu/x13305.xlm

Office Hours: Though I strive to keep office hours open, conflicts do arise. But also feel free to stop in outside of my office hours if my office door is open. Email is in general better than phone for contacting me.

Grading marks: A sheet about the strange marks I may make on your papers--in the margins, etc. – is posted on BB.

Writing style: A guide of my suggestions is also posted on BB.

Course Incompletes: You must contact me to receive an incomplete (unless definitely incapacitated). You must make plans to complete as soon as feasible, typically within one month after the end of the semester. I urge you not to evaporate from the course – it is much better to contact me in case of difficulties.

Additional material which continues this syllabus is contained on the version posted on the course Blackboard (BB) site.

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University’s evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion from the University. See <http://www.slu.edu/x12657.xml>.

Student Learning, Disability Statement

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. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at [314-977-8885](tel:314-977-8885) or visit the Student Success Center.

Confidentiality will be observed in all inquiries.

Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Arts & Sciences Grading Scale

New undergraduate grading scale effective Fall 2005:

Grade	Points		
A	4.0	C+	2.3
A-	3.7	C	2.0
B+	3.3	C-	1.7
B	3.0	D	1.0
B-	2.7	F	0.0