MASCULINITIES
Sociology 574
Fall 2013 (Second Half of the Semester)
Monday 9:30am-12:10pm
Davison Hall, Room 128

Professor Kristen W. Springer
Department of Sociology & Institute for Health, Health Care Policy, and Aging Research
E-mail: kspringer@sociology.rutgers.edu
Office Hours: Tuesday 1:15-2:15pm at 112 Paterson Street Room 460, or by appointment
Website: sakai.rutgers.edu (course designation: “Masculinities Mini Course”

Course Description: Contemporary gender theory underscores the importance of relationality in the production and maintenance of gender – relationality of men to women, between men, and between women. Studies of men and masculinity have provided rich and thoughtful inroads into theorizing and analyzing gender as relational. In this seminar we will begin by exploring theoretical conceptions of masculinities from multiple disciplines including drawing from R.W. Connell’s (Sociology) work on multiple masculinities and Bosson & Vandello’s (Psychology) work on precarious manhood. We will also examine how masculinities (of men and women) intersect with other structural locations including sexuality, class, race, country, etc. Finally, we will engage research on topics most relevant to the research interests of students who attend the class (e.g., fatherhood, sport, military, relationships, health, technology usage, work/family balance etc.).

Learning Goals:
• Gain a thorough understanding of contemporary sociological and psychological theories of masculinities
• Understand how to apply masculinity theories to range of socially relevant topics
• Explore the multiplicity of masculinities by applying intersectionality perspectives
• Discuss and debate how the measurement and conceptualizations of masculinities affects our understanding of gender
• Identify significant new research questions related to masculinities

Overview of Course Requirements and Grading: Course grades will be based on four requirements: participation, weekly memos, helping lead one class session (including “assigning” one article that fits the topic of the week), and a final paper (synthetic literature review, research proposal, draft of a research paper etc.).

Incompletes will only be given for serious extenuating circumstances and with advance permission.

(1) Participation in weekly discussion (10 percent of grade).
I expect everyone to be fully prepared and participatory. This means reading all of the assignment material before class as well as reading all of the memos before class.

(2) **Weekly memos (6 weeks * 5 percent = 30 percent)**
In order to best engage with the material, students must submit (to Sakai) a memo engaging with the reading material by **noon on the Sunday before class**. Memos are due for each class, except for the one class you facilitate. These memos should integrate the readings (not summarize or analyze individual articles) in a way that shows you’ve read all of the work and are thinking through some of the issues in the material. The memos should also include questions and/or observations that you would like to discuss in the class.

(3) **Class facilitation (10 percent of grade)**
During the semester each student is required to facilitate discussion in one class. I’ve built the class around the topics that most interest you and so I’ve assigned each of you to facilitate the class that most closely fits with your stated interests. If this doesn’t work for you, please let me know ASAP so we can make other arrangements. On the day you facilitate, come prepared with questions and discussion topics to facilitate conversation. Further, make sure you read all student memos/reflections in planning your discussion. Summarizing the reading in a way that presumes others in class have not read them is not facilitating the class discussion.

Further, because this class is built around your interests, I’d like each of you to supplement my readings with one additional piece that you think is a necessary compliment to what I’ve chosen and/or that more directly reflects your particular interests (these will be indicated with a “*” on the syllabus). These papers should be selected a week before the class you will facilitate.

(4) **Final paper (50 percent of grade)**
The culminating project for this class will be a research-focused paper. I would very much like this paper to be useful for your graduate school career, in that it will be something like a draft of a QP, dissertation proposal, a research outline of a project you are considering, a draft of a manuscript you are submitting for publication, or a synthetic review of the literature on a topic you are interesting in learning more about. It is therefore difficult to set exact parameters of length and scope, because it will vary dramatically dependent on what you want to do. As a guidepost, I’ll say that if you are starting something from scratch for this paper, I’d expect it to be about 7-10 pages plus references. However, if you are reworking something you’ve already begun, I’d expect it to be more fleshed out and the appropriate length for what you are working on.

I’d like you to submit a one-page description of what you’d like to do for your paper no later than November 20th. Also, feel free to meet with me about your project ideas at any time. Final papers will be due on December 16th.

**Diversity Statement:** The Rutgers Sociology Department strives to create an environment that supports and affirms diversity in all manifestations, including race, ethnicity, gender,
sexual orientation, religion, age, social class, disability status, region/country of origin, and political orientation. We also celebrate diversity of theoretical and methodological perspectives among our faculty and students and seek to create an atmosphere of respect and mutual dialogue. We have zero tolerance for violations of these principles and have instituted clear and respectful procedures for responding to such grievances.

**Schedule and Readings:** All readings will be on our Sakai website. Once we solidify the specific topics on the first week of class, I will finalize the reading list.

**Week 1 (October 28th): Theories of Masculinity (Mary)**


*Prentice, D. A., & Carranza, E. (2002). What women and men should be, shouldn't be, are allowed to be, and don't have to be: The contents of prescriptive gender stereotypes. *Psychology of Women Quarterly, 26*, 269-281.


**Week 2 (November 4th): Fathering/Family with a Focus on Heterosexual Families (Brittany)**

**Required Readings**


**Recommended Readings**


**Week 3 (November 11th): Employment, Technology, Occupational Segregation (Lindsay)**

**Required Readings**


**Recommended Readings**


**Week 4 (November 18th): Dietary Behaviors, Health, and Health Decision Making (Teja)**

**Required**


**Recommended**


**Week 5 (November 25th): Intersectionality (Brandon)**

**Required**


**Recommended**


**Week 6 (December 2nd): Sexuality (Jeremy)**

**Required**
Murnen, S. K., Wright, C., & Kaluzny, G. (2002). If “boys will be boys,” then girls will be victims? A meta-analytic review of the research that relates masculine ideology to sexual aggression. *Sex Roles, 46*(11-12), 359-375.


**Recommended**


**Week 7 (December 9th): Adolescent/Youth Masculinity (John)**

**Required**


**Recommended**


