

**Carleton University  
Winter 2021  
Pauline Jewett Institute of Women's and Gender Studies**

**WGST 2811: *Masculinities***

**Location: *This course will delivered ONLINE***  
*This course will be blended. The lectures are asynchronous and the tutorials have assigned registration times.*

**Instructor: Katie Bausch**  
**Email: [katharinebausch@cunet.carleton.ca](mailto:katharinebausch@cunet.carleton.ca)**  
**Office: The living room couch**

**Digital Office Hours: Mondays 1:00pm-3:00pm and Tuesdays 12:00pm-2:00pm**

- *This outline is preliminary and subject to change*
- *This course will be delivered as a blended course, meaning that most of the material will be asynchronous. Some material, however, such as tutorials, will be delivered at a specific time.*
- *I am indebted to Geneva Akinniyi, who was my partner in creating this syllabus.*

**Teaching Assistants:**

**Course Description:**

For far too long, people have treated “Gender Studies” as a synonym for “the study of women” or the study of “femininity.” This course will provide a challenge to that thinking. By focusing on the ways in which masculinity is constructed, enforced, lived, and complicated in our world, we will begin to understand its power. We will examine the social, historical, and cultural underpinnings of masculinity, demonstrating its fluidity. We will challenge ideas about gender by exploring how masculinity is a part of anyone’s lived experiences, not just men’s, and its important connection to femininity. Through topics as diverse as militarism and romance, sport and work, we will consider how ideas about masculinity intersect with class, indigeneity, ability, race, religion, sexuality, etc. Finally, we will explore diverse people’s experiences and think critically about the many pathways to liberation from the constraints of the gender binary.

### **Course Objectives:**

1. identify ways in which masculinity and its power are embedded in institutions and in everyday social relations, practices, and values
2. question dominant taken-for-granted assumptions about the gender binary and masculinity's relationship to men
3. apply feminist and intersectional frameworks to the study of masculinity
4. demonstrate level-appropriate skills in critical thinking, research, and writing that are important and transferrable to future endeavors in higher academic study, employment, community involvement, and engaged citizenship
5. challenge the long-held belief that the classroom is not a space for sharing, communing, and offering care to one another

### **Required Course Materials:**

All of the course readings are available online or through CuLearn/ARES.

### **Course Evaluation:**

<b>Online Event Proposal</b>	<b>(Possible: 25%)</b>	<b>Friday January 29, 2021</b>
<b>Open-Book Analysis</b>	<b>(Possible 25%)</b>	<b>Friday March 5, 2021-Friday March 12, 2021</b>
<b>Tutorial Attendance</b>	<b>(Possible 25%)</b>	<b>Ongoing</b>
<b>Active Participation</b>	<b>(Possible 25%)</b>	<b>Ongoing</b>

**\*\*\* The grade distribution in this course is flexible. If you would prefer a different distribution (such as making "Active Participation" worth more than the "Online Event Proposal") please simply contact me and I will adjust the grades accordingly. It is for you to decide which grade distribution is most suitable to your learning style, time constraints, etc. Be aware, though:**

1. **If I do not receive an email before the first assignment is due expressing a desire to alter the grade distribution, I will use the format on the syllabus.**
2. **You may not alter the grade distribution after you have received any grades on course evaluations.**
3. **We must adhere to Carleton University and department guidelines. Furthermore, no one assignment can be worth more than 40%, no one assignment can be worth less than 10%, and each assignment must have value.**
4. **Please don't hesitate to ask any questions you might have about this.**

**\*\*\*There will also be a video on our CuLearn page explaining this further.**

**All written assignments should be submitted via the Dropbox on CuLearn in Word format. Nothing will be accepted via email.**

### **1. Online Event Proposal**

In a 4-5-page (double-spaced) proposal, you will present an idea for an event that could be held online through Carleton in order to engage our community in a challenge to hegemonic masculinity. You will decide the content, format, and delivery of the event. This is only a proposal, so you do not need to create anything beyond the written document. If you use *any* ideas that are from a source other than lectures, you need to cite the source in proper MLA format. There is a link to a guide on our CuLearn page and the teaching team is happy to answer your questions. There will also be an assignment video guide on our CuLearn page.

## **2. Open-Book Analysis**

You will have one week to complete an analysis of a primary source, which I will post to CuLearn. This could be a song, poster, journal entry, etc. Using your notes from class, you will be asked to analyze masculinity in the source. You will communicate your analysis in a 2-3-page (double-spaced) paper. You should use any course materials you want (lectures, videos, discussions, etc.), but should engage with at least 3 readings in your answer. The readings should be cited in MLA format. There is a link to a guide on our CuLearn page and the teaching team is happy to answer your questions. There will also be an assignment video guide on our CuLearn page.

## **3. Tutorial Attendance**

Tutorials begin on **Monday January 18, 2021**. Please check which tutorial group you are registered in on your timetable (A01, A02, etc.), as well as the timeslot for the live Zoom tutorials. You are expected to attend the live tutorials and discuss readings and questions that I will post to CuLearn in advance.

## **Tutorial Zoom Links**

## **4. Active Participation**

You will be assessed on your active participation in the course. You can do this in several ways: in the live tutorial meetings; in the informal chats; on our CuLearn discussion board; and/or with the professor one on one. There will also be a video guide on our CuLearn page to explain these in more detail.

**Late Policy:** Please email your TA to discuss any extensions.

**All final grades are subject to approval by the Dean.**

In accordance with the Carleton University Undergraduate Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100    B+ = 77-79    C+ = 67-69    D+ = 56-59

A = 85-89    B = 73-76    C = 63-66    D = 53-55

A - = 80-84   B - = 70-72   C - = 60-62   D - = 50-52

F = Below 50   WDN = Withdrawn from the course

### **Emails:**

I am fairly quick at responding to emails. As a general rule of thumb, I will not respond to emails between 6pm and 9am Monday-Friday or on weekends. So, if you have a particular question about an assignment you are working on, please make sure you contact me before 6pm the day before it is due.

Before emailing, please consult your syllabus and/or CuLearn especially if your question refers to assignment (page numbers, citation style, etc.) and course logistics (assigned readings, etc.). Please put the course code in the subject heading and tell me who you are in the email. I have quite a few students this semester and I want to be as helpful as I can, so it helps me if you are clear in your emails about what information you need. Finally, please make sure your questions are email-friendly; more substantive questions should be asked during my office hours.

Emailed assignments will not be accepted under any circumstances.

### **Office Hours:**

For those of you who would like to contact me to discuss questions and concerns regarding course content and expectations, I will be conducting digital office hours on a weekly basis via Zoom. You can use office hours to discuss anything about the course (readings, assignments, and/or lecture material), and any concerns you might have about your academic progress. To request a time slot within that hour, please contact the course instructor via email in advance of the office hour to arrange a time.

The link for digital office hours is:

To access digital hours you will also need the following password:

Please note that each office hour will have a waiting room in the event that the course instructor is speaking with another student at the point at which you enter the office hour Zoom link. Once you click on the office hour link and enter the password, you will be in the waiting room until the course instructor is available to speak with you.

### **Technology and Assignment Submission:**

This is an online course. It is the responsibility of the student to:

- ensure that you have the appropriate and working technology to access the course;
- check your email on an ongoing basis to view any course correspondence and/or announcements from the instructor;

- log into the course’s site to read course materials, review any upcoming assignments, and view any correspondence from the course instructor;
- submit all assignments as a word file (.docx) in order that the TA can provide proper feedback – please note that this is the only file format that will be graded;
- ensure that all of your assignments have been submitted properly – please note that materials submitted incorrectly (i.e., not attached because you did not click ‘submit’), or in an unreadable format (i.e. not .docx), will receive a zero.

Please note that if you are experiencing technological difficulties accessing any of the content in this course, this is your responsibility as a student enrolled in this online class to rectify. In order to tackle such a situation, students should contact ITS <https://carleton.ca/its/contact/>

### **Lectures:**

Lectures will be posted on CuLearn in groups of 3 or 4 sections called “Modules,” which are indicated on the syllabus. You should feel free to move through the modules at a pace that works for you. I encourage you to ask me or the TAs any questions that you may have as you move through the module content. The lectures will remain on CuLearn throughout the whole course for you to return to at any point.

### **Classroom Setting:**

By its very nature, this course will involve texts and lectures that might be emotionally difficult or stressful for some students. It is part of the mandate of Gender Studies to broach difficult topics with compassion and a view to understanding the world from many perspectives. This process is not always easy, but it is worthwhile. If you would like to discuss any of these topics outside of the classroom setting, please do not hesitate to contact me. I am happy to discuss the course material further with you and help direct you to resources on and off campus, if you feel you need them. I am here to support you through the learning process.

In our classroom, we may disagree, but we never disrespect. You are encouraged to express your opinions and are entitled to your own beliefs, but no one’s rights to their beliefs may supersede another person’s right to security and dignity. Please do not make assumptions about other people’s identities or life experiences. Please also provide content warnings if you plan on discussing topics that might be traumatic for other people, including mental health, discriminatory practices, death by suicide, addiction, and abuse, among other things. Be respectful and be self-aware.

### **Copyright Statement:**

Please note: classroom teaching and learning activities, including lectures, discussions, presentations, etc., by instructors, guests and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint

presentations, outlines, exams and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only.

**\*\*Students are not permitted to reproduce or distribute lectures and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).\*\***

In the interest of creating a respectful learning environment as well as to protect intellectual copyright, I do not allow audio or video recording of course lectures or presentations in any format, openly or surreptitiously, in whole or in part, without my prior permission. If you would like to record any part of the course, come see me during my office hours and we will talk about it. Please be ready to explain what specifically you would like to record, for what reason (for example, so that you can listen again to a specific lecture to make sure you got all the important information), and what you plan to do with it afterwards (for example, delete it). Also, please keep in mind that I, Katharine Bausch, hold copyright over the course materials, including the syllabus, lectures and slides, that form part of this course, and that course materials (both paper and digital) are meant only for your private study and research.

## **Course Lecture and Reading Schedule**

*\*Remember, these readings are assigned to make you agree with them. They are to get you thinking about common debates and realities in the study of masculinity. Thinking critically about the readings is very important and something we will discuss throughout the term.\**

### **Module 1: (January 11, 2021-February 1, 2021)**

#### **1. Introduction to Masculinities**

- a) Connell, R.W (2005) Masculinities, 2nd edition: pg 76-86. **(CuLearn/ARES)**
- b) “Donald Trump and the Crisis of Masculinity” by David Rosen  
<https://www.counterpunch.org/2016/02/26/donald-trump-and-the-crisis-of-masculinity/>

#### **2. Masculinity and White Supremacy**

- a) Anderson, K., Swift, J., & Innes, R. (2015). “To arrive speaking”: Voices from the Bidwewidam Indigenous Masculinities Project. Indigenous men and masculinities: Legacies, identities, regeneration, 283-307. **(CuLearn/ARES)**
- b) “The Making of a Black Man” by Andray Domise  
<https://www.macleans.ca/making-a-black-man/>

#### **3. Masculinity and Hetero/Homonormativity**

- a) Pascoe, C. J. (2005). ‘Dude, you’re a fag’: Adolescent masculinity and the fag discourse. Sexualities, 8(3), 329-346. **(CuLearn/ARES)**
- b) “Everything You Need to Know About Homonormativity” by Buffy Flores  
<https://www.pride.com/firstperson/2017/10/12/what-homonormativity>

## **Module 2: (February 1, 2021-February 14, 2021)**

### **4. Masculinity and the Body**

- a) Dyck, Erika (2013). *Vasectomy, Masculinity, and Hyperactivity*: Ken Nelson. *Facing Eugenics: Reproduction, Sterilization, and the Politics of Choice*. Toronto: University of Toronto Press. 111-142. (CuLearn/ARES)
- b) “Sade’s Transgender Son Proudly Shows Off Gender Confirmation Surgery Scars” by Megan Sims  
<https://ca.news.yahoo.com/sade-transgender-son-shows-off-scars-213704144.html>

### **5. Masculinity and Work**

- a) McLaughlin, J., Wells, D., Diaz Mendiburo, A., Lyn, A., and Vasilevska, B. (2017). ‘Temporary Workers’ Temporary Fathers: Transnational Family Impacts of Canada’s *Seasonal Agricultural Worker Program*. *Industrial Relations*. 72(4), 682-709. (CuLearn/ARES)
- b) “I’m a Disabled Sex Worker, And This is What I Want You to Know” by Hayley Jade  
[https://www.huffpost.com/entry/disabled-sex-worker-destigmatize-sex-work\\_n\\_5b16d7a5e4b0734a99382480](https://www.huffpost.com/entry/disabled-sex-worker-destigmatize-sex-work_n_5b16d7a5e4b0734a99382480)

## **Winter Break: (February 15, 2021-February 19, 2021)**

## **Module 3: (February 22, 2021-March 8, 2021)**

### **6. Masculinity and the Media**

- a) Halberstam, J. (1998). *Looking Butch: A Rough Guide to Butches on Film*. In *Female Masculinity*. Durham: Duke University Press, 175-230. (CuLearn/ARES)
- b) “How Chadwick Boseman Embodies Black Male Dignity” by Reggie Ugwu  
<https://www.nytimes.com/2019/01/02/movies/chadwick-boseman-black-panther.html>

### **7. Masculinity and Violence**

- a) Gotell, L., & Dutton, E. (2016). Sexual Violence in the ‘Manosphere’: Antifeminist Men’s Rights Discourses on Rape. *International Journal for Crime, Justice and Social Democracy*. (CuLearn/ARES)
- b) “Intimate Partner Abuse Against Men” by the Government of Canada  
<https://www.canada.ca/en/public-health/services/health-promotion/stop-family-violence/publications/intimate-partner-abuse-against-men.html>

#### **Module 4: (March 8, 2021-March 22, 2021)**

##### **8. Masculinity and the State**

- a) Taber, Nancy (2018). After Deschamps: Men, Masculinities, and the Canadian Armed Forces. *Journal of Military, Veteran and Family Health*. 4(1), 100-107. (CuLearn/ARES)
- b) “The Depth of Our Denial: The History of Discriminatory Policing in Canada” by Ahrum Joy Kwak  
<https://www.mironline.ca/the-depth-of-our-denial-the-history-of-discriminatory-policing-in-canada/>

##### **9. Masculinity and Play**

- a) Jenkins, Sally (2008). Two Fields. In *The Real All Americans*. Anchor: New York. (CuLearn/ARES)
- b) “Play Time with Harry Styles” by Hamish Bowles  
<https://www.vogue.com/article/harry-styles-cover-december-2020>

#### **Module 5: (March 22, 2021-April 5, 2021)**

##### **10. Masculinity and Sex**

- a) Chong-Suk Han (2008). Sexy Like a Girl and Horny Like a Boy: Contemporary Gay ‘Western’ Narratives About Gay Asian Men. *Critical Sociology*. 34(6), 829-850. (CuLearn/ARES)
- b) “Hidden Pleasures” by Helen McNutt  
<https://www.theguardian.com/society/2004/oct/13/disability.socialcare>

##### **11. Masculinity and Freedom**

- a) PettyJohn, M. E., Muzzey, F. K., Maas, M. K., & McCauley, H. L. (2018). # HowIWillChange: Engaging men and boys in the # MeToo movement. *Psychology of Men & Masculinity*. (CuLearn/ARES)
- b) “Kent Monkman is Decolonizing Gender” by Danny With Love  
<https://www.dannywithlove.com/blog/kent-monkman-is-decolonizing-gender>

#### **Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website: <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

### **PLAGIARISM**

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;

- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Read more about academic integrity here:

<https://carleton.ca/registrar/academic-integrity/>