

dd Course Request

Submitted on: 2012-02-08 13:17:52

1. COURSE SUBJECT	WGSS
2. COURSE NUMBER (OR PROPOSED NUMBER)	3270W
3. COURSE TITLE	Masculinities
4. INITIATING DEPARTMENT or UNIT	Women's, Gender, and Sexuality Studies (forme
5. NAME OF SUBMITTER	Katherine A Hurley-Dizigan
6. PHONE of SUBMITTER	Phone: +1 860 486 1134
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9. UNIT NUMBER of CONTACT PERSON (U-BOX)	2181
10. PHONE of contact person	Phone: 860-486-1131
11. EMAIL of of contact person	Email: nancy.naples@uconn.edu
12. Departmental Approval Date	11/14/2011
13. School/College Approval Date	12/13/2011
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: Fall, Year: 2012
16. Offered before next printed catalog is distributed?	No
17. General Education Content Area	
18. General Education Skill Code (W/Q). Any non-W section?	W Yes
19. Terms Offered	Semester: Fall Spring Year: Even_Years
20. Sections	Sections Taught: 1
21. Student Number	Students/Sections: 19
22. Clarification: one section at least every other year	
23. Number of Credits	3 if VAR Min: Max: credits each term
24. INSTRUCTIONAL PATTERN likely twice weekly as lecture	
25. Will this course be taught in a language other than	No

English?	If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: Prerequisite: ENGL 1010 or 1011 or 3800; Recommended: 1000 level WGSS course; sophomores with consent of instructor	
27. Is Instructor, Dept. Head or Unit Consent Required?	No
28. Permissions and Exclusions: Open only to Juniors or higher	
29. Is this course repeatable for credit?	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. Grading Basis	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide rationale : n/a	
32. Will the course or any sections of the course be taught as Honors? AsHonors	
33. Additional Details:	
34. Special Attributes:	
35. REGIONAL CAMPUS AVAILABILITY: if a regional campus has someone qualified to teach this class, they may do so – instructors need to be approved by WGSS director in Storrs first	
36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY: WGSS 3270W: Masculinities Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; Recommended: 1000 level WGSS course; sophomores with consent of instructor Explores social construction of masculinity and how maleness is gendered. Examines the multiple forms of masculinities as influenced by differences in social and cultural expressions of gender, race, ethnicity, class, nationality, sexuality, disability and subcultures.	
37. RATIONALE FOR ACTION REQUESTED This is the only course within the WGSS program that explicitly addresses masculinity. The course utilizes an intersectional approach to understand how masculinity is embodied and lived out in American culture. Fatness, disability, female and transgender masculinities are also explored. The system of masculinity and its dominant form are also not created in isolation. The course explores how notions of femininity interact and influence masculinity and vice versa. The course is interdisciplinary and uses popular cultural texts, history, creative writing, art, and autobiography.	
38. SYLLABUS: Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/anp05007-	

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question

a. A brief (2-3 sentences) course description that includes course goals and learning objectives. This course explores the meaning of masculinity and how maleness is gendered. There is not one version of masculinity but rather multiple masculinities influenced by gender, race, ethnicity, class, nationality, sexuality, disability and subcultures. As such, we will be conducting an intersectional exploration into how masculinity is embodied and lived out in American culture. Fatness, disability, female and transgender masculinities are also explored. The system of masculinity and its dominant form are also not created in isolation. We will explore how notions of femininity interact and influence masculinity and vice versa. The course is interdisciplinary and will use popular cultural texts, history, creative writing, art, and autobiography to aid our exploration.

b. Course requirements: Specify exam formats, nature and scope of weekly reading assignments, nature and scope of writing assignments, problem sets, etc.

Course Texts:

- Guyland: The Perilous World Where Boys Become Men (Harper Collins; 2008) by Michael Kimmel
- Exile and Pride: Disability, Queerness, and Liberation (South End Press Classics; 2009) by Eli Clare
- Also additional course readings will be made available through Husky CT course site. These readings are indicated with a (CT) in the syllabus. All course books are available for purchase through the campus bookstore. You may purchase your books at any bookstore or online retailer.
- All readings should be completed before class.

Requirements:

1. Class Participation and Attendance (8% of grade)
2. Reading Quizzes (12% of grade)
3. Drug Store- Mall Assignment or Media Analysis (20% of grade)
4. Restroom Assignment (10% of grade)
5. Leading Discussion as a Group (10% of grade)
6. Final Paper / Project (40% of grade)

Class Participation: The success of this class depends on your participation. As such, all students are expected to come to class having read all of the assigned materials of the week. You do not have to agree with the arguments in the readings completely. However, you are required to critically engage with the authors we are reading during the semester. Class is a place for formulating ideas and applying them to specific examples with reference to the course materials. It will be a time for us to go back and forth between the abstract and the concrete, and raise questions rather than propose final answers. The class is designed for you to explore aspects related to masculinities in relation to your personal experiences, the assigned texts, current social situations, and the lectures. Each student's active participation is crucial for a productive in-class

experience. Students are expected to be respectful of the other students, the instructor, and guests as well as the people in the readings and the films. The class acknowledges and challenges prejudice, discrimination, privilege based on gender, race, ethnic and national background, language, social class, sexuality, religion, physical appearance, and disabilities existing inside the classroom. Students are required to attend class and finish readings before the class and prepare to discuss the contents.

Reading Quizzes: Throughout the semester, I will be giving 4 quizzes on the contents of the assigned readings. These will consist of short answer, true/false, and multiple choice questions. These quizzes are given to insure that you are keeping up with and comprehending the course readings. These quizzes will not be announced ahead of time. I will be dropping your lowest quiz score. There will be no makeup quizzes allowed. Each quiz is worth 4% of your final grade, for a total of 12%.

Paper 1 - Media Analysis or Mall/Drug Store Assignment (Choose 1): This paper is worth 20% of your final grade and is due on February 18th in class.

Media Analysis: For this 4 page paper, you will examine television, movies, or music videos targeted towards men, especially young adult men (16 to 26 yrs old). Examples of these include South Park, Family Guy, Hot Tub Time Machine, The Expendables, The Hangover, Pimp My Ride. Choose one type of media and write a 4 to 5 page paper examining the ways that masculinity and femininity are represented. If you choose a television show, make sure to watch at least 4 episodes before writing your paper. For music videos, choose a specific genre of music (country, hip hop, rock) and watch at least 10 videos from 4 to 5 artists. Likewise, for movies pick a specific genre (action, comedy) and watch at least two movies to complete your analysis. This paper is not an opportunity for plot summary but rather your chance to critically engage with the materials to determine how and why masculinity is represented a certain way. How do the materials present men? What sorts of men are represented? What are they doing? What are the women in these materials doing? Pay attention to the race, class, nationality, and disability status of the individuals represented. Do these characters reflect your own experiences of masculinity and/or femininity? You might find it helpful to also look at how film, television, and music critics have responded to these materials as you formulate your paper.

Mall/Drug Store Assignment: For this paper, I am asking you to spend time in a local mall and drugstore. In the mall, look at the various stores. What types of merchandise are being sold? Who is buying these products? Go into a couple of clothing stores. What types of clothes are being sold in the men's and women's sections? Do these clothing styles reflect trends in representing masculinity and femininity? Other than for shopping, how else is the mall space used? What sort of activities can you observe in the mall? Is there masculinity and femininity on display? Next, go into a drug store. Pay attention to the types of products marketed towards men and women. What claims do these products make regarding masculinity and femininity? Which products (if any) are supposedly essential to act masculine and feminine? After you have completed your observation, write a 4 page paper explaining your findings. You are expected to critically engage with the products and the built environment you interacted with.

Restroom Assignment: During Week 10 we will be studying how restrooms can be locations of exclusion and inaccessibility, especially for those with disabilities as well as transgender and

transsexual individuals. As part of the class readings, I am asking you to do an evaluation of one restroom on campus. At the end of the “Calling All Restroom Revolutionaries” article is a restroom checklist. Use this checklist to evaluate a restroom for a variety of aspects related to gender and disability exclusion. After you have evaluated the restroom, write a 2 page reflection on the project commenting on any insights you came to during this project. Make sure to include your completed checklist along with your paper. We will also discuss your results as a class. This assignment is due on April 6th and is worth 10% of your final grade.

Leading Class Discussion as a Group: During the second week of class, you will divide into 3 groups and sign up for one class period during the last couple of weeks of the semester. During your chosen class period, you and your group are expected to select 2 readings and lead a discussion on the main points of the readings for that class period using handouts, open ended questions, outside materials, activities, and any other resources that will help to engage your fellow classmates in critically analyzing the course materials. These presentations should last the entire class period. If you require audiovisual equipment, you will need to let me know a week in advance, so I can make arrangements for that equipment to be made available. Finally, you and your group are required to meet with me beforehand to discuss your plan for leading discussion and how to make arrangements to post readings on our HuskyCT course site. This is worth 10% of your final grade.

W Class Requirement: Research paper: The paper assignment involves completing a term paper of at least 15 double spaced pages (excluding footnotes, bibliography, diagrams, etc.). This is your chance to research what interests you regarding masculinity (and its relation to femininity). You are expected to use 8 to 10 scholarly sources. This will enable you to explore a topic that we will not have an extended opportunity to examine in the course. Once you identify a topic for your paper, please submit a short proposal describing your idea for the paper so that I can make sure you are on the correct path. You are expected to submit drafts of the paper at least two times throughout the semester. At each of these three stages of development, I will give you feedback on both the content and writing style. You will also submit your final draft to a classmate for peer review. Your final grade on the paper will be based on the quality of your argument and analysis, incorporation of relevant readings and class discussion, the quality of the writing as well as the extent to which you have successfully incorporated comments from previous drafts. Additionally, will give a short presentation on your research paper during the last week of class. Final papers should be posted on the course Husky CT site no later than our scheduled final exam time.

Important dates to consider:

- Proposals due on 9/21
- List of references or 1st drafts due in class on 10/19
- For those choosing the paper assignment, a 2nd draft due in class on 11/9 – Bring 2 copies
- Final papers, annotated bibliographies, or literature reviews are due during our final exam period.
- This paper is worth 40% of your final grade and is due during our scheduled final exam period, Monday May 2nd at 3:30pm.

c. List the major themes, issues, topics, etc., to be covered.

Week 1: Course Descriptions / Introducing “Guyland”

Week 2: Privilege and Hegemonic Masculinities

Week 3: The Code of Men?/ High Schools, Homophobia, and Bullying

Week 4: Men, Pornography and “Hooking Up”

Week 5: Sports, Toys, and Booze

Week 6: Queer and Trans Masculinities

Week 7: Challenging Hegemonic Masculinities?

Week 8: Disability and Queerness

Spring Break – No Class – March 7th, 9th and 11th

Week 9: Fatness

Week 10: Bathrooms and the Politics of Exclusion / South Park and Masculinity

Week 11: Sperm, Testicles, and Viagra

Week 12: Men and Violence / Commodification of Masculinities

Week 13: Whiteness Revisted / Globalized Masculinities / Student Lead Discussions

Week 14: Student Lead Discussions

d. If this is an existing general education course, please specify how the revisions will affect the way in which the course fulfills the requirements.

n/a

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

n/a

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

a. **Arts and Humanities:**

b. **Social Sciences:**

c. **Science and Technology:**

i. **Laboratory:**

d. **Diversity and Multiculturalism:**

43. **International:**

e. **Q course:**

f. **W course:**

this class requires 1 four page writing assignment (worth 20% of final grade), 1 two page writing assignment (worth 10% of final grade) and a 15 page final paper (worth 40% of the final grade) that students will work on over the course of the semester and put through instructor-guided drafts prior to the final submission of this paper at the end of the semester.

42. RESOURCES:

Does the department/school/program currently have resources to offer the course as proposed
YES

If NO, please explain why and what resources are required to offer the course.

43. SUPPLEMENTARY INFORMATION:

syllabus revised and replaced

ADMIN COMMENT:

Senate approved W 12/10/12 // GEOCWapp_111512AP. newW_020812AP.

**WGSS 3270W
Masculinities**

Instructor: Michael Gill

Office: Beach 419

Email: michael.gill@uconn.edu

Course Description: This writing course explores the meaning of masculinity and how maleness is gendered. There is not one version of masculinity but rather multiple masculinities influenced by gender, race, ethnicity, class, nationality, sexuality, disability and subcultures. As such, we will be conducting an intersectional exploration into how masculinity is embodied and lived out in American culture. Fatness, disability, female and transgender masculinities are also explored. The system of masculinity and its dominant form are also not created in isolation. We will explore how notions of femininity interact and influence masculinity and vice versa. The course is interdisciplinary and will use popular cultural texts, history, creative writing, art, and autobiography to aid our exploration.

Course Texts:

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All readings should be completed before class.

Requirements:

- 1. Class Participation and Attendance (8% of grade)**

2. **Reading Quizzes (12% of grade)**
3. **Assignment 1: Drug Store/Mall Assignment or Media Analysis (20% of grade)**
4. **Assignment 2: Restroom Assignment (10% of grade)**
5. **Assignment 3: Leading Discussion as a Group (10% of grade)**
6. **Research Paper (40% of grade)***

NOTE: You cannot pass this course without a passing grade on the final paper.

Class Participation:

The success of this class depends on your participation. As such, all students are expected to come to class having read all of the assigned materials of the week. You do not have to agree with the arguments in the readings completely. However, you are required to critically engage with the authors we are reading during the semester. Class is a place for formulating ideas and applying them to specific examples with reference to the course materials. It will be a time for us to go back and forth between the abstract and the concrete, and raise questions rather than propose final answers. The class is designed for you to explore aspects related to masculinities in relation to your personal experiences, the assigned texts, current social situations, and the lectures. Each student's active participation is crucial for a productive in-class experience. Students are expected to be respectful of the other students, the instructor, and guests as well as the people in the readings and the films. The class acknowledges and challenges prejudice, discrimination, privilege based on gender, race, ethnic and national background, language, social class, sexuality, religion, physical appearance, and disabilities existing inside the classroom. Students are required to attend class and finish readings before the class and prepare to discuss the contents.

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Assignment 1: Media Analysis or Mall/Drug Store Assignment (Choose 1)

Media Analysis

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materials present men? What sorts of men are represented? What are they doing? What are the women in these materials doing? Pay attention to the race, class, nationality, and disability status of the individuals represented. Do these characters reflect your own experiences of masculinity and/or femininity? You might find it helpful to also look at how film, television, and music critics have responded to these materials as you formulate your paper.

Mall/Drug Store Assignment

For this paper, I am asking you to spend time in a local mall and drugstore. In the mall, look at the various stores. What types of merchandise are being sold? Who is buying these products? Go into a couple of clothing stores. What types of clothes are being sold in the men's and women's sections? Do these clothing styles reflect trends in representing masculinity and femininity? Other than for shopping, how else is the mall space used? What sort of activities can you observe in the mall? Is there masculinity and femininity on display? Next, go into a drug store. Pay attention to the types of products marketed towards men and women. What claims do these products make regarding masculinity and femininity? Which products (if any) are supposedly essential to act masculine and feminine? After you have completed your observation, write a 4 page paper explaining your findings. You are expected to critically engage with the products and the built environment you interacted with. **This project is worth 20% of your final grade and is due on February 18th in class.**

Assignment 2: Restrooms

During Week 10 we will be studying how restrooms can be locations of exclusion and inaccessibility, especially for those with disabilities as well as transgender and transsexual individuals. As part of the class readings, I am asking you to do an evaluation of one restroom on campus. At the end of the "Calling All Restroom Revolutionaries" article is a restroom checklist. Use this checklist to evaluate a restroom for a variety of aspects related to gender and disability exclusion. After you have evaluated the restroom, write a 2 page reflection on the project commenting on any insights you came to during this project. Make sure to include your completed checklist along with your paper. We will also discuss your results as a class. **This assignment is due on April 6th and is worth 10% of your final grade.**

Assignment 3: Leading Class Discussion as a Group:

During the second week of class, you will divide into 3 groups and sign up for one class period during the last couple of weeks of the semester. During your chosen class period, you and your group are expected to select 2 readings and lead a discussion on the main points of the readings for that class period using handouts, open ended questions, outside materials, activities, and any other resources that will help to engage your fellow classmates in critically analyzing the course materials. These presentations should last the entire class period. If you require audiovisual equipment, you will need to let me know a week in advance, so I can make arrangements for that equipment to be made available. Finally, you and your group are required to meet with me beforehand to discuss your plan for leading discussion and how to make arrangements to post readings on our HuskyCT course site. **This is worth 10% of your final grade.**

Final Paper:

You are expected to write a 15 page paper on one aspect of masculinity. This is your chance to research what interests you regarding masculinity (and its relation to femininity). You are

expected to use 8 to 10 scholarly sources. There is also an opportunity to do an artistic project instead of writing a paper. If this interests you, please let me know. **This paper is worth 40% of your final grade; however, since it is W course you cannot pass this course without passing this component.** It is worth a total of 40 points. **At the end of week 3 you will submit a proposal that includes a tentative title, description of your paper, and at least 3 relevant references on the topic. At the end of week 6 you will submit a first draft of the paper. I will review and provide comments to you for revision of the paper. At the end of week 9 you will submit a second draft that will incorporate my comments. You will be expected to address the comments and provide a written description of the changes you made. I will review your second draft and again provide comments for you to include in your final version. NOTE: You cannot pass this course without a passing grade on the final paper.**

Course Policies:

Attendance – You are strongly encouraged to attend every class. If you wish you get an absence excused, you will need to provide documentation. If you are having trouble attending class for whatever reason, please talk to me when the problem first arises. If you do miss a class, it is your responsibility to obtain the missed information from a fellow student in the class.

Assignments – **Late assignments are not accepted.** You are required to hand-in your assignments in person. Additionally, you are required to post an electronic copy of your papers to the course Husky CT site.

Grading Policy -

A 100-94	A- 93-90	
B+ 89-87	B 86-84	B- 83-80
C+ 79-77	C 76-74	C- 73-70
D+ 69-67	D 66-64	D- 63-60
F 60 and below		

Papers – All papers are to be completed using a word processing program, in 12 point Times New Roman font. The papers should be double-spaced with one inch margins and page numbers. All papers should be proofread and utilize consistent citing formats (e.g. MLA, APA, Chicago). A separate works cited page is required. Papers will be graded for grammar, readability, a coherent and persuasive argument, and connections to the course materials. The writing center is available to help you with improving your writing ability:
<http://www.writingcenter.uconn.edu/index.php>

Plagiarism – Plagiarism is a serious violation of university codes on academic integrity. Plagiarizing material from the web, printed sources, other students' work, or any other source constitutes grounds for failure in this course. Incidents of plagiarism may also be brought before the university judiciary board resulting in further disciplinary action. Students uncertain of the definition of plagiarism must ask the instructor prior to submitting their work. Information about the university policy on academic integrity can be found at the Office of Student Services and Advocacy: <http://www.ossa.uconn.edu/> If you have any questions about what constitutes plagiarism ask the instructor.

Students with Disabilities- To obtain accommodations for this course, students with disabilities should contact the Center for Students with Disabilities and the instructor in charge as soon as possible. The student will need to contact the center at 860-486-2020 (voice) or 860-486-2077 (TDD). I also recognize that at times the class might not be accessible, despite efforts to ensure universal access. Please contact me if you find that lecture or discussion format to be not accessible to your learning style. Additionally, if the facilities are inaccessible please let me know. I am committed to making your learning experience as accessible as possible.

Cell phones, Facebook, Laptops – As a matter of courtesy and for your educational purpose, please refrain from answering your cell phone in class or using your phone to send text messages. Phones should be silenced or turned off during class. Laptops should be used to take notes for the class, not accessing your Facebook page, surfing the Internet, checking emails or chatting with friends.

Course Schedule:

Week 1: Course Descriptions / Introducing “Guyland”

January 19th

- Introduction to Course

January 21st

- Kimmel, “Welcome to Guyland” and “What’s the Rush?: Guyland as a New Stage of Development” in *Guyland*, pgs. 1-43.

Week 2: Privilege and Hegemonic Masculinities

January 24th

- Connell, “The Social Organization of Masculinity” (CT)

January 26th

- Wise, “Privilege” (CT)
- Tarrant, “Gender Advantage: Checking In on a Masculine Privilege” (CT)

January 28th

- hooks, “Understanding Patriarchy” (CT)
- hooks, “Feminist Manhood” (CT)

Week 3: The Code of Men?/ High Schools, Homophobia, and Bullying

January 31st

- Kimmel, “Bros Before Hos: The Guy Code” in *Guyland*, pgs. 44-69.

February 2nd

- Pascoe, “Making Masculinity: Adolescence, Identity, and High School” (CT)
- Kimmel, “High School: Boot Camp for Guyland” in *Guyland*, pgs. 70-94.

February 4th

- Pascoe, "Dude You're A Fag: Adolescent Masculinity and the Fag Discourse" (CT)
- Class screening of *Wrestling with Manhood: Boys, Bullying, and Battering*

Week 4: Men, Pornography and "Hooking Up"

February 7th

- Kimmel, "Babes in Boyland: Pornography" in *Guyland*, pgs. 169-189.
- Katz, "Guilty Pleasures: Pornography, Prostitution, and Stripping" (CT)

February 9th

- Jensen, "A Pornographic World" (CT)
- Jensen, "Where We Are Stuck" (CT)

February 11th

- Kimmel, "Hooking Up: Sex in Guyland" in *Guyland*, pgs. 190-216.

Week 5: Sports, Toys, and Booze

February 14th

- Kimmel, "The Rites of Almost-Men: Binge Drinking, Fraternity Hazing, and the Elephant Walk" in *Guyland*, pgs. 95-122.
- Kimmel, "Boys and Their Toys: Guyland's Media" in *Guyland*, pgs. 144-168.

February 16th

- Kimmel, "Sports Crazy" in *Guyland*, pgs. 123-143.
- Messner, "Becoming 100 Percent Straight" (CT)

February 18th

- Catch-up Day
- **Media Analysis / Mall-Drug Store Paper Due**

Week 6: Queer and Trans Masculinities

February 21st

- Rubin, "Of Catamites and Kings: Reflections on Butch, Gender, and Boundaries" (CT)
- Halberstam, "Oh Behave!: Austin Powers and the Drag Kings" (CT)

February 23rd

- Chong-suk Han, "Darker Shades of Queer: Race and Sexuality at the Margins" (CT)
- McBride, "Why I Hate Abercrombie and Fitch" (CT)

February 25th

- Cromwell, "Queering the Binaries: Transsituated Identities, Bodies, and Sexualities" (CT)

- Class Screening of *Still Black: A Portrait of Black Transmen*

Week 7: Challenging Hegemonic Masculinities?

February 28th

- Halberstam, “An Introduction to Female Masculinity: Masculinity Without Men” (CT)
- Green, “Look! No Don’t! The Visibility Dilemma for Transsexual Men” (CT)
- Guest Lecturer, Jamie Uretsky, MFA Student, Department of Art and Art History, UConn

March 2nd

- Connell, “A Very Straight Gay” (CT)
- Mirande, “Hombres Y Machos” (CT)
- Class Screening of *Cruel and Unusual : Transgender Women in Prison*

March 4th

- Clare, “Preface,” “A Note About Gender,” “The Mountain” and “Clearcut: Explaining The Distance” in *Exile and Pride*, pgs. ix-30.

Spring Break – No Class – March 7th, 9th and 11th

Week 8: Disability and Queerness

March 14th

- Clare, “Losing Home,” “Clearcut: Brutes and Bumper Stickers,” “Clearcut: End of the Line” and “Casino: An Epilogue” in *Exile and Pride*, pgs. 31-76.

March 16th

- Clare, “Freaks and Queers,” “Reading Across the Grain,” “Stones in My Pockets, Stones in My Heart,” “Afterword to the 2009 edition” in *Exile and Pride*, pgs. 81-160; 165-171

March 18th

- Barounis, “Crippling Heterosexuality, Queering Able-bodiedness: Murderball, Brokeback Mountain, and the Contested Masculine Body” (CT)
- Class screening of clips from *Brokeback Mountain* and *Murderball*

Week 9: Fatness

March 21st

- Gilman, “The Stigma of Obesity” (CT)
- Gilman, “Fat Ballplayers and the Bodies of Fat Men” (CT)
- Guest Lecturer, Chris Clemmens, Ph.D. Student, Department of Communication Sciences, UConn

March 23rd

- Monaghan, “Big Handsome Men, Bears, and Others: Visual Constructions of Fat Male Embodiment” (CT)
- Bell and McNaughton, “Feminism and the Invisible Fat Man” (CT)

March 25th

- Catch-up Day

Week 10: Bathrooms and the Politics of Exclusion / South Park and Masculinity

March 28th

- Cavanagh, "Trans Subjects and Gender Misreadings in the Toilet" (CT)
- LaCom, "Filthy Bodies, Porous Boundaries: The Politics of Shit in Disability Studies" (CT)

March 30th

- Chess, Kafer, Quizar, and Richardson, "Calling All Restroom Revolutionaries!" (CT)
- Kafer, "Let Justice Flow" (CT)

April 1st

- Gardiner, "Why Saddam is Gay: Masculinity Politics in South Park – *Bigger, Longer, and Uncut*" (CT)
- Gardiner, "South Park, Blue Men, Anality, and Market Masculinity" (CT)
- Class screening of clips from *Bigger, Longer, and Uncut*

Week 11: Sperm, Testicles, and Viagra

April 4th

- Moore, "In the Beginning, There was Sperm" (CT)
- Moore, "Billy, the Sad Sperm with No Tail: Representations of Sperm in Children's Books" (CT)

April 6th

- Loe, "Fixing Broken Masculinity: Viagra as a Technology for the Production of Gender" (CT)
- **Restroom Project Due**

April 8th

- Casper and Moore, "It Takes Balls: Lance Armstrong and the Triumph of American Masculinity" (CT)

Week 12: Men and Violence / Commodification of Masculinities

April 11th

- Katz, "Violence Against Women Is a Men's Issue"
- Kimmel, "Predatory Sex and Party Rape" in *Guyland*, pgs. 217-241.
- Class Screening of *Tough Guise: Violence, Media, and the Crisis in Masculinity*"

April 13th

- Catch-up Day

April 15th

- Hurt, "Daytona Beach: Beyond Beats and Rhymes"
- Class Screening of Hip Hop: Beyond Beats and Rhymes"

Week 13: Whiteness Revisted / Globalized Masculinities / Student Lead Discussions

April 18th

- Wise, "Minimization" (CT)

April 20th

- Connell, "Masculinities and Globalization" (CT)
- Connell, "Globalization and Men's Bodies" (CT)

April 22nd

- Group 1 Presentation

Week 14: Student Lead Discussions

April 25th

- Group 2 Presentation

April 27th

- Group 3 Presentation

April 29th

- Kimmel, "Girls in Guyland: Eyes on the Guys" and "Just Guys" in *Guyland*, pgs. 242-289.

Final Paper Due: Monday, May 2nd at 3:30pm