



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-290-001
Special Topics in History:
Masculinities and Gender in North America since 1900
Summer 2018

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Stephen Fielding, Ph.D.	
(b) Office hours	Tuesdays 9:00 – 11:00 am	
(c) Location	Lansdowne Young Building Y320	
(d) Phone	250-370-3390	Alternative:
(e) E-mail	FieldingS@camosun.bc.ca *E-mail is best way to reach me	

Growing up as the kid of a railway worker, I spent my childhood moving around, from Niagara Falls to Fort Erie, Sarnia, and finally, Winnipeg. I completed my first degree at the University of Winnipeg, then a Master of Arts from Simon Fraser University, and recently my Ph.D. at the University of Victoria. I have taught History at four colleges and universities and published research on a range of topics, including immigration, multiculturalism, sport, gender, religion, and ethnic food. My wife is from Italy (we eat well) and we are the parents of a seven-year-old girl and cute little ~~dictator~~ toddler boy. I'm looking forward to exploring the history of masculinities and gender together this semester.

Course Description

The strong, silent type. Boys will be boys. Man-up! Dead-beat dads. Butch. Effeminate. Macho...Our language is filled with expressions that convey supposed male attributes and character types that are dominant, desired, marginalized, or maligned. They are embedded in a larger, gendered history of "masculine terrain" built through human interactions and given shape in social practices, institutions, and popular belief.

In this course, we will examine the history of masculinity/masculinities in North American society since 1900. Our lectures and readings will explore how masculine gender forms were embedded in the past, the contexts in which they took shape and changed, and their historical consequences. Our learning is facilitated by lectures, readings, assignments, and audio/video illustrations. Generally speaking, all content is guided by the three key course themes of *Hegemonic Masculinity*, *the Crisis in Masculinity*, and *Hyper-Masculinities*. The course moves somewhat chronologically from 1900 to the present, with each week emphasizing historical topics relevant to a particular period/periods, including: industry and business, race and "civilization," the western frontier, reforming boys, fatherhood, consumption, class, male subcultures, sports, outdoor adventure, and male beauty culture. Each day, there are 2-hour in-depth lectures, which set the tone for the group discussions or "seminars" that follow. This lecture-discussion format is designed

for you to combine new understandings about gender and masculinities with opportunities to discuss and debate with others and build a more knowledgeable and critical lens for your own research project.

2. Intended Learning Outcomes

Upon completion of this course the student will be able to:

- a) Identify the three main course themes (masculinity in crisis, hegemonic masculinities, and hyper-masculinities) and follow them through the course material
- b) Explain how “the masculine” has taken shape and changed in North America since 1900, using examples from the key topics (fatherhood, race and civilization, etc...)
- c) Apply this knowledge, using theoretical and methodological approaches to masculinity, to assess and criticize historical arguments, themes, and concepts in i) classroom and group discussions and ii) your own research paper
- d) With your expanded ability to analyze the past through the lens of masculinities, you will be able to forge and defend your own arguments about the role of gender constructions in North America’s past, and hopefully as well to your daily lives, world views, and understanding of current events.

3. Required Materials

1. Connell, R.W. *Gender*, 3rd Edition. New York: Polity Press, 2015.
2. Espana-Maram, Linda. *Creating Masculinity in Los Angeles’ Little Manilla*. New York: Columbia University Press, 2006.
3. Weekly readings on D2L

4. Course Content and Schedule

Our 3-hour classes on Mondays and Wednesdays consist of 2-hour lectures and 50 minute seminars, which are basically discussion groups.

Important Dates at a Glance

Monday May 7	First Class
Monday May 21	Victoria Day *No class*
Wednesday May 23	Research Paper Proposal Due
Wednesday May 30	Mid-term Exam
Monday June 18	Research Paper Due
Wednesday June 20	Last Class and Seminar
TBA	Final Exam

Lecture Schedule

WEEK ONE

Monday May 7 **Lecture 1: Masculinity in Crisis?**
Lecture 2: New Crises: Changing Societies, Men, and Masculinities, 1870-1914

Readings:

1. Connell and Pearse, *Gender*, p. 1-11 and 87-92, [text].

Wednesday May 9 **Manhood at the Turn of the Century: “Civilization,” Nationalism, and Race**

Readings:

1. On Race and Manhood. Excerpts from W.E.B. DuBois and Franz Fanon, D2L.

2. Michael Kimmel, "Men at Work: Captains of Industry, White Collars, and the Faceless Crowd," In *Manhood in America: A Cultural History* (1996).
3. "Men Pay a Steep Price when it comes to Masculinity," *USA Today* (2017), D2L.
4. "Man up," by Andrew Romano and Tony Dakoupil, *Newsweek Magazine* (2010), D2L
5. "Beyond Macho: Defining a Man's World," *Montreal Gazette* (2012),
6. "If Ever Oh Ever a Counterstory There Was [on the Wizard of Oz]," *Feminist.com*
<https://www.feminist.com/resources/artspeech/mensvoices4.html>

WEEK TWO

Monday May 14 **Go West Young Man: Rugged Masculinity and the Closing of the Frontier**

Readings:

1. Gail Bederman, "Theodore Roosevelt: Manhood, Nation and 'Civilization,'" from *Manliness and Civilization* (1990), D2L.
2. Mary-Ellen Kelm, "Manly Contests: Rodeo Masculinities at the Calgary Stampede," *Canadian Historical Review* (2009), D2L.
3. Why Men Trophy Hunt, March 29, 2017, Royal Society, D2L.
<http://rsbl.royalsocietypublishing.org/content/13/3/20160909>

Wednesday May 16 **Reform: Preparing Boys to be Men, Citizens, and Soldiers (1890-1914)**

Readings:

1. Connell and Pearse, *Gender*, Ch. 6, p. 94-101 [text].
2. Bruce Kidd, "Muscular Christianity and Value-Centred Sport: The Legacy of Tom Brown," *International Journal of the History of Sport* (2007), D2L.
3. Robert Baden-Powell, *Scouting for Boys: A Handbook for Instruction for Good Citizenship through Woodcraft* (1907, with preface from 1950s). Read Campfire Yarn Numbers 1-4, 9, 17-22, 25-28. Skim others if interested.

WEEK THREE

Monday May 21 ***NO CLASS VICTORIA DAY**

Wednesday May 23 **Optimism and Disappointment: The Roaring Twenties and the Great Depression**

Research Paper Proposal Due

Readings:

1. Cynthia Comacchio, "A Postscript for Father: Defining a New Fatherhood in Interwar Canada," *Canadian Historical Review* (1997), D2L.
2. Espana-Maram, *Creating Masculinity in Los Angeles' Little Manila*, Introduction, Chapter 2 [text].

WEEK FOUR

Monday May 28 **Masculinity, Race, and Working-Class Lives, 1910-1945**

Hand in Response to Seminar Questions on Espana-Maram Book

Readings:

1. Espana-Maram, *Creating Masculinity in Los Angeles' Little Manila*, Chapters 3-5 [text].

Wednesday May 30 ***MIDTERM EXAM***

WEEK FIVE

Monday June 4 Postwar Fatherhood and Marriage

Readings:

1. Margaret Atwood, Forward to *The First Man in My Life: Daughters Write about their Fathers* (4 pages).
2. Robert Rutherford, "Fathers in Multiple Roles: Assessing Modern Canadian Fatherhood as a Masculine Category." In *Canadian Men and Masculinities: Historical and Contemporary Perspectives* (2012).
3. Excerpts from: Stephen Fielding, "The Changing Face of Little Italy: The Miss Colombo Pageant and the Making of Ethnicity in Trail, British Columbia, 1970-77," *Urban History Review* (2010), D2L

Wednesday June 6 Sporting Masculinities

Readings:

1. "Hockey, Fighting, and What it Means to be a Man," *The Globe and Mail* (2012), D2L.
2. R.W. Connell, *Masculinities*, p. 37, 46- 52, 54-8, and 62 (bottom) – 64, D2L.
3. Mary Louise Adams, Chapter 6 of *Artistic Impressions: Figure Skating, Masculinity and the Limits of Sport* (2011), D2L.

WEEK SIX

Monday June 11 Free Range Men: Risk-Taking, Adventure, and the Great Outdoors

Readings:

1. Christopher Dummitt, "Risk on the Rocks: Modernity, Manhood, and Mountaineering in Postwar British Columbia," *BC Studies* (2004), D2L.
2. Tina Loo, "Of Moose and Men: Hunting for Masculinities in British Columbia, 1880-1939," *Western Historical Quarterly* (2001), D2L.
3. Excerpts from Jack Kerouac's *On the Road* and Jon Krakauer's *Into the Wild*

Wednesday June 13 Lecture 1: Female Masculinities, Gay and Trans Masculinities Lecture 2: Sculpting, Grooming, Consuming: Male Beauty Culture in Historical Perspective

Readings:

1. Connell and Pearse, *Gender*, p. 50-60, 66-71; 109-114 [text].
2. Judith Halberstam, "An Introduction to Female Masculinity," In *Female Masculinities* (1998), D2L.
3. Tentative: Marc Lafrance, "Building a Body, Building a Life: Men, Masculinity, and the Birth of Bodybuilding Magazines in Montreal," In *Canadian Men and Masculinities* (2012), D2L.

WEEK SEVEN

Monday June 18 Postwar Consumption and the North American Male

Research Paper Due

Seminar Film *The Mask You Live In* (2015) 1h 32m Netflix.

Readings:

1. Carole Turbin, "Collars and Consumers: Changing Images of American Manliness and Business," *Enterprise and Society* (2000), D2L.

2. Kenon Breazeale, "In Spite of Women: *Esquire* Magazine and the Construction of the Male Consumer," *Signs* (1994), D2L.

Wednesday June 20 Boys will be Boys? Troubled Men and Masculinities, and Men's Movements since 1970

Readings:

1. *The Gender Ads Project*. Peruse the website to view how men are portrayed in modern advertising, <http://www.genderads.com/page6/slideshow-37/>, D2L.
2. R.W. Connell, *Masculinities*, p. 143-5 and 220-4, D2L.
3. Todd Migliaccio, "Men's Friendships: Performances of Masculinity," *Journal of Men's Studies* (2009), p. 226-9, D2L.
4. *CBC Radio*, (Former) feminist sets out to write documentary against men's rights groups, then writes one in support of them, D2L.
5. Shira Tarrant. "Guy Trouble," *Bitch Magazine* (2009), D2L.

Optional:

1. Michael Flood "Men, Sex, and Homosexuality: How Bonds between Men Shape their Sexual Relations with Women," *Men and Masculinities* (2008), D2L.

FINAL EXAM WILL TAKE PLACE JUNE 25-27

5. Basis of Student Assessment (Weighting)

As with most other History courses, all course assignments are compulsory. All of the assignments are discussed in more detail below. Here is how they are weighted:

Research Paper Proposal – 5%

Mid-Term Exam – 20%

Seminar Participation – 20%, including 5% for the May 28th response on the Espana-Maram book

Research Paper – 30%

Final Exam – 25%

Key instructions for all assignments (Please take note of this)

All assignments must be in hard copy, single-sided, double-spaced, paginated, written in a standard 12-point font (such as Calibri), and use normal (1 to 1.25 inch) margins. Please do not forget to spell-check your assignments.

There must also be a title page that includes the name of your assignment, your name and student ID, my name, course code, and date submitted. And it must be affixed with a staple. Papers must be handed in to me at the beginning of class.

Late assignments will be **deducted at 5% per day** to a maximum of one week, after which they will received a grade of zero.

(a) Assignments

i) Research Paper Proposal (5 percent)

Due: Wednesday May 23

The paper proposal is the first important step in developing your own research project. It helps you to commit to a topic, explore what historians have written about it, and begin to map out the approach you will take in the research paper. Going forward, the proposal will save you time and stress.

Every good history proposal or paper identifies and seeks to answer **a historical question or problem**. In other words, the assignment will not give a narrative of details or events that happened, but rather employs a historical context to show how something should be understood, along with evidence and argumentation to explain *why* and *how* this event, change, concept, accomplishment or process took place.

Generally speaking.

- a) The proposal poses a historical question and then explains why it's historically important. At this early stage, you might already have a thesis statement, but this is not required in the proposal.
- b) It shows what you know so far based on the articles or books you've selected. Ideally, look for different viewpoints and consider which of them are strong, weak, competing, biased or controversial. Think also about whether historians' views have changed over time.
- c) It creates a provisional map for how you might structure your essay as you move further into the research and writing stages. How will you try to answer the main historical question, what contributions to the subject do your articles and/or books provide, and why might they be useful in your project?

Your finished paper will expectedly be different than the proposal. This is because your arguments and methodology naturally evolve as you read new material and consider different arguments. The proposal helps set this process in motion. We will discuss the assignment further in class as the due date gets closer.

The proposal must contain:

500 words (2 pages in length)

A title page

A bibliography on separate sheet of paper, with citations in *Chicago Style* formatting

The number of sources required for the proposal:

1. A minimum of **five (5) academic articles** (by a historian writing for an academic press, usually 15-30 pages long). If you're not sure, please check with me. Alternatively, a book can count as two articles

*Note that your sources are not to be a website, online encyclopedia, material with no author's name attached, or the textbook.

ii) Research Essay (20 percent)

Due: Monday June 18

The purpose of the major paper is to test your ability to explore, analyze, and draw conclusions from the argument (thesis) first developed in your essay proposal.

This research essay will be **between 1500 and 2000 words (7-9 pages) in length**. Please remember to keep all your research notes, rough drafts, and essay outlines—I may ask to see these things.

A good essay is a coherent expression of ideas on a single theme and it is organized carefully in paragraphs. It is clearly written, organized, and analytical.

It must contain:

1. A clear **introduction** that the general topic and then outlines your own argument
2. A **body** that supports the argument with historical evidence and analyzes that evidence. Ideally, it will consider opposing or different opinions. Choose sources that can provide these for you.
3. A **conclusion** that summarizes the argument and the evidence you used to support it

Things to think about:

Considering Viewpoints

The research essay is more than a summary of the evidence and interpretations of other authors. You must write in your own words and develop your own answer to the question chosen. Your answer may agree with the interpretation of another author; if so, you must still say what evidence persuaded you that their interpretation or conclusion was accurate. A good essay will recognize that different historians may have applied different methods or alternative sources. There may even be multiple answers to the question that you are addressing.

Quality of Writing

The quality of your writing matters a great deal and marks will be deducted for poor organization, grammar errors, or frequent spelling errors. To ensure correct spelling and syntax (sentence structure), do not rely much on spell checkers and grammar checkers. However, it can be helpful for another person to read it over. Also beneficial is to read your own work to yourself out loud. Doing so can identify confusing or incorrect expression. Please try to avoid "casual speak" and make sure to cite others' ideas or information that is not general knowledge.

Using Quotations and Footnotes:

In developing your arguments, you will be depending on and sometimes borrowing evidence from others. When you quote directly the words of another author, you must put those words between quotation marks ("...") and cite the exact source of the quotation in a footnote. Try not to use a lot of quotations and avoid long ones. Quote an author when you think his or her ideas are essential in order to convey the exact meaning of what they said. If you paraphrase another author, or borrow their idea, you must also acknowledge this in a footnote. Note, however, that it is not necessarily to cite general knowledge i.e. The Second World War began in 1939, or Wayne Gretzky was born in Brantford, Ontario.

Bibliography:

The essay must be followed with a Bibliography on a separate sheet of paper, listing **all of the sources you consulted** in the assignment, whether they are quoted or not. Formatting must be in **Chicago Style**. We will explore this in class; additionally, you can refer to the *Chicago Style* formatting manual, called the Camosun History Department Style Guide, which is on the History Department website. Other styles, such as MLA or APA social science formatting (parenthetical reference to authors in the text of the essay), will not be accepted.

Grading Criteria:

The research paper will be evaluated according to three criteria:

- b) Referencing your sources with footnotes and bibliography (10%)
- c) Writing style and organization (30%)
- d) Supporting evidence and analysis (60%)

The essay is to be written in paragraph form. It should contain:

1. A clear **introduction** that presents the general topic and then outlines your own argument
2. A **body** that supports the argument with historical evidence and analyzes that evidence. Ideally, it will consider opposing or different opinions. Choose sources that can provide these for you.
3. A **conclusion** that re-summarizes your arguments and the evidence you used to support it. You might want to allude to what is still unknown about the subject.

An Important Note on Plagiarism: All written work that you submit in History 290 must be your own original work. You must give proper credit to borrowed ideas or quotations that you use in an essay. To falsely claim authorship of someone else's ideas or words is called plagiarism. It is a type of theft and will automatically result in a grade of zero at the very least. Similar penalties will be applied to any student who buys, borrows, or resubmits a previous-completed History paper. The internet has become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind the internet sources, like

everything consulted in your research, must appear in the bibliography. I reserve the right to check any assignment with plagiarism detection software. Please consult me if you are unsure about how to properly document your sources. See the Camosun Calendar 2015-6 (pp. 32-39) for full policies and penalties with regards to plagiarism, cheating, and other unacceptable student conduct.

iv) Exams (Midterm = 20 percent, Final Exam = 25 percent)

There will be an in-class mid-term exam on **Wednesday May 30**. It is worth 20% of your total grade and it is closed book. The test consists of both short-answer (identify a term and its historical significance) and essay-type questions.

There is also a final exam at the end of the semester, worth 25% of your total grade, and it will take place during the formal examination week.

v) Class Participation (20 percent)

History is most interesting and relevant when discussed and debated. Students are welcome to ask questions and provide insightful comments during the lectures and I will engage them as time permits.

Seminars

The last 50 minutes of each class is devoted to group discussions (called “seminars”) based on that day’s readings. In these smaller groups, students will, after reading the questions provided in the Coursepack or on D2L and, using critical thinking, debate the arguments and evidence from the articles they read and consider one another’s interpretations. Each group will nominate a designated “scribe” to record and summarize the main points of the discussion. When we reconvene as a class for the final 15-20 minutes, each “scribe” will summarize their group’s conversation and I will facilitate a general discussion about the key themes that have emerged. The discussions are an opportunity to pursue the topics raised in the lectures and readings and gain new insights from other students that will help in the development of your research papers and exam preparation. I will post the discussion questions on the course D2L site at in advance. You are expected to come to class prepared to contribute to group discussion. *You must familiarize yourself with the readings and write down some comments and at least one unanswered question to bring to the conversation.*

Your participation mark will be based primarily on the seminars. During each seminar class, you will be graded on three levels:

- a) Attendance
- b) Contributions to seminar discussions
- c) Quality of these contributions

***It is essential that you do the readings before the seminar.** To participate well means demonstrating that you read the assigned articles carefully; that you have identified the key points of the articles; and that you are prepared to discuss your ideas in a small-group setting. Otherwise you will not be able to contribute very much and this will result in lost participation marks.

What to consider as you prepare for seminars:

As you do the readings in preparation for class, it may help to consider certain points. What are main arguments of each article? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions or issues left unanswered by the article?

It may also help to consider the author of the article. Who or what group or interests does the author represent and to whom is s/he talking? Why does s/he approach the topic in this way? Does s/he demonstrate inherent bias or persuasion? Does the author use a specific methodology or theoretical perspective (socialist, capitalist, feminist, etc.)? When was the article written, and does the timing affect its conclusions?

A Word about Classroom Culture

Gender extends to all segments of society and connects our public and private lives. It is therefore understandable that, from time to time, students may have strong opinions about the topics discussed in the course. Each of us will need to create a respectful environment where everyone feels comfortable expressing their views and, at times, disagree with those of others. Your comments in class, however, should always articulate a viewpoint or philosophy related to the course topics and readings and not a personal attack. The academic experience is most stimulating and enjoyable when there's discussion. *Masculinity and Gender in North America* will do this in a civil and inclusive manner

Late Policies and Submitting Your Assignments:

Assignment due dates are firm and assignment must be submitted to me in class on the due date or they will be considered late. As noted earlier, **late assignments will be penalized at five (5) percent per day to a maximum of one week**, after which they will no longer be accepted. No extensions will be considered except in cases of documented medical, psychological, or family emergency. If your paper is late because of illness or emergency, you will need a doctor's note to waive the penalty. Problems with computers, flash drives, or dogs on a paper diet will not be accepted. However, at any time please do not hesitate to see me if you're having problems with the assignments.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

8. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate

Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.

CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.
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