

Huron University College
Department of History
Winter 2019
HISTORY 4802G
Masculinity and Modern History

Class Meets: Wednesdays 6:30-9:30 HC - W101

Instructor: Dr. Tim Compeau

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Office Hours: Mondays 2:30-4:30, Thurs: 11:30-12:30.

Course Description

Calendar Description: This course will introduce students to gender theory generally and masculinity theory specifically. It will also survey critical debates in the history of masculinities while dealing with major themes in modern history.

History 4802G is an exploration of the historical study of masculinities, manhood, and honour culture, the ways these structures and processes are created in relation (or reaction) to ideas of femininity, and how these ideas have influenced or shaped history from the early modern period to the present. Taking a comparative historical and multidisciplinary approach, the course examines aspects of the cultural formation of concepts of manhood and honour culture, how those concepts operate as ethical codes, contribute to hegemonic power structures and double standards, and how they change and differ between eras and cultures. We will also explore divergence from and challenges to masculine norms in a variety of historical contexts. Key issues examined are coming of age, family, violence, oppression, work, sexuality, sexual violence, emasculation, war, race, and empire.

Class meets weekly for presentations and seminar discussion of the readings.

Antirequisite(s): None.

Prerequisite(s): 2.0 courses in History at the 2200 level or above.

Course Objectives:

By the end of the course students will have learned to or refined their ability to:

- apply a working understanding of theories of gender to analyze historical material and events.
- to see how concepts of gender, multiple masculinities, and femininity inform and shape the world around them as well as their own lives and understanding of the world.

- solve research problems by identifying a topic, refining it to a significant and answerable historical question, determining the essential components of the argument, organizing the parts of the essay, and drawing conclusions.
- analyze primary source texts, images, songs, and artifacts and utilize them in writing a research essay.
- analyze secondary sources, including their sources, methods, argument, strengths, limitations, potential implications and significance for the field; and use secondary sources to consider why questions asked and topics studied by historians have changed over time.

Method: History 4802 explores course material through class discussion.

Required Texts:

All readings can be found on JSTOR, Sakai, on library reserve, or have their stable URLs listed in the course summary below.

Assignments/Evaluation:

Participation (Ongoing): 30%

Presentation (Sign up for individual weeks): 10%

Book Review (Feb. 2): 15%

Research Proposal: 10%

Research Paper: 35%

All papers must be double-spaced, 12 pt font, and use Chicago Manual of Style citation rules.

Participation: Discussion is a key component of this course, and students are expected to have completed the weekly readings and actively contribute to class discussions. *Failure to attend 6 seminars will result in a participation grade of 0%.*

Presentation: Each student is required to select a seminar of particular interest to them and give a 15 to 20 minute presentation providing context and background for the readings. The presenter will then begin the seminar discussion by posing thoughtful questions or ideas to the class. Students must submit a bibliography outlining their sources. Ideally, students should try to match their seminar presentation with their topic for the major essay.

Book Review: Students will choose from a list of scholarly monographs (or choose their own with the instructor's approval) and write a concise 7 to 9 page review. Reviews must evaluate the main argument, the historian's evidence and use of sources, discuss strengths and shortcomings of the work, and place the monograph within the wider historiography of the subject. A handout and further instruction will be provided in class.

Research Proposal and Paper: Students will submit a detailed proposal which briefly outlines some major historical questions explored by historians in a particular period, era, or event that involve analysis of gender and masculinity or related ideas. Students then pose questions or areas they would like to explore building on that research. Proposals should be roughly 5 pages in length and include researched and potential sources.

Based on this proposal and feedback from the instructor, students will then write a 12-15 page essay based on primary and secondary sources.

Lecture Schedule and Reading Assignments:

*Note: Readings are subject to change, so please refer to the most recently updated version of the syllabus on OWL.

Jan. 9: Introduction

No readings.

Jan. 16: Theory and Concepts

Joan Scott, "Gender: A Useful Category of Historical Analysis." *The American Historical Review*, Vol. 91, No. 5 (Dec., 1986): 1053-1075.

R.W. Connell, *Masculinities* (Berkeley, CA: University of California Press, 2005), 67-86.

Toby L. Ditz, "The New Men's History and the Peculiar Absence of Gendered Power: Some Remedies from Early American Gender History," *Gender & History*, Vol. 16 No. 1 (April 2004): 1-35.

Jan. 23: Honour: Custom, Law, and Violence

Frank Henderson Stewart, *Honor*, (Chicago: University of Chicago Press, 1994), 9-29, 54-71.

Greenberg, Kenneth. "The Nose, the Lie, and the Duel in the Antebellum South" *The American Historical Review*, Vol. 95, No. 1 (Feb., 1990): 57-74.

Thomas W. Gallant, "Honor, Masculinity, and Ritual Knife Fighting in Nineteenth-Century Greece," *The American Historical Review* 105, 2 (April 2000): 359-382.

Lama Abu Odeh, "Honor Killings and the Construction of Gender in Arab Societies," *The American Journal of Comparative Law*, Vol. 58, No. 4, (Fall, 2010):911-950.

Jan. 30: Patriarchal Family and Governance

Sections from:

Lisa Wilson, *Ye Heart of a Man: The Domestic Life of Men in Colonial New England* (New Haven: Yale University Press, 1999).

Martin J. Weiner, "Alice Arden to Bill Sikes: Changing Nightmares of Intimate Violence in England, 1558-1869" *Journal of British Studies*, Vol. 40, No. 2 (Apr. 2001): 184-212.

Mark Breitenberg, "Anxious Masculinity: Sexual Jealousy in Early Modern England," *Feminist Studies*, Vol. 19, No. 2, Women's Bodies and the State (Summer, 1993): 377-398

Feb. 6: Rites of Passage: Becoming a Man (Book Review Due)

Sections from:

Lorri Glover, *Southern Sons: Becoming Men in the New Nation*, Baltimore: Johns Hopkins University Press, 2007.

James E. Cote, "A History of Youth in Samoa: Religion, Capitalism, and Cultural Disenfranchisement," *International Journal of Comparative Sociology*, Vol. 38, No. 3-4 (1997): 217-234.

Lisa M. Fine, "Rights of Men, Rites of Passage: Hunting and Masculinity at Reo Motors of Lansing, Michigan, 1945-1975," *Journal of Social History*, Vol. 33, No. 4 (Summer, 2000): 805-823

Theo Van Der Meer, "Gay Bashing – A Rite of Passage?" *Culture, Health & Sexuality*, Vol. 5, No. 2, *Homophobia and Anti-Gay Violence: Contemporary Perspectives* (Mar.-Apr., 2003): 153-165.

Feb. 13: Manhood and Political Upheaval (Research Essay Proposal Due)

Joanne B. Freeman, "Dueling as Politics: Reinterpreting the Burr-Hamilton Duel" *The William and Mary Quarterly*, Third Series, Vol. 53, No. 2 (Apr., 1996): 289-318.

Robert A. Nye, "Fencing, the Duel and Republican Manhood in the Third Republic," *Journal of Contemporary History* Vol. 25, No. 2/3 (May - Jun. 1990): 365-377

Christopher Dillon, "'Tolerance Means Weakness': The Dachau Concentration Camp S.S., Militarism and Masculinity," *Historical Research*, Vol. 86, No. 232 (May 2013): 372-389.

Jonathan Gottschall, "Explaining Wartime Rape," *The Journal of Sex Research*, Vol. 41, No. 2 (May, 2004): 129-136.

Feb. 20: Reading Week. No classes.

Feb. 27: Manifest Destinies: Imperial Manhood

Amy S. Greenberg, *Manifest Manhood and the Antebellum American Empire* (2005), 1-17, 135-169.

Robert Aldrich, "Colonial Man," in Christopher E. Forth and Bertrand Taithe, eds. *French Masculinities: History, Culture and Politics*, (New York: Palgrave MacMillan, 2007), 123-140.

Warwick Anderson, "The Trespass Speaks: White Masculinity and Colonial Breakdown," *The American Historical Review*, Vol. 102, No. 5 (Dec., 1997): 1343-1370.

Mar. 6: Race and Manhood

Ann Little, "'Shoot that Rogue, for He Hath an Englishman's Coat On!': Cultural Cross-Dressing on the New England Frontier, 1620-1760" *The New England Quarterly*, Vol. 74, No. 2 (Jun., 2001): 238-273.

Kathleen M. Brown, "'Strength of a lion... Arms like Polished Iron': Embodying Black Masculinity in an Age of Slavery and Propertied Manhood" in Thomas Foster, ed. *New Men: Manliness in Early America* (2011), 172-192.

Keith Breckenridge, "The Allure of Violence: Men, Race, and Masculinity in the South African Goldmines," *Journal of Southern African Studies* 24, 4 (Dec. 1998): 669-693.

Mar. 13: Work and Male Identity

Toby Ditz, "Shipwrecked; or, Masculinity Imperilled: Mercantile Representations of Failure and the Gendered Self in Eighteenth-Century Philadelphia." *The Journal of American History*, Vol. 81, No. 1 (June, 1994): 51-80.

E. Anthony Rotundo, *American Manhood: Transformations in Masculinity from the Revolution to the Modern Era*. (New York: Basic Books, 1993), "Work and Identity," Ch. 8.

Edward Slavishak, "Working-Class Muscle: Homestead and Bodily Disorder in the Gilded Age" *The Journal of the Gilded Age and Progressive Era*, Vol. 3, No. 4 (Oct., 2004): 339-368.

Mar. 20: "Damaged Masculinity"

Sections from:

Joanna Burke, *Dismembering the Male: Men's Bodies, Britain, and the Great War*. London: Reaktion Books, 1996.

Luc Capdevila, "The Quest for Masculinity in a Defeated France, 1940-1945," *Contemporary European History*, Vol. 10, No. 3, Theme Issue: Gender and War in Europe c. 1918-1949 (Nov., 2001): 423-445.

Victor M. Rios, "The Consequences of the Criminal Justice Pipeline on Black and Latino Masculinity," *The Annals of the American Academy of Political and Social Science*, Vol. 623, Race, Crime, and Justice: Contexts and Complexities (May, 2009): 150-162.

Mar. 27: Perpetual Crisis?: Masculinities in the 21st Century

Bryce Traister, "Academic Viagra: The Rise of American Masculinity Studies." *American Quarterly*, Vol. 52, No. 2, (June 2000): 274-304.

In the final class we will look at issues that have arisen in recent events. Readings will include news articles and video which will be determined closer to the date.

Apr. 3: Final Assignments Due



Appendix to Course Outlines

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You will receive no adjustment to your fees in the event

that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation

where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade:
Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

Cheating on tests;
Fraudulent submissions online;
Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
Unauthorized resubmission of course work to a different course;
Helping someone else cheat;
Unauthorized collaboration;
Fabrication of results or sources;
Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> (“Cancellations and Closures”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<https://huronuc.ca/student-life-campus/art-social-science>