

History 600, Seminar 8

Fall Semester 2008

Tues. 3:30–5:30

5255 Humanities

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Men and Masculinities in U.S. History

This seminar focuses on the history of male gender in that part of North America that is now the United States. Before the 1990s, most historians who studied gender were women's historians, which reflected a crucial reality: the experiences and perspectives of women were largely neglected in the discipline of history, while the experiences and perspectives of men were constantly examined and reexamined. Women's historians, then and now, have performed Herculean tasks in restoring women to a field that since its inception had centered on men. As the field of women's history grew, however, scholars realized that although most history was written as the history of men, very little of that history paid attention to how men experienced and expressed themselves *as men*, that is, as human beings whose lives, like those of women, were defined and circumscribed by gender. The field of gender history now incorporates the history of both women and men, as well as the history of how gender has shaped human experience in larger ways—for example, how racism and imperialism have been imagined in gendered ways, such that those in power often figure themselves as more “manly” or “masculine” than those over whom they hold power. The field also considers the ways in which those who live on the boundaries of the male-female gender divide, or whose lives defy that boundary altogether, help to expose the constructedness, the artificiality, of gender itself (for example, third- and fourth-gender people in a variety of cultures throughout human history, as well as some contemporary gay, lesbian, bisexual, and transgender people). These aspects of, as well as challenges to, the history of male gender will be our central concerns, as well the very multiplicity of masculinities in U.S. history, which have been shaped by social relations of race, class, ethnicity, sexuality, and the like. In addition to reading book-length scholarship, we will also learn about primary sources and research methods. Several class periods will be devoted entirely to individual research projects, and part of many other class meetings will emphasize research. We will also be meeting with university and state historical society librarians to discuss how to find primary sources on the history of men and masculinities here at UW-Madison. Written work will include “discussion-point” papers for those weeks when we read scholarship together; a formal review essay in the first part of the semester; and a formal research paper in the latter part of the semester that uses both primary and secondary sources.

Course requirements

1. General: Class is a place for collective learning. Because this course is reading-intensive and discussion-oriented, it will only work if we all contribute the following: Faithful attendance; prompt completion of weekly readings; interactive and respectful participation in discussion. Please note that unexcused absences will be reflected in your course participation grade.

2. In class: In order to facilitate collective learning, the following is required of all students:

Discussion-point papers: For seven of the eight weeks in which we read a single-author, book-length work of historical scholarship, you will turn in a short (one-page), informal paper in which you describe two or three issues raised by the reading that particularly interested you and that you would like the class to discuss. These informal papers can be submitted by email (NO ATTACHMENTS; JUST TYPE YOUR REMARKS INTO THE BODY OF YOUR EMAIL MESSAGE). If you submit your paper by email, you must do so no later than 11 a.m. the day class meets to discuss that book. If you prefer to submit a hard copy of your paper (handwritten or computer-generated), you must do so no later than 11 a.m. the day class meets, and you must turn the paper in to Prof. Johnson's mailbox on the 5th floor of Humanities. Prof. Johnson will read these papers before Tuesday's class to see what kinds of issues you would like to discuss that week. Note that there are seven of these papers required of you, even though there are eight books assigned. This means that you can choose one week not to write a discussion-point paper and still receive full credit for this aspect of the course. The papers will not be graded, but will be marked with a ✓, +, - system, and will be considered in determining your course participation grade.

Primary source punditry: For most of the weeks in which we read a book-length work of historical scholarship, several of you will serve as primary source pundits for the class. In other words, you will be responsible for paying particular attention to the book author's research strategies. Where possible, you should identify and locate at least one primary source the author used to make his or her argument, and report to the class about the use the author has made of this source (your report should last 5-10 minutes). If possible, bring the source or a copy of it to class for the other students to see (this won't be possible if the sources you find are manuscript sources or fragile rare books). You will also be responsible for helping to facilitate discussion by reminding your classmates, whenever appropriate, of the author's research strategies.

3. Written work: In addition to the discussion-point papers, you will write two formal papers for this class. Please note that these papers may only be submitted in hard copy (no electronic submissions) as specified below.

Review essay: In the first part of the semester, you will write a 3-4 page (750-1000 word) review essay on the first five books we read together as a class. We will discuss the content of this paper in class, but your basic assignment is to elaborate on how these books revise and expand your ideas about the history of male gender in the U.S. The paper must be turned in by 4 p.m. Thurs. Oct. 9 in Prof. Johnson's mailbox on the 5th floor of the Humanities Bldg. Late papers will be marked down by at least 1/2 of a letter grade unless you have made prior arrangements at least 48 hours in advance (prior arrangements involve a conversation with the professor).

Research paper: During most of the semester, you also will be working on a second assignment, a 10-12 page (2500 to 3000 word) research paper in which you use both primary and secondary sources to make a historical argument. A topic statement and bibliography for this paper are due by 4 p.m. Thurs. Oct. 23 in Prof. Johnson's mailbox on the 5th floor of the Humanities Bldg. A rough draft of your research paper is due by between 3:30 and 4:30 p.m. on Tues. Nov. 25 in Prof. Johnson's office, 5117 Humanities. Late rough drafts will not be accepted. If you do not turn in a rough draft at this time, your course participation grade will automatically drop to "F." You will get your rough draft back with Prof. Johnson's comments in class on Tues. Dec. 2. The final research paper is due by 12 noon on Mon. Dec. 15 in Prof. Johnson's mailbox on the 5th floor of the Humanities Bldg. Late papers will be marked down by at least 1/2 of a letter grade unless you have made prior arrangements at least 48 hours in advance (prior arrangements involve a conversation with the professor).

Grades

Your final grade for the course will be determined as follows:

Course participation (includes discussion-point papers and in-class discussion)	25%
Primary source punditry	10%
Review essay	25%
Research paper	40%

Readings

The following books can be purchased at the University Bookstore, and are on reserve at College Library:

Matthew Basso, Laura McCall, and Dee Garceau, eds., *Across the Great Divide: Cultures of Manhood in the American West* (New York: Routledge, 2001).

Gail Bederman, *Manliness & Civilization: A Cultural History of Gender and Race in the United States, 1880-1917* (Chicago: Univ. of Chicago Press, October 1996).

Kathleen M. Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia* (Chapel Hill: Univ. of North Carolina Press, 1996).

George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (New York: Basic Books, 1995).

Linda Espana-Maram, *Creating Masculinity in Los Angeles's Little Manila: Working-Class Filipinos and Popular Culture, 1920s-1950s* (New York: Columbia University Press, 2006).

Steve Estes, *I Am a Man! Race, Manhood, and the Civil Rights Movement* (Chapel Hill: University of North Carolina Press, 2005).

Stephanie McCurry, *Masters of Small Worlds: Yeoman Households, Gender Relations, and the Political Culture of the Antebellum South Carolina Low Country* (New York: Oxford Univ. Press, 1995).

Laurie Mercier, *Anaconda: Labor, Community, and Culture in Montana's Smelter City* (Urbana: Univ. of Illinois Press, 2001).

Martin Summers, *Manliness and Its Discontents: The Black Middle Class and the Transformation of Masculinity, 1900-1930* (Chapel Hill: Univ. of North Carolina Press, 2004).

Recommended:

William Strunk Jr., E.B. White, and Maira Kalman, *The Elements of Style Illustrated* (New York: Penguin, 2007).

Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7th ed., Revised by Wayne Booth, Gregory Colomb, Joseph Williams, and the University of Chicago Press Staff (Chicago: University of Chicago Press, 2007).

Merriam-Webster's Collegiate Dictionary, 11th ed. (Springfield, Mass.: Merriam-Webster, 2003).

Calendar and Assignments

September 2: Introduction

September 9: Men & Gender Relations: The Colonial Chesapeake

Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs*

September 16: Men & Gender Relations: Antebellum South Carolina

McCurry, *Masters of Small Worlds*

September 23: The Turn of the Century: Gender, Race, & "Civilization"

Bederman, *Manliness & Civilization*

Library workshop

September 30: Manliness and Its Racial Discontents

Summers, *Manliness and Its Discontents*

Library workshop

October 7: Masculinities and Sexualities

Chauncey, *Gay New York*

NOTE: Review essays due by 4 p.m. Thurs. Oct. 9 in Prof. Johnson's mailbox.

October 14: Anatomy of a History Article

Basso, McCall, & Garceau, eds., *Across the Great Divide*

NOTE: No discussion point paper due. Instead, please fill out "Anatomy of a History Article" sheets and bring them with you to class.

October 21: Masculinities and Working-Class Cultures

Mercier, *Anaconda*

NOTE: Research paper topic statement & bibliography due by 4 p.m. Thurs. Oct. 23 in Prof. Johnson's mailbox.

October 28: More Masculinities and Working-Class Cultures

Espana-Maram, *Creating Masculinity in Los Angeles's Little Manila*

November 4: (Be sure to vote!) Masculinities and Social Movements

Estes, *I Am a Man!*

November 11: Research & Writing Week

no class meeting

November 18: Research & Writing Week

no class meeting

November 25: Research & Writing Week

No class meeting, but rough drafts of final papers due between 3:30 and 4:30 p.m. in Prof. Johnson's office, 5117 Humanities. No late rough drafts accepted. Turn in rough draft with "Anatomy of a History Paper" sheet, as well as your topic statement and bibliography with Prof. Johnson's comments.

December 2: Revision Week

no required reading; come to class to pick up & discuss rough drafts

December 9: Harvest Time

research presentations

NOTE: Final papers due by 12 noon on Mon. Dec. 15 in Prof. Johnson's mailbox. You must also turn in your rough draft with Prof. Johnson's comments.