

History 600, Seminar 14
Fall Semester 2015
Tues. 8:50–10:45
5255 Humanities

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Men and Masculinities in U.S. History



This seminar focuses on the history of male genders 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, helping 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 LGBT-identified 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 weekly “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 all absences are strongly discouraged, and 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 nine weeks in which we read a 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 should be submitted by email (NO ATTACHMENTS; PLEASE TYPE YOUR REMARKS INTO THE BODY OF YOUR EMAIL MESSAGE), and they must be submitted no later than 12 noon the day before class meets to discuss that book (on Monday). Prof. Johnson will read these papers before 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 nine books assigned. This means that you can choose two weeks not to write a discussion-point paper and still receive full credit for this aspect of the course. You are expected to complete the reading and participate fully in discussion whether or not you turn in a discussion-point paper in any given week. Your seven papers will not be graded, but will be marked with a +, ✓, - system, and will be considered in determining your course participation grade.

Anatomy of a History Article assignment: In addition to book-length works of scholarship, I've assigned seven article-length scholarly works. These articles, while longer and more ambitious than your final papers, will serve as models for the kind of work you will produce in those papers. Toward that end, in the weeks when there is an article assigned, while everyone will read that article, I'll ask two or three of you to work as a team in filling out and sharing with your classmates an "Anatomy of a History Article" worksheet for it, which will help us learn to identify all the elements of a successful, shorter work of scholarship. In the week that your team fills out a worksheet, please plan on submitting it to Prof. Johnson no later than 12 noon the day before class meets (on Monday) so that I can make copies for your classmates to aid in our discussion.

Primary source punditry: For most of the weeks in which we read a book-length work of historical scholarship, one or two of you will serve as primary source pundit for the class. In other words, you will be responsible for paying particular attention to the book author's research strategies. You will 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 about 5 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. Formal 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.

Short paper (secondary source-based): In the first part of the semester, you will write a 3-4 page (750-1000 word) review essay on the first three books we read together as a class. We will discuss the content of this paper in class, but your basic assignment is to reflect on the historiographical developments represented by these 1996, 2004, and 2012 books. The paper must be turned in by 3 p.m. Thurs. Oct. 1 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* or *email exchange* with the professor).

Research paper (primary and secondary source-based): 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 3 p.m. Thurs. Oct. 29 in Prof. Johnson's mailbox on the 5th floor of the Humanities Bldg. A rough draft of your paper is due between 8:50 and 10:45 a.m. on Tues. Dec. 1 in Prof. Johnson's office, 5117 Humanities. No late rough drafts accepted. If you do not turn in a rough draft at this time, your course participation grade will automatically drop to "F." Turn in your rough draft with an "Anatomy of a History Paper" worksheet, as well as your topic statement and bibliography with Prof. Johnson's comments. You will get your rough draft back with

Prof. Johnson's comments in class on Tues. Dec. 8. On Tues. Dec. 15, you will make a brief presentation on your work in class. Your final, revised research paper is due by 10 a.m. on Thurs. Dec. 17 in Prof. Johnson's mailbox on the 5th floor of the Humanities Bldg. With your final paper, turn in your earlier draft as well as your original topic statement and bibliography. 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* or *email exchange* with the professor).

Grades

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

Course participation (includes in-class discussion and discussion-point papers)	25%
Primary source punditry	5%
Anatomy of a History Article assignment	5%
Review essay	25%
Research paper	40%

Readings

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

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

Amy Greenberg, *Manifest Manhood and the Antebellum American Empire* (Cambridge: Cambridge University Press, 2005).

John Howard, *Men Like That: A Southern Queer History* (Chicago: University of Chicago Press, 2001).

Theresa Runstedtler, *Jack Johnson, Rebel Sojourner: Boxing in the Shadow of the Global Color Line* (Berkeley: University of California Press, 2012).

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

Nicholas Syrett, *The Company He Keeps: A History of White College Fraternities* (Chapel Hill: University of North Carolina Press, 2009).

The following **articles** are available via the Learn@UW site for this course:

Deborah Cohen, "From Peasant to Worker: Migration, Masculinity, and the Making of Mexican Workers in the US," *International Labor and Working-Class History*, no. 69 (Spring 2006): 81-103.

Craig Thompson Friend, "The Womanless Wedding: Masculinity, Cross-Dressing and Gender Inversions in the Modern South" in *Southern Masculinity: Perspectives on Manhood in the South since Reconstruction*, ed. Craig Thompson Friend (Athens: University of Georgia Press, 2009), pp. 219-245.

Gale L. Kenny, "Manliness and Manifest Racial Destiny: Jamaica and African American Emigration in the 1850s," *Journal of the Civil War Era* 2, no. 2 (June 2012): 151-178.

Regina Kunzel, "Lessons in Being Gay: Queer Encounters in Gay and Lesbian Prison Activism," *Radical History Review*, no. 100 (Winter 2008): 10-37.

- Alison Lefkowitz, "Men in the House: Race, Welfare, and the Regulation of Men's Sexuality in the United States, 1961-1972," *Journal of the History of Sexuality* 20, no. 3 (September 2011): 594-614.
- Craig M. Loftin, "Unacceptable Mannerisms: Gender Anxieties, Homosexual Activism, and Swish in the United States, 1945-1965," *Journal of Social History* 40, no. 3 (Spring 2007): 577-596.
- Adam Rome, "'Political Hermaphrodites': Gender and Environmental Reform in Progressive America," *Environmental History* 11, no. 3 (July 2006): 440-463.

For written assignments, the following **reference works** and **writing guides** are highly recommended (copies can be purchased at the University Bookstore):

- 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*, 8th ed., Revised by Wayne Booth, Gregory Colomb, Joseph Williams, and the University of Chicago Press Staff (Chicago: University of Chicago Press, 2013).
- Merriam-Webster's Collegiate Dictionary*, 11th ed. (Springfield, Mass.: Merriam-Webster, 2003).

Calendar and Assignments

September 8: Introduction

September 15: Remaking Hegemonic Manhood

Bederman, *Manliness & Civilization*

Rome, “Political Hermaphrodites”

September 22: Negotiating & Contesting Hegemonic Manhood

Summers, *Manliness and Its Discontents*

Library workshop, TBA

September 29: Taking Manhood Global

Runstedtler, *Jack Johnson, Rebel Sojourner*

Library workshop, TBA

NOTE: Short Papers due by 3 p.m. Thurs. Oct. 1 in Prof. Johnson's mailbox.

October 6: Manhood and Empire

Greenberg, *Manifest Manhood and the Antebellum American Empire*

Kenny, “Manliness and Manifest Racial Destiny”

October 13: Queering Manhood in the Urban North

Chauncey, *Gay New York*

Loftin, “Unacceptable Mannerisms”

October 20: Racializing Masculinity in the Urban West

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

Cohen, “From Peasant to Worker”

October 27: Deploying Masculinity in Movements for Racial Change

Estes, *I Am a Man!*

Lefkowitz, “Men in the House”

NOTE: Research paper topic statement & bibliography due by 3 p.m. Thurs. Oct. 29 in Prof. Johnson’s mailbox.

November 3: Queering Manhood in the 20th-Century South

Howard, *Men Like That*

Friend, “The Womanless Wedding”

November 10: Organizing Manhood on the College Campus

Syrett, *The Company He Keeps*

Kunzel, “Lessons in Being Gay”

November 17: Research & Writing Week

no class meeting

November 24: Research & Writing Week

no class meeting

December 1: Research & Writing Week

No class meeting, but rough drafts of final papers are due between 8:50 and 10:45 a.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 8: Revision Week

come to class to pick up & discuss rough drafts

December 15: Harvest Time

research presentations

FINAL PAPERS are due by 10 a.m. Thurs. Dec. 17 in Prof. Johnson’s mailbox. Turn in final paper with your rough draft with Prof. Johnson’s comments, as well as your original topic statement and bibliography with comments.