

History 600, Seminar 14
Spring Semester 2013
Tues. 1:20–3:20
5245 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 LGBTQIA-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 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 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 10:30 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 10:30 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 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.

Anatomy of a History Article assignment: For our April 2 class, instead of reading a book-length work of scholarship, we will be reading selected article-length scholarly works from the volume *Across the Great Divide*. 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, instead of preparing a discussion-point paper on April 2, I will ask you instead to fill out an "Anatomy of a History Article" worksheet for each of the articles you read, which will help you identify all the elements of a successful, shorter work of scholarship.

Primary source punditry: For most of the weeks in which we read a book-length work of historical scholarship, one 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 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. 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. Feb. 14 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. March 14 in Prof. Johnson's mailbox on the 5th floor of the Humanities Bldg. A rough draft of your paper is due between 1:20 and 3:20 p.m. on Tues. April 23 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. April 30. On Tues. May 7, you will make a brief presentation on your

work in class. Your final, revised research paper is due by 12 noon on Tues. May 14 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, discussion-point papers, and Anatomy of a History Article assignment)	25%
Primary source punditry	10%
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:

- 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: 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).

For written assignments, the following reference works and writing guides are highly 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

January 22: Introduction

January 29: Remaking Hegemonic Manhood

Bederman, *Manliness & Civilization*

February 5: Negotiating & Contesting Hegemonic Manhood

Summers, *Manliness and Its Discontents*

February 12: Taking Manhood Global

Runstedtler, *Jack Johnson, Rebel Sojourner*

NOTE: Short Papers due by 3 p.m. Thurs. Feb. 14 in Prof. Johnson's mailbox.

February 19: Manhood and Empire

Greenberg, *Manifest Manhood and the Antebellum American Empire*

Library workshop

February 26: Queering Manhood in the Urban North

Chauncey, *Gay New York*

Library workshop

March 5: Racializing Masculinity in the Urban West

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

March 12: Deploying Masculinity in Movements for Racial Change

Estes, *I Am a Man!*

NOTE: Research paper topic statement & bibliography due by 3 p.m. Thurs. March 14 in Prof. Johnson's mailbox.

March 19: Queering Manhood in the 20th-Century South

Howard, *Men Like That*

SPRING BREAK!

April 2: 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.

April 9: Research & Writing Week

no class meeting

April 16: Research & Writing Week

no class meeting

April 23: Research & Writing Week

No class meeting, but rough drafts of final papers due between 1:20 and 3:20 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.

April 30: Revision Week

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

May 7: Harvest Time

research presentations

FINAL PAPERS are due by 12 noon Tues. May 14 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.