

History 600, Seminar 7
Fall Semester 2003
Thurs. 3:30 – 5:30
5245 Humanities

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Men and Manhood 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 (cross-gender people in a variety of cultures throughout human history, as well as some contemporary gay, lesbian, bisexual, and transgender people) help to expose the constructedness, the artificiality, of gender itself. These aspects of 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. Four 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 manhood here at UW-Madison. Written work will include seven short, informal “discussion-point” papers; 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 PLEASE; 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 also 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 the Humanities Bldg. Prof. Johnson will read these papers before Thursday'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 some 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:

Review essay: In the first part of the semester, you will write a 3-4 page (750-1000 word) review essay on the first four 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 10:30 a.m. Tues. Oct. 6 in Prof. Johnson's mailbox on the 5th floor of the Humanities Bldg. Late papers will be marked down by at least 1/3 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 10:30 a.m. Tues. Oct. 14 in Prof. Johnson's mailbox on the 5th floor of the Humanities Bldg. A rough draft of your research paper is due by 2 p.m. Fri. Nov. 21 in Prof. Johnson's mailbox on the 5th floor of the Humanities Bldg. 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 Thurs. Dec. 4. 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 1/3 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 the State Historical Society 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, 1996).

W. Jeffery Bolster, *Black Jacks: African American Seamen in the Age of Sail* (Cambridge, Mass.: Harvard Univ. Press, 1998).

- 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).
- Kristin L. Hoganson, *Fighting for American Manhood: How Gender Politics Provoked the Spanish-American and Philippine-American Wars* (New Haven, Conn.: Yale Univ. Press, 2000).
- Susan Lee Johnson, *Roaring Camp: The Social World of the California Gold Rush* (New York: W.W. Norton & Company, 2000).
- Stephen Kantrowitz, *Ben Tillman & the Reconstruction of White Supremacy* (Chapel Hill: Univ. of North Carolina Press, 2000).
- Maggie Montesinos Sale, *The Slumbering Volcano: American Slave Ship Revolts and the Production of Violent Masculinities* (Durham, N.C.: Duke Univ. Press, 1997).

Calendar and Assignments

September 4: Introduction

September 11: Men & Gender Relations: The Colonial Chesapeake

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

September 18: Men & Gender Relations: The California Gold Rush

Johnson, *Roaring Camp*

Library workshop

September 25: The Turn of the Century: Gender & “Civilization”

Bederman, *Manliness & Civilization*

Library workshop

October 2: The Turn of the Century: Gender and Imperialism

Hoganson, *Fighting for American Manhood*

NOTE: Review essays due by 10:30 a.m. Tues. Oct. 6 in Prof. Johnson's mailbox.

October 9: Gender and Race at Sea: African American Mariners

Bolster, *Black Jacks*

Note: Research paper topic statement & bibliography due by 10:30 a.m. Tues. Oct. 14 in Prof. Johnson's mailbox.

October 16: Gender and Race at Sea: Slave Ship Revolts

Sale, *The Slumbering Volcano*

October 23: 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 30: Gender and Sexuality: Constructing Gay Urban Space

Chauncey, *Gay New York*

November 6: Gender and Politics: Reconstructing White Supremacy

Kantrowitz, *Ben Tillman & the Reconstruction of White Supremacy*

November 13: Research & Writing Week

no class meeting

November 20: Research & Writing Week

no class meeting

NOTE: Rough drafts of final papers due by 2 p.m Fri. Nov. 21 in Prof. Johnson's mailbox. No late rough drafts accepted. Turn in with "Anatomy of a History Paper" sheet.

November 27: Thanksgiving

December 4: Revision Week

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

December 11: Harvest Time

research presentations

NOTE: Final papers due by 12 noon on Mon. Dec. 15 in Prof. Johnson's mailbox.