

History 901
Fall Semester 2004
Thurs. 9-11
5245 Humanities

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Men and Masculinity 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—one might say obsessively—examined and reexamined. Women's historians have performed, and continue to perform, the task of 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 had been 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. And even as scholars came to that realization, they also recognized that people seemingly sexed female could and did inhabit male genders. The field of gender history now incorporates the history of both women and men, the history of gender relations, and the history of how gender has shaped human experience in larger ways—for example, how racism and imperialism have been imagined as gendered, 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 male-female gender divides (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 of gender itself. These aspects of the history of gender will be our central concerns, as well as the very multiplicity of masculinities in U.S. history, which have been shaped by social relations of race, class, ethnicity, religion, and sexuality, and which have infused so many other aspects of human existence, including economic relations, expressive culture, political culture, the practice of science, and ideas about nature.

Course requirements

1. *General*: Faithful attendance, prompt completion of weekly readings, interactive and respectful participation in discussion (class is a place for collective learning). If you must miss a class during the semester, please inform me before the class meeting, please do the assigned reading, and please submit a 3-4 page analytical paper on that reading the following week when you return.
2. *Cofacilitation*: Each week, one or two of you will serve as cofacilitator(s) for class discussion. In the week that you cofacilitate, you will also read and report on one of the supplemental texts assigned. Your report should last no more than 10 minutes, and it should serve as both an introduction to the book you've read and a springboard for discussion of the readings assigned to the whole class. In other words, you'll be responsible for making connections between the reading you've done on your own and the assigned weekly readings.
3. *Written work*: You will write two kinds of papers for this class.

First, you will write a 2-3 page (500-750 word) book review of one of the books assigned to the class as a whole (of the style you might find in American Historical Review, Journal of American History, Feminist Studies, or Signs). This paper should be double-spaced, with standard one-inch margins. It should have no grammatical or typographical errors or misspellings. When in doubt, please consult: William Strunk Jr. and E.B. White, Elements of Style, 4th ed.; and Merriam Webster's Collegiate

Dictionary, 10th ed. (If you don't own these reference works, I suggest that you purchase them, as you'll use them throughout your career.) Your review is due on Tues. Sept. 28 at 10 a.m. in my mailbox, and it should be written about a book that will not be considered in your second paper.

Second, you will write a 12-14 page (3000 to 3500 word) historiographical essay that follows a particular intellectual theme in the history of male gender that interests you and traces that theme both through readings we've done together as a class and through other scholarship you've found that addresses the theme (you'll learn about some of this scholarship through the reports on supplemental texts that you and your classmates will give during the semester). For those of you who are new to the discipline of history, a historiographical essay is not unlike what scholars in other disciplines call a review of the literature or a review essay. It is, in other words, an overview of the ways in which various scholars have grappled with a particular set of intellectual questions. The best historiographical essays not only review the existing scholarly literature, but also make recommendations for future research and analysis. In choosing a topic for your historiographical essay, you might consider a set of questions that relates to your own scholarly work, or that you feel might help you broaden your expertise as a teacher. And although the assignment calls for a historiographical essay, do feel free to include scholarship from other disciplines that addresses the questions that interest you. Please discuss your interests with me before Oct. 7, and turn in a complete bibliography by Tues. Oct. 19 at 10 a.m. to my mailbox. The completed essay is due on Tues. Nov. 23 at 10 a.m. in my mailbox. Unless you turn in a perfect paper, expect to receive this paper back with my comments on Thurs. Dec. 2 in class. You will have until Thurs. Dec. 16 at 4 p.m. to revise your paper and turn it in to my mailbox. Your historiographical essay should be double-spaced, with standard one-inch margins. It should have no grammatical or typographical errors or misspellings. It should include footnotes or endnotes. Please use the standard humanities style of documentation as detailed in Kate Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 6th ed., or The Chicago Manual of Style, 15th ed. (If you don't own these guides, I suggest that you purchase at least one of them, as you'll use it throughout your graduate career.)

A note about scholarly writing: In the interests of full disclosure, I regret to inform you that in a former life I worked as an editor in scholarly publishing. This means that I am a stickler for clear, evocative prose that invites readers in rather than closes them out. It also means that I pay far more attention than do most instructors to the form, as well as the content, of scholarly writing. Sometimes graduate students experience this kind of attention as oppressive, and assume mistakenly that I am *more* interested in form than content. Nothing could be further from the truth. What I would like to encourage students to do is to write in a manner that illuminates rather than obscures the intellectual content of their work. Still, it can be daunting to receive a paper back with ample editorial as well as analytical suggestions. I hope that you will consider my suggestions in the spirit in which they are given—as evidence of my deep engagement in your ongoing intellectual project and in your ongoing attempt to communicate that project effectively to your readers.

Readings

The following books can be purchased at the University Book Store, and are on reserve at the State Historical Society Library or at College Library, depending on which library owns the book:

- Gail Bederman, *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917* (Chicago: Univ. of Chicago Press, 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).
- Ramón Gutiérrez, *When Jesus Came, The Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846* (Stanford, Calif.: Stanford Univ. Press, 1991).
- Kristin 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, 2000).
- Elizabeth Lapovsky Kennedy and Madeline Davis, *Boots of Leather, Slippers of Gold: The History of a Lesbian Community* (New York: Routledge, 1993).
- 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).
- Joanne Meyerowitz, *How Sex Changed: A History of Transsexuality in the United States* (Cambridge, Mass: Harvard Univ. Press, 2002).
- Dana Nelson, *National Manhood: Capitalist Citizenship and the Imagined Fraternity of White Men* (Durham, N.C.: Duke Univ. Press, 1998).
- Stephen Norwood, *Strikebreaking and Intimidation: Mercenaries and Masculinity in Twentieth-Century America* (Chapel Hill: Univ. of North Carolina Press, 2002).
- Maurice Wallace, *Constructing the Black Masculine: Identity and Ideality in African American Men's Literature and Culture, 1775-1995* (Durham, N.C.: Duke Univ. Press, 2002).

There is not yet an adequate published overview of the multiplicity of male genders in U.S. history. However, if you feel that you need some background reading in this area to supplement the assigned books, you might consult one of the following helpful texts:

Michael Kimmel, *Manhood in America: A Cultural History* (New York: Free Press, 1995).

Anthony Rotundo, *American Manhood: Transformations in Masculinity from the Revolution to the Modern Era* (New York: Basic Books, 1994).

Calendar and Assignments

Sept. 2

Course introduction

Sept. 9 Making Male Genders, Part I

Bederman, *Manliness and Civilization*

Supplemental texts:

David Leverenz, *Paternalism Incorporated: Fables of American Fatherhood, 1865-1940* (Ithaca, N.Y.: Cornell Univ. Press, 2004).

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).

Sept. 16 Making Male Genders, Part II

Nelson, *National Manhood*

Supplemental texts:

Bruce Dorsey, *Reforming Men and Women: Gender in the Antebellum City* (Ithaca, N.Y.: Cornell Univ. Press, 2002).

Elliott Gorn, *The Manly Art: Bare-knuckle Prize Fighting in America* (Ithaca, N.Y.: Cornell Univ. Press, 1989).

Sept. 23 Making Male Genders, Part III

Wallace, *Constructing the Black Masculine*

Supplemental texts:

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

Maggie Montesinos Sale, *The Slumbering Volcano: American Slave Ship Revolts and the Production of Violent Masculinities* (Durham, N.C.: Duke Univ. Press, 1997).

NOTE: First paper due Tues. Sept. 28 by 10 a.m. in my mailbox.

Sept. 30 Manhood and Encounter, Part I

Brown, *Good Wives*

Supplemental texts:

Anne Lombard, *Making Manhood: Growing Up Male in Colonial New England* (Cambridge, Mass.: Harvard Univ. Press, 2003).

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

Oct. 7 Manhood and Encounter, Part II

Gutiérrez, *When Jesus Came*

Supplemental texts:

James F. Brooks, *Captives and Cousins: Slavery, Kinship, and Community in the Southwest Borderlands* (Chapel Hill: Univ. of North Carolina Press, 2002).

Steve Stern, *The Secret History of Gender: Women, Men, and Power in Late Colonial Mexico* (Chapel Hill: Univ. of North Carolina Press, 1995).

NOTE: By this date, you should have met with me to discuss your historiographical essay topic.

Oct. 14 Antebellum Men, Gender, and Race, Part I

Johnson, *Roaring Camp*

Supplemental texts:

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

Mary Blewett, *Men, Women and Work: Class, Gender, and Protest in the New England Shoe Industry, 1780-1910* (Urbana: Univ. of Illinois Press, 1990).

Margaret Creighton and Lisa Norling, eds., *Iron Men, Wooden Women: Gender and Seafaring in the Atlantic World, 1700-1920* (Baltimore: Johns Hopkins Univ. Press, 1996)

NOTE: Historiographical essay bibliography due by Tues. Oct. 19 at 10 a.m. in my mailbox.

Oct 21 Antebellum Men, Gender, and Race, Part II

McCurry, *Masters of Small Worlds*

Supplemental texts:

Stephen Berry, *All That Makes a Man: Love and Ambition in the Civil War South* (New York: Oxford Univ. Press, 2004).

Craig Thompson Friend and Lorri Glover, eds., *Southern Manhood: Perspectives on Masculinity in the Old South* (Atlanta: Univ. of Georgia Press, 2004).

Oct. 28 Turn-of-the-Century Contests Over Manhood, Part I

Hoganson, *Fighting for American Manhood*

Supplemental texts:

Stephen Kantrowitz, *Ben Tillman and the Reconstruction of White Supremacy* (Chapel Hill: Univ. of North Carolina Press, 2000).

Mary Renda, *Taking Haiti: Military Occupation and the Culture of U.S. Imperialism, 1915-1940* (Chapel Hill: Univ. of North Carolina Press, 2001).

Marlon Ross, *Manning the Race: Reforming Black Men in the Jim Crow Era* (New York: New York Univ. Press, 2004).

Nov. 4 Turn-of-the-Century Contests Over Manhood, Part II

Norwood, *Strikebreaking and Intimidation*

Supplemental texts:

Ileen DeVault, *United Apart: Gender and the Rise of Craft Unionism* (Ithaca, N.Y.: Cornell Univ. Press, 2004).

Gunther Peck, *Reinventing Free Labor: Padrones and Immigrant Workers in the North American West, 1880-1930* (Cambridge: Cambridge Univ. Press, 2000).

Nov. 11 Changing Men and Masculinities in the Twentieth Century, Part I

Mercier, *Anaconda*

Supplemental texts:

Elizabeth Jameson, *All That Glitters: Class, Culture, and Community in Cripple Creek* (Urbana: Univ. of Illinois Press, 1998).

Mary Murphy, *Mining Cultures: Men, Women, and Leisure in Butte, 1914-41* (Urbana: Univ. of Illinois Press, 1997).

Nov. 18 Changing Men and Masculinities in the Twentieth Century, Part II

Chauncey, *Gay New York*

Supplemental texts:

John Howard, *Men Like That: A Southern Queer History* (Chicago: Univ. of Chicago Press, 1999).

Martin Manalansan, *Global Divas: Filipino Gay Men in the Diaspora* (Durham, N.C.: Duke Univ. Press, 2003).

Nayan Shah, *Contagious Divides: Epidemics and Race in San Francisco's Chinatown* (Berkeley: Univ. of California Press, 2001).

NOTE: Historiographical essay draft due by Tues. Nov. 23 at 10 a.m. in my mailbox.

Dec. 2 Changing Men and Masculinities in the Twentieth Century, Part III

Kennedy & Davis, *Boots of Leather*

Supplemental texts:

Judith Halberstam, *Female Masculinity* (Durham, N.C.: Duke Univ. Press, 1998).

Amber Hollibaugh, *My Dangerous Desires: A Queer Girl Dreaming Her Way Home* (Durham, N.C.: Duke Univ. Press, 2000).

Esther Newton, *Margaret Mead Made Me Gay: Personal Essays, Public Ideas* (Durham, N.C.: Duke Univ. Press, 2000).

NOTE: Historiographical essay drafts returned to you in class.

Dec. 9 Changing Men and Masculinities in the Twentieth Century, Part IV

Meyerowitz, *How Sex Changed*

Supplemental texts:

Barbara Ehrenreich, *Hearts of Men: American Dreams and the Flight from Commitment* (New York: Anchor/Doubleday, 1984).

Susan Jeffords, *The Remasculinization of America: Gender and the Vietnam War* (Bloomington: Indiana Univ. Press, 1989).

Kenneth Kidd, *Making American Boys: Boyology and the Ferral Tale* (Minneapolis: Univ. of Minnesota Press, 2004).

NOTE: Revised historiographical essay due by Thurs. Dec. 16 at 4 p.m. in my mailbox.