University of North Carolina at Chapel Hill
Department of History

Fall 2013

HIST/WMST 725: Comparative/Global Gender History:

Gender History and the History of Masculinity in Comparative Perspective

Draft SYLLABUS

Instructor: Karen Hagemann

Time of the Course: Tuesday, 5:30 – 8:00 pm
Location of the Course: Hamilton Hall 425

Office Hours: Monday 1:30-3:30 pm or by appointment
Office: Hamilton Hall 566
Email: hagemann@unc.edu

In cooperation with:
• Friederike Brühöfen (UNC Chapel Hill, Dep. of History)

and visiting guests professors:
• Fitz Brundage (UNC Chapel Hill),
• Stefan Duding (University of Nijmegen),
• Akram Khater (NC State University),
• Miguel La Serna (UNC Chapel Hill),
• Lisa Lindsay (UNC Chapel Hill) and
• Sumathi Ramaswamy (Duke University).

April 30, 2013
AIMS AND AGENDA OF THE COURSE

Writing on the history of women has undergone remarkable expansion and change since it began in the late 1960s as a feminist project. Not only have the questions become more varied and complex, there has also been an increasing emphasis on writing the history of women as part of a broader history of gender. Women’s history still continues to flourish alongside gender history but the focus of research has increasingly shifted from women to gender. This shift of emphasis acknowledges the assertion that gender is not only a constitutive element of social relationships based on perceived differences between the sexes, but also a primary way of signifying relationships of power. Moreover, gender is of crucial importance for the creation of meaning in social and political life. Far from referring only to men and women, gender constructions are used to give meaning to many other fields of the economy, society, and politics, and even everyday life. And here, too, they constitute relations of asymmetry and hierarchy. This understanding of gender has made it possible to make men and masculinity objects of historical research too. The course will introduce in the theory, methodology and practice of the history of masculinity, one of the most recent approaches in gender history, in a comparative perspective. We will read journals articles, book chapters, anthologies and monographs, which influenced the development of the field. The reading will in the first part of the seminar introduce in the development on theories and methodologies of the history of masculinity, in the second part we look at regional differences and the third part will be structured along important categories of analysis for the history of masculinity. In general will ask in the course:

1. How is masculinity constructed in different societies, historical periods and social/cultural contexts?
2. How did categories of difference like class, race, ethnicity and sexuality form different concepts of masculinity?
3. In which ways hierarchies and asymmetries between different groups of men as well as between men and women were constructed and maintained?
4. How did men learn to become men and act as ‘men’ in their everyday live? What formed their self-identity and their experience in different historical contexts?

FORMAT OF THE COURSE

This course is intended to acquaint students with some of the major theoretical and methodological approaches to the history of gender and masculinity. We will seek both to understand some of the theories that have been particularly useful, and we will explore how they have been and can be put to practical use in historical research and writing. The heart of the seminar is the discussion in class. The success of this discussion depends on the preparedness of all students. Everyone should have read the week’s assigned readings before class. The seminar will center on their discussion. The course will be a collaborative endeavor in which we investigate theories and methodologies in the field of women’s and gender history because we hope to enhance our own work.

THE READING

We will read mainly monographs. All students will have to read the REQUIRED BOOK for each week. I pre-ordered the books at the UNC Text-Book-Store.
Course Program

Week 1: Tuesday, August 27, 2013:
Together with: Dr. Stefan Duding (University of Nijmegen),
Introductory Session

I. THEORIES AND METHODOLOGIES OF THE HISTORY OF MASCULINITY

Week 2: Tuesday, September 3, 2013:
Visiting Professor: Dr. Stefan Duding (University of Nijmegen),
Gender — A Useful Category for Historical Analysis? (Joan Scott)
Required Reading:

Oral Book Report and Written Book Review:

Week 3: Tuesday, September 10, 2013:
Visiting Professor: Dr. Stefan Duding (University of Nijmegen),
Approaches to the Study of Masculinity I: The Concept of “Hegemonic Masculinity” (R.W. Connell)
Required Reading:
• Connell, Robert W., Masculinities, St. Leonards, Vic.: Allen & Unwin, 1995.

Oral Book Report and Written Book Review:
• TBA

Week 4: Tuesday, September 17, 2013
Visiting Professor: Dr. Stefan Duding (University of Nijmegen),
Approaches to the Study of Masculinity II: A Social History of Masculinity (John Tosh)
Required Reading:
Oral Book Report and Written Book Review:


II. MASCULINITIES IN GLOBAL COMPARISON

**Week 5: Tuesday, September 24, 2013:**

**Visiting Professor:** Dr. Stefan Duding (University of Nijmegen),

*The Historical Development of Masculinity and Manhood in Western Culture – Europe*

**Required Reading:**


Oral Book Report and Written Book Review:


**Week 6: Tuesday, October 1, 2013**

*The Historical Development of Masculinity and Manhood in Western Culture – The United States*

**Visiting Professor:** Dr. Fitz Brundage (UNC Chapel Hill, Department of History)

**Required Reading:**


Oral Book Report and Written Book Review:


**Week 8: Tuesday, October 8, 2013 (a)**

*Masculinities beyond the West: The Middle East*

**Visiting Professor:** Dr. Akram Khater (NC State University, Department of History)

**Required Reading:**


Oral Book Report and Written Book Review:


**Week 9: Tuesday, October 15, 2013: (a)**

*Masculinities Beyond the West: Latin America*

**Visiting Professor:** Dr. Miguel La Serna (UNC Chapel Hill, Department of History)

**Required Reading:**

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**Oral Book Report and Written Book Review:**


**Week 10: Tuesday, October 22, 2013:** (a)

**Masculinities Beyond the West: Africa**

**Visiting Professor: Dr. Akram Khater (NC State University, (UNC Chapel Hill, Department of History)**

**Required Reading:**


**Oral Book Report and Written Book Review:**


**Week 11: Tuesday, October 29, 2013:**

**Masculinities beyond the West: South Asia**

**Visiting Professor: Dr. Sumathi Ramaswamy (Duke University, Department of History)**

**Required Reading:**


**Oral Book Report and Written Book Review:**


**III. IMPORTANT THEMES OF THE HISTORY OF MASCULINITIES**

**Week 12: Tuesday, November 5, 2013**

*Masculinity, Military and War*
Required Reading:

Oral Book Report and Written Book Review:

**Week 13: November 12, 2013:**

**Masculinity and Politics**

Required Reading:

Oral Book Report and Written Book Review:

**Week 14: Tuesday, November 19, 2013:**

**Masculinity and Race**

Required Reading:

Oral Book Report and Written Book Review:

**Week 15: Tuesday, November 26, 2013:**

**Masculinity and Sexuality**

Required Reading:

Oral Book Report and Written Book Review:

**Week 16: Tuesday, December 3, 2013:**

**Masculinity, Domesticity and Sensitivity**

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Required Reading:

Oral Book Report and Written Book Review:

ASSIGNMENTS

Class participation (45 % of the final grade)

a) Preparation of the Class Discussion (25 % of the final grade)

Because we will train how to lead an academic discussion and stimulate an interesting exchange of ideas, each student will be asked to prepare one or two class discussions (this depends on the number of students), together with the others student(s) who are responsible to write a book review for the week. This team of 2-3 students should also chair the discussion together.

The introductory presentation of the required reading should not be longer than 15 minutes. Students should discuss briefly the main theme of the class, i.e. present the main problems related to this theme, and then summarize first the required reading by focusing on:

• the bio of the author and his/her research interest and main publications (it is encouraged to contact the author and ask him/her about the book and its importance in his/her own research)
• the main interest and questions of the book
• the theoretical and methodological approach of the study
• the major concepts of the study and their definition by the author
• the groups of primary documents the author used, their possibilities and limits in respect of the formulated interest and questions
• the structure of the book and its argumentation
• the authors’ main thesis and arguments used in support of it
• any bias which the author has
• the perception of the book in reviews by other authors (please select 3-4 reviews, see below)
• if they would recommend the book and why

At the end of the presentations the student responsible for the preparation of the weeks reading should first, discuss whether the books are related or respond to each other and to other publications that we have read earlier in the class and what the relations/response is, and second present their up to seven main questions for the discussion.

We will start the discussion of the required reading with a round of first responses to the reading by all students in class.

Later during class, first the 3-4 professional reviews of the required reading should be discussed, and then the other book(s) assigned for the oral book report(s) and the written book review(s) should be presented. Their oral presentation should follow the same model as for the required reading and should not be longer than 8-10 minutes per book. Their main function is to introduce the students to important related readings.

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For the presentation of the required reading in class the responsible student should prepare a **handout** with a short bio of the author(s) of up to 20 lines (including their current position, the main fields of research, and their 4-5 most important publications, and their website), a brief abstract of the book of up to 20 lines, and a selection of five keyword under which he/she would advertise the book. The handout should also include the questions for the discussion.

**Please email this handout and up to 3-4 professional reviews of the required reading latest until Friday 6 pm before class to all seminar participants.**

_Students must select the reading, which they would like to prepare by signing up in the first session of the course._

**b) A Book Review (20 % of the final grade)**

The book review has the function to present important monographs and anthologies, which use theories and methodologies in historical practice, to the class. The proposed books thereby add an important dimension to class discussion. The book review should be approx. 1500-2000 words long and be typed, double-spaced on standard size paper. Writing book reviews is part of the obligations of every professional historian, therefore graduate students should learn this. Please identify for which journal you would write the review.

**Please email the book review(s) latest until Friday 6 pm before class to all seminar participants.**

In addition the students who prepare a book review are asked to present this book in class. In their oral book report, which should not be longer than 10 minutes, they should follow the model of the presentation of the required reading.

_Each student selects one book in the first session of the course: one student per book._

**c) Historiographic Essay with Annotated Bibliography (or Alternatives, see below) (55 % of the final grade)**

_The historiographic essay with an annotated bibliography_ should focus on a subject, which grows out of the students’ research and field interests, but is related to the topic of the course. You should think about a topic for the essay, which is useful for the conceptual framework of your own research interests. _The historiographic essay_ should describe the "state of research" for your chosen subject, and its general place in the historiography of women and gender. To fulfill the requirements of this assignment:

1) Students must turn in a brief one-page _statement of their plans for the Historiographic essay/introduction and a first draft of their bibliography_ three weeks after the start of the course via email. I would like to meet with students individually in the first two weeks of the semester to help them get started.

2) A _draft of the outline of the historiographic essay/introduction together with a bibliography_ along with a full list of the reference works and journals students have consulted is due seven weeks after the start of the course by email. The bibliography should include the most important older works and recent books on your subject. As a general rule, students should aim to have up to 15 anthologies or monographs in der annotated bibliography. In addition is expected that students include relevant articles from significant journals in their bibliography.

   I would like to meet with students individually to discuss with them their outline and the bibliography.

3) The final version of the _historiographic essay_ must be turned in during the last class by email and as a hard copy. The _historiographic essay_ should be about 15-20 pages long and be typed, double-spaced on standard size paper.
All students who write this term their **MA thesis** or their **prospectus** don’t have to write an historiographical essay, instead they should hand in **two more book reviews**.

An alternative assignment for **students with an MA** is to create a **syllabus for a women’s and gender history class** of their choice or an **annotated bibliography with 20 titles**.

Please inform me at the beginning of the class, which form of final written assignment you will do.