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 readings in the first part of the seminar will introduce to the development of theories and methodologies of the history of masculinity. In the second part we will discuss readings that explore regional differences and similarities in the history of masculinity in a global perspective; for this, and in the third part we will read and discuss monographs and anthologies that explore 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 life? What formed their self-identity and their experience in different historical contexts?

**FORMAT OF THE COURSE**

This seminar is intended to introduce graduate students with some of the major theoretical and methodological approaches to and works of 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**

The readings for the second and third part in the draft syllabus are only suggestions. Because I want to assign and discuss here readings that help graduate students in their own research, I am open for suggestions of articles, monographs and anthologies. All students will have to read the **REQUIRED READINGS** for each week. I pre-ordered the books at the UNC Text-Book-Store.

Required Background reading for the course:

COURSE PROGRAM

Week 1: Tuesday, January 15, 2019:
Welcome and Introductory Session

I. THEORIES AND METHODOLOGIES OF THE HISTORY OF MASCULINITY

Week 2: Tuesday, January 22, 2019:
Gender — A Useful Category for Historical Analysis? (Joan Scott)

Required Reading:

Additional reading by individual students, articles presented by brief reports in class:

Week 3: Tuesday, February 5, 2019:
Approaches to the Study of Masculinity I: The Concept of “Hegemonic Masculinity” (R.W. Connell)

Required Reading:

Recommended Reading:

Week 4: Tuesday, February 12, 2019
Approaches to the Study of Masculinity II: A Social History of Masculinity (John Tosh)

Written Book Review (by one students):
II. MASCULINITIES IN GLOBAL COMPARISON

Week 5: Tuesday, February 19, 2019:

The Historical Development of Masculinity and Manhood in Western Culture: Europe

Required Reading:

Written Book Review (by one students):

Week 6: Tuesday, October 1, 2019

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

Required Reading:

Written Book Review:

Week 7: Tuesday, October 8, 2019

Masculinities beyond the West: The Middle East

Special Guest: Dr. Cemil Ayden (UNC Chapel Hill, Department of History)

Required Reading:

Written Book Review (by one students):

Week 8: Tuesday, February 26, 2019:

Masculinities Beyond the West: Latin America

Special Guest: Dr. Miguel La Serna (UNC Chapel Hill, Department of History)

Required Reading:

Written Book Review (one of the two books by one students):

Week 9: Tuesday, March 5, 2019:

Masculinities Beyond the West: Africa

Special Guest: Dr. Lisa Lindsey (UNC Chapel Hill, Department of History)

Required Reading:

Written Book Review (one of the two books by one students):

Week 10: Tuesday, March 12, 2019:

Spring Break

Week 11: Tuesday, March 19, 2019

Masculinities beyond the West: South Asia

Required Reading:

Written Book Review:

III. IMPORTANT THEMES OF THE HISTORY OF MASCULINITIES

Week 12: Tuesday, March 26, 2019:

Masculinity, Military and War

Required Reading:

Written Book Review (on one of the two books by one students):


**Week 13: Tuesday, April 2, 2019:**

**Masculinity and Politics**

**Required Reading:**


**Written Book Review (one of the two books by one students):**


**Week 14: Tuesday, April 9, 2019:**

**Masculinity and Race**

**Required Reading:**


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


**Week 15: Tuesday, April 16, 2019:**

**Masculinity and Sexuality**

**Required Reading:**


**Written Book Review (one of the two books by one students):**


**Week 16: Tuesday, April 13, 2019:**

**Last Class: Final Class: Masculinity, Domesticity and Sensitivity** (Optional)

**Required Reading:**

Written Book Review (one of the two books by one students):


**Assignments**

**Class participation (55 % of the final grade)**

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

Each graduate student will be asked to prepare c. two class discussions (this depends on the number of students): He/she will also lead the discussion.

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 reading is 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 five 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 professional reviews of the required reading should be discussed, and then the other book assigned for 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.

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 professional reviews of the required book for the reading in class latest until Saturday 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) Book Reviews (25 % of the final grade)**

Each student will be asked to prepare c. two book reviews (depending on the number of students). The book reviews have 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 scholar in the humanities, therefore graduate students should learn this. Please identify for which journal you would write the review.

**Please email the book review(s) latest until Saturday 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.*

**Literary Review Essay (45 % of the final grade)**

*The Literary Review Essay on 4-5 Books* 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 essay* should review the 4-5 books in a comparative perspective and place them in the development and state of their field. To fulfill the requirements of this assignment, students must turn in a brief one-page statement of their plans for the Literary Review Essay and a first draft of their bibliography **four weeks after the start of the course** via email. I plan to meet with students individually to discuss their plans afterwards.

The final version of the *Literary Review Essay* must be turned in as copy **a week after the last class as a hard copy and in addition at the same day by email.** The *Literary Review Essay* should be about 10-15 pages long and be typed, double-spaced on standard size paper.