

## WOME 3033 (FA & FB 2023): **Transnational Masculinities**

<b>Instructor:</b>	Mohit Dudeja	<b>Dates:</b>	5 September to 4 December
<b>Email:</b>	mdudeja@lakeheadu.ca	<b>Days:</b>	Tuesdays & Thursdays
<b>Office Hours:</b>	Wednesday, 3:00 – 4:00 PM or By appointment	<b>Time:</b>	8:30 AM to 10:00 AM
<b>Office:</b>	BL 1022F or Zoom	<b>Classroom:</b>	AT 1005, in-person

### Course Description/Overview

Feminist studies of masculinity are integrative, interdisciplinary, and transnational. An in-depth examination of the relational nature of masculinity and how hegemonic masculinity is produced through institutions like sports, media, military, family, religion, and nationhood. **Central to analysis will be how a web of masculinities produces different outcomes for men based on their race, age, class, sexuality, ability, and positioning within transnational politics and economies.**



### Longer Description (consider this your first course reading!)

"Transnational Masculinities" is a course that embarks on an exploration of men's gender identities within diverse spheres such as sports, politics, the economy, and popular culture. It delves into the intricate intersections of power and identity, both locally and globally. Central to our feminist pursuit in this class is the understanding that men, like women and other gender identities, possess complex and intersectional identities. While men, as a group, are often privileged in many modern societies worldwide, some men find themselves less privileged within a patriarchal hierarchy that values "hegemonic masculinity." Additionally, many men experience oppression along other dimensions of difference, and the rigidity of the gender binary further constrains them.

Throughout this course, students will grasp the concept that both "men" and "women" are socially constructed identities entangled in a web of gender binaries and power relations. Like "becoming a woman," as famously stated by Simone de Beauvoir, this course revolves around the transformative insight that "becoming a man" is also a process of constant evolution. Rooted in a transnational feminist framework, we will observe how "men" and "masculinity" differ not only from individual to individual or from one group to another within the same society but also from nation to nation. The construction of men and masculinities is interconnected with the men and masculinities of other(ed) nations within an unequal global economic and political system.



By transcending borders and binaries, this class will prompt you to recognize that "masculinities," like "femininities," are socially constructed and politically conditioned sets of ideas that guide our actions and crystallize in our institutions. "Masculinities" extend beyond those who identify as men and encompass a diverse range of ideological, cultural, linguistic, economic, performative, and institutional aspects with far-reaching implications.

To understand patriarchies fully, we will draw from feminist and critical men and masculinities theories while also incorporating queer, anti-racist, anti-colonial, socialist, transgender, and ecological perspectives. This approach allows us to explore the diversity of men and masculinities while paying close attention to their social and historical contexts, intersectionality, and local/national/global power dynamics and interconnections.

Throughout the semester, we will equally emphasize men and masculinities theories, viewed through a broad, intersectional, and feminist lens, alongside case studies that shed light on masculinities on a transnational scale. Special attention will be given to crossing the Global North/South divide and confronting the legacies of colonialism and contemporary (neo)colonial conditions under processes of neoliberal globalization.

In this course, students are encouraged to make meaningful connections to activism and policy/politics. We will critically question the role of men and the significance of masculinities in the fight for gender equality and within the feminist movement.

This course welcomes students with various levels of background knowledge in Women's Studies. We begin with an overview of Women's, Gender, and Sexuality Studies, catering to the needs of all participants. Our focus will be on making relevant and critical connections, asking questions, and honing in on essential concepts and information. Operating like a seminar, the course will involve extensive reading, discussions, and writing.

### **Learning objectives**

In essence, the nature and manner of your learning lie solely in your hands. My role, as the instructor, is to structure the course landscape and facilitate learning experiences, yet the decision to engage—or not—rests entirely with you. This concept is commonly referred to as assuming ownership of your learning.

To bolster your scholarly growth practically, I have devised various learning activities that ought to provide you with the opportunity to:

1. Identify and explain various types of masculinity, including hegemonic masculinity and subordinate/marginalized masculinities, within particular cultural and historical contexts.
2. Articulate the mostly complementary but at times complicated relationships between Critical Studies on Men and Masculinities (CSMM) and different schools of Feminist Scholarship.

3. Develop academic arguments and pose critical questions in relation to the subject matter in the class discussion board online and/or over Zoom • Design an original research project culminating in the final article, as well as an activist or policy-oriented PowerPoint presentation.
4. List and summarize key texts in the contemporary study of transnational masculinities in the form of an annotated bibliography assignment.
5. Analyze men and masculinities intersectionally and transnationally within a matrix of privilege, oppression, and resistance.
6. Demonstrate an understanding and appreciation of the socially/performatively constructed and politically conditioned character of men and masculinities; demonstrate knowledge of key theories in the study of men and masculinities, such as homosociality and homoeroticism.
7. Reflect on how the study of transnational masculinities enhances your overall understanding of feminism and Women's Studies, and vice versa.

### Required book

Most of your readings are from the **International Handbook of Masculinity Studies**, this is a required course book.

Gottzén, L., Mellström, U., & Shefer, T. (Eds.). (2019). *Routledge international handbook of masculinity studies*. Routledge.

Available for purchase **online** as an ebook through Google Play at:  
[https://books.google.ca/books?id=8xu\\_DwAAQBAJ](https://books.google.ca/books?id=8xu_DwAAQBAJ)

Available for purchase **offline** through Lakehead Bookstore at  
[https://bookstore.lakeheadu.ca/CourseSearch/?course\[\]=MAIN,FALL23,WOME,WOME3033FA,&](https://bookstore.lakeheadu.ca/CourseSearch/?course[]=MAIN,FALL23,WOME,WOME3033FA,&)

### Other required readings

Some of your readings are also from **Canadian Men and Masculinities: Historical and Contemporary Perspectives**. This book is available for 1-day loan in the library; you may access it from the library.

Available for purchase online at <https://canadianscholars.ca/book/canadian-men-and-masculinities/>

### Preparation for class

Before class, make sure to read and understand the assigned readings. It's a good idea to keep a journal, preferably handwritten, to record your thoughts and reflections as the course progresses. The journal can focus on academic issues related to masculinities studies. You can take notes on the readings, highlight what stands out to you, and ask questions about different perspectives. Try to connect the readings, find common themes, and identify differences among the authors.

This journal is not merely a parchment; it is an instrument of empowerment, granting you the ability to steer the course of your intellectual voyage and wield mastery over your ruminations. It shall serve as the bedrock, nurturing your capacity to contribute meaningfully to discussions, and enriching the collective pursuit of wisdom.

## Student support resources

Here is a 2019 article by Catharine Munn, published on University Affairs, called *Why are so many students struggling with their mental health?*

At Lakehead, there are many resources available to support students! These include but are not limited to:

- Student Health and Wellness
- Student Success Centre
- Student Accessibility Centre
- Library
- Lakehead International
- Indigenous Initiatives
- Lakehead guide: How to ask for help

Lakehead University is committed to achieving full accessibility for persons with disabilities or different abilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact Student Accessibility Services (SC0003, 343-8047 or sas@lakeheadu.ca).

## Course schedule

### 1. 5 September: **Introduction to the course**

Please consider this syllabus document as a mandatory reading for your first class.

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### 2. 7 September: **Reframing Masculinities: Intersecting Transnational Perspectives with Women's Gender and Sexualities Studies**

Gardiner, J. (2005). *Men, masculinities, and feminist theory*. SAGE Publications, Inc., <https://doi.org/10.4135/9781452233833> [Available [here](#)]

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### 3. 12 September. **Reframing Masculinities: Intersecting Transnational Perspectives with Women's Gender and Sexualities Studies**

Dutt-Ballerstadt, R., & Anderson, K. (2022). *Transnational Feminisms*. In T. Butts, P. Duncan, J. Lockhart, & S. Shaw (Eds.), *Women worldwide* (pp. 1-20). Oregon State University. [Available [here](#)]

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### 4. 14 September. **Transcending Borders of Masculinity: An Exploration of Transnational Identities**

Connell, R. W. (2016). The Social Organization of Masculinity. In C. McCann, S. Kim (Eds.), *Feminist theory reader: Local and global perspectives* (pp. 1-16). Routledge. [Available [here](#)]

Gottzén, L., Mellström, U., & Shefer, T. (2020). Introduction: Mapping the field of masculinity studies. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 1-16). Routledge.

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5. 19 September. **Transcending Borders of Masculinity: An Exploration of Transnational Identities**

Hearn, J., & Howson, R. (2020). The institutionalization of (critical) studies on men and masculinities: geopolitical perspectives. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 19-30). Routledge.

Greig, C. J., & Martino, W. J. (2012). Introduction: Masculinities in Post-Industrial and Neoliberal Times. In C. J. Greig & W. J. Martino (Eds.), *Canadian men and masculinities: Historical and contemporary perspectives* (pp. 1-20). Canadian Scholars' Press Inc. [Available [here](#)]

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6. 21 September. **Beyond Boundaries: The Intersection of Transnational Masculinities and Feminisms**

Beasley, C. (2020). Feminism and men/masculinities scholarship: connections, disjunctions and possibilities. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 31-40). Routledge.

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7. 26 September. **Unveiling the Intersection of Transnational Masculinities and Feminisms through the Prism of Hegemonic Masculinity**

Howson, R., & Hearn, J. (2020). Hegemony, hegemonic masculinity, and beyond. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 41-51). Routledge.

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8. 28 September. **The Radiance of Intersectionality: New Horizons of Understanding**

Allan, J. A. (2020). Queer theory and critical masculinity studies. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 72-81). Routledge.

Christensen, A., & Jensen, S. Q. (2020). Intersectionality. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 82-91). Routledge.

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9. 3 October. **Masculinities Across Time and Space: Postcolonial Explorations and Indigenous Legacies**

Farahani, F., & Thapar-Björkert, S. (2020). Postcolonial masculinities: diverse, shifting and in flux. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 92-102). Routledge.

Anderson, K., Innes, R. A., & Swift, J. (2012). Indigenous masculinities: Carrying the bones of the ancestors. In C. J. Greig & W. J. Martino (Eds.), *Canadian men and masculinities: Historical and contemporary perspectives* (pp. 266-284). Canadian Scholars' Press Inc.

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10. 5 October. **Contours of Identity: Unearthing the Interplay of Race and Ethnicity**

Ratele, K. (2020). African and black men and masculinities. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 125-134). Routledge.

Hübinette, T. (2020). White masculinity. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 135-142). Routledge.

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10 & 12 October. **No class.** Thanksgiving + Reading week.

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11. 17 October: **Interrogating Masculinities: Nationhood, Continuity, and Change**

Liong, M., & Chan, L. S. (2020). Men and masculinities in contemporary East Asia: continuities, changes, and challenges. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 143-153). Routledge.

Vacante, J. (2012). Quebec manhood in historical perspective. In C. J. Greig & W. J. Martino (Eds.), *Canadian men and masculinities: Historical and contemporary perspectives* (pp. 23-41). Canadian Scholars' Press Inc.

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12. 19 October: **Embodied Masculinities: The Complex Matrix of Disability and Identity**

Robertson, S. Monaghan, L., & Southby, K. (2020). Disability, embodiment, and masculinities: a complex matrix. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 154-164). Routledge.

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13. 24 October. **Masculinities Across the Lifespan: The Dynamic Formation of Masculinities and Identity Work**

Bhana, D. (2020). Little boys': the significance of early childhood in the making of masculinities. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 174-182). Routledge.

Tarrant, A. (2020). Maturing' theories of ageing masculinities and the diverse identity work of older men in later life. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 192-200). Routledge.

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14. 26 October. **An Odyssey into Transnational Transgender Masculinities**

Abelson, M. J, & Kade, T. (2020). Trans masculinities. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 165-173). Routledge.

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15. 31 October. **Democratizing Masculinities: Embracing a Queer-trans Imaginary**

Martino, W. J. (2012). Queering masculinities as a basis for gender democratization: Toward embracing a transgender imaginary. In C. J. Greig & W. J. Martino (Eds.), *Canadian men and masculinities: Historical and contemporary perspectives* (pp. 205-226). Canadian Scholars' Press Inc.

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16. 2 November. **Threads of Power: A Philosophical Inquiry into Class and Capitalism**

Ward, M. R. M (2020). Men, masculinities and social class. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 201-210). Routledge.

Scott, J. (2020). Masculinities and sex workers. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 272-280). Routledge.

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17. 7 November. **Journeys of Masculinity: Equity in Neoliberal Contexts**

Wojnicka, K. (2020). Men and masculinities in migration processes. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 283-391). Routledge.

Martino, W. J., & Rezai-Rashti, G. (2012). 'Failing boys' and the question of what counts as evidence: Investigating equity and neoliberal reform agendas in Ontario. In C. J. Greig & W. J. Martino (Eds.), *Canadian men and*

*masculinities: Historical and contemporary perspectives* (pp. 159-175).  
Canadian Scholars' Press Inc.

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18. 9 November. **Navigating Global Sexualities and the Transformation of Homosociality and Homoeroticism**

Kalyanam, K. (2022). Sexualities worldwide. In T. Butts, P. Duncan, J. Lockhart, & S. Shaw (Eds.), *Women worldwide* (pp. 79-104). Oregon State University. [Available [here](#)]

Hammarén, N., & Johansson, T. (2020). The transformation of homosociality. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 213-222). Routledge.

Longstaff, G. (2020). Masculinity and homoeroticism. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 223-232). Routledge.

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19. 14 November. **Fluctuating Ties: Masculinity, Homophobia, and Gay Subcultures**

Diefendorf, S., & Bridges, T. (2020). The shifting relationship between masculinity and homophobia. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 233-243). Routledge.

Barrett, R. (2020). Multiple forms of masculinity in gay male subcultures. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 244-252). Routledge.

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20. 16 November. **Probing Contemporary Dating Practices, Fatherhood, and the Essence of Rural Masculinities**

Haywood, C. (2020). Exploring men, masculinity and contemporary dating practices. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 262-271). Routledge.

Henriksson, H. W. (2020). Exploring fatherhood in critical gender research. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 320-330). Routledge.

Pini, B., & Mayes, R. (2020). Rural masculinities. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 302-310). Routledge.

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21. 21 November. **Intersecting Paths: Masculinities, Technologies, and Ecologies**



Ottemo, A. (2020). The coproduction of masculinity and technology: problems and prospects. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 341-350). Routledge.

Hultman, M., & Pulé, P. (2020). Ecological masculinities: a response to the Manthropocene question?. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 477-487). Routledge.

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22. 23 November. **Deconstructing Masculine Boundaries: Power Dynamics in Sporting Culture, Fashion, Dress, Health, and Medicalization**

Matthews, C. R., & Channon, A. (2020). The 'male preserve' thesis, sporting culture, and men's power. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 373-383). Routledge.

Reilly, A., & Blanco F, J. (2020). Masculinities in fashion and dress. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 394-403). Routledge.

Robertson, S., & Shand, T. (2020). Men, health and medicalization: an overview. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 360-370). Routledge.

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23. 28 November. **Intersecting Narratives into Masculinities, Interpersonal Violence, War, and Militarism**

Boonzaier, F., & van Niekerk, T. (2020). Discursive trends in research on masculinities and interpersonal violence. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 457-466). Routledge.

Duncanson, C. (2020). Masculinities, war and militarism. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 467-476). Routledge.

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24. 30 November. **Engaging Men for Gender Justice**

Peretz, T. (2020). Trends and trajectories in engaging men for gender justice. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 498-507). Routledge.

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25. 5 December. **Deconstructing and Decolonizing National Borders and Gender Binaries; and Engaging Men for Gender Justice**

Watch the film, Kumu Hina [here](#).

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## Assignments at a Glance

Each assignment in this course is designed to be a steppingstone that contributes to the final paper. Each task, from research to crafting and polishing, holds significance and adds value to your academic journey. All written assignments are due by **11:59 PM** of the assigned due date.

Assignment	Due date	Weightage
<b>Assignment 1:</b> Narrative Vignette	Saturday <b>23 September</b> (D2L)	<b>25%</b>
<b>Assignment 2:</b> Group presentations	19, 24, 26, 31 <b>October</b> (in class)	<b>25%</b>
<b>Assignment 3:</b> Research Article	Friday, <b>1 December</b> (D2L)	<b>30%</b>
<b>Class Participation</b>	Ongoing	<b>20%</b>
Total =		<b>100%</b>

## Detailed description of assignments

### 1. **Narrative Vignette** 25%: due 11:59 PM on **Saturday 23 September** (D2L)

In this assignment, you are required to write a narrative vignette that reflects upon your personal experiences and understanding of issues related to masculinities. The aim is to explore how gender identity, cultural contexts, and societal expectations intersect to shape the construction of masculinity in various settings. Your narrative should engage with the complexities and nuances of masculinity and how it is experienced and expressed in a globalized world.

#### **Additional Tips:**

**Personal Reflection:** Begin your narrative vignette by reflecting on your own experiences or observations of masculinities. This can include experiences from your own life or those you have witnessed in diverse cultural or social settings.

**Intersectionality:** Explore how different aspects of identity such as race, ethnicity, nationality, sexuality, class, and religion intersect with masculinity. Consider the unique challenges and opportunities these intersections present in shaping masculine identities.

**Cultural and Social Context:** Analyze how cultural norms and societal expectations influence the understanding and performance of masculinity in different environments. You may draw upon examples from multiple countries or communities to illustrate your points.

**Critical Analysis:** You may go beyond personal narratives and critically assess the impact of masculinities on individuals, communities, and global society. Discuss power dynamics, hegemonic norms, and the implications of transnational masculinities in perpetuating or challenging existing gender inequalities.

**Addressing the issues:** Conclude your vignette addressing or providing suggestions for promoting positive and inclusive expressions of masculinity within a transnational framework. Consider how individuals and societies can work together to redefine masculinities in ways that foster understanding, empathy, and gender equity.

Submit your assignment in Word, **NOT** PDF or any other format.

- **Deadline:** 11:59 PM on **Saturday, 23 September** (D2L).
- **Length:** 500-700 words, exclusive of references.
- **Formatting:** Per the style guide of the American Psychological Association (APA), your assignment needs to be double-spaced; Use 11-point Calibri, 11-point Arial, or 12-point Times New Roman, per this [site](#).
- Paragraphs need to be indented .5 inches and have no space "above" or "below." Check paragraph formatting and set both to 0 if they have space in either direction.
- Your document needs to have 1-inch margins all around.
- Include a cover page, which needs to be set up [this way](#).
- Don't forget a title (Since it is your narrative, it can have a title of your choice).
- Use "I" and "me," not "the author."
- Upload a Word document only. Do not upload a PDF.

## 2. Group presentation 25% total; in person.

In this group presentation, your task is to lead an interactive and engaging session that critically analyzes and discusses the assigned reading(s) related to various aspects of masculinities. You will work with a group (maximum of 5 participants) to guide the class in a thoughtful and insightful analysis of the readings. The goal is to encourage class participation, discussion, and questions while providing a comprehensive understanding of the key elements, strengths, and limitations of the selected readings. Your presentation should approach the reading(s) from both a knowledge generation perspective and an activist standpoint, connecting them to contested or debated ideas and issues pertaining to masculinities.



## Presentation Guidelines

**Topic Selection:** Choose one of the following topics for your group presentation. Your group needs to submit your ranked top 2 choices (via email) for me to be able to assign one of the topics for your presentation.

- **Group 1 (19 October)**

Topic: Embodied Masculinities: The Complex Matrix of Disability and Identity  
Readings: Robertson, S. Monaghan, L., & Southby, K. (2020). Disability, embodiment, and masculinities: a complex matrix. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 154-164). Routledge.

- **Group 2 (24 October)**

Topic: Masculinities Across the Lifespan: The Dynamic Formation of Masculinities and Identity Work  
Reading: Bhana, D. (2020). Little boys': the significance of early childhood in the making of masculinities. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 174-182). Routledge.

Tarrant, A. (2020). Maturing' theories of ageing masculinities and the diverse identity work of older men in later life. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 192-200). Routledge.

- **Group 3 (26 October)**

Topic: An Odyssey into Transnational Transgender Masculinities  
Readings: Abelson, M. J., & Kade, T. (2020). Trans masculinities. In L. Gottzén, U. Mellström & T. Shefer (Eds.), *Routledge international handbook of masculinity studies* (pp. 165-173). Routledge.

- **Group 4 (31 October)**

Topic: Democratizing Masculinities: Embracing a Queer-trans Imaginary  
Readings: Martino, W. J. (2012). Queering masculinities as a basis for gender democratization: Toward embracing a transgender imaginary. In C. J. Greig & W. J. Martino (Eds.), *Canadian men and masculinities: Historical and contemporary perspectives* (pp. 205-226). Canadian Scholars' Press Inc.

**Critical Analysis:** Begin your presentation by providing an overview of the selected readings, highlighting their key themes, concepts, and arguments. Critically examine how the authors approach the issues of masculinity, dis/ability, age, the body, or transgender identities, and identify the theoretical frameworks used.

**Engage the Class:** Foster a participatory environment (feel free to plan activities) during your presentation to encourage critical thinking and engagement. Use various interactive techniques, such as group discussions, debates, case studies, or multimedia resources, to involve the class actively.

**Knowledge Generation and Activism:** Discuss the implications of the readings from both a knowledge generation perspective and an activist standpoint. How do the ideas presented in the readings contribute to our understanding of masculinities? How can this knowledge be applied to promote positive change and challenge existing norms?

**Strengths and Limitations:** Articulate the strengths and limitations of the reading(s). Are there any gaps or potential biases in the authors' approaches? How might these readings be complemented by other perspectives or research?

**Contested Ideas and Debates:** Connect the reading(s) to contested or debated ideas and issues related to masculinity. Explore how the(se) reading(s) contribute to ongoing dialogues in the field and offer insights into diverse perspectives.

**Time Management:** Ensure that your presentation fits within the 45-60-minute time frame, leaving ample time for class participation, discussions, and questions.

### Additional Tips

**Collaborative Approach:** Collaborate effectively within your group to allocate presentation responsibilities and ensure a cohesive presentation flow.

**Visual Aids:** Utilize appropriate visual aids, such as slides or handouts, to enhance understanding and engagement during the presentation.

On your ppt slide, provide only bullet points that indicate the themes you want to discuss.

**That's all.** Do not barrage your audience with text. **Theme phrases only.** No full sentences and certainly no paragraphs. Keep it visually simple.

Here's a [20-minute video](#) that explains everything you need to know to never misuse PowerPoint ever again. It is worth your time to watch it.

Your slides, should you choose to have them, should be a visual aid, not the presentation itself. You are the presentation.

You don't need to memorize your notes (although you can), but you should have a firm grasp of their contents. The key is **practice** to look professional.

**References:** Properly cite the assigned readings and any additional sources you use in your presentation. Use APA citation style for references.

### 3. Research Article

30%, due by 11:59 PM on Friday, 1 December (D2L).

#### Assignment Overview:

In lieu of a final exam, you are required to submit a final research article at the end of the semester. The research article should be connected to the topic of transnational masculinities and should delve deeper into a specific aspect or issue related to this subject. You are encouraged to select a topic that has been covered in the course but warrants further exploration using scholarly sources outside of the course material. The research article will follow the APA format, with appropriate citations in the body of the article and a bibliography at the end.

#### Guidelines

**Topic Selection:** Choose an open-ended topic related to transnational masculinities that interests you and has been discussed in the course. The topic must be approved by the instructor (me) through email before proceeding.

**Research Question:** Develop a relevant research question that will guide your

exploration of the chosen topic. The research question should be focused and encourage an in-depth analysis of the subject matter.

**Thesis Statement:** Formulate a clear and concise thesis statement that presents your well-thought-out answer to the research question. Your thesis should be carefully crafted based on your research findings and may evolve as you delve deeper into the topic.

**Literature Review:** Conduct a comprehensive literature review to identify scholarly sources from outside the course material that contribute to the understanding of your chosen topic. Use reputable academic databases and libraries to access relevant peer-reviewed articles, books, and other authoritative sources.

**Critical Analysis:** Analyze the selected scholarly sources and present a critical evaluation of their arguments, methodologies, and contributions to the field of transnational masculinities. Compare and contrast different perspectives to offer a well-rounded analysis.

**Original Insights:** Provide your original insights and interpretations based on the literature and classroom discussions. Engage with scholarly material to form a cohesive and persuasive argument.

**APA Format:** Format your research article according to APA 7th ed. guidelines with 1" margins, double-spaced text, and either 11-point Calibri, Arial, or Georgia; or 12-point Times New Roman font. Remember to indent all paragraphs by 0.5 inches.

**In-text Citations and Bibliography:** Use proper APA-style in-text citations for all referenced material throughout the article. Include a bibliography at the end of the article that lists all the sources consulted during your research.

**Anti-Plagiarism Check:** Ensure that your research article is original and properly cites all sources. All articles will be run through anti-plagiarism software.

**Submission Instructions:**

Submit your final research article as a **Word document**, following the provided guidelines. The article must be submitted by the designated deadline via **D2L** only.

**Note:** Remember that this research article allows you to explore a specific aspect of transnational masculinities in-depth, drawing upon scholarly sources beyond the course material. I will work with you throughout the process, helping you develop your research question and identify suitable sources. Embrace the opportunity to engage with the subject matter critically and creatively. Good luck with your research!

#### 4. Class participation

Class participation is a vital component of this course and serves as an opportunity for you to actively engage with the material, exchange ideas, and contribute to meaningful discussions. Your active involvement in class discussions will not only enhance your learning experience but also enrich the collective understanding of transnational masculinities.

### **Guidelines for Class Participation**

**Active Engagement:** Come to each class session prepared and ready to actively participate in discussions. Engage with the assigned readings, lectures, and any supplementary materials provided.

**Thoughtful Contributions:** Contribute thoughtfully to class discussions by offering insights, asking questions, and sharing your perspectives. Build upon the ideas presented by your peers and the instructor, fostering a collaborative and intellectually stimulating environment.

**Respectful Interaction:** Be respectful of diverse viewpoints and create a safe space for open dialogue. Respectful disagreement is encouraged, but remember to maintain a positive and inclusive atmosphere.

**Critical Thinking:** Demonstrate critical thinking skills by analyzing the course material, challenging assumptions, and connecting concepts to real-world contexts. Back up your arguments with evidence and relevant examples.

**Preparation and Participation Points:** Your class participation will be assessed throughout the semester. Regular and meaningful participation is crucial for earning full participation points.

**Active Listening:** Actively listen to your peers and the instructor during discussions. This will help you build on previous points, ask clarifying questions, and contribute constructively to ongoing conversations.

**Attendance:** Regular attendance is essential for active participation. If you have to miss a class due to unforeseen circumstances, make an effort to catch up on the material and engage with your peers to stay connected with the course content.

**Technology Usage:** While technology can enhance learning, ensure that the use of laptop/tablet during class is relevant to the discussion and does not disrupt your active participation or that of others. **Use of mobile phones is NOT permitted in the class.**

**Flexibility and Adaptability:** Embrace the dynamic nature of class discussions. Be open to exploring new ideas, revising your perspectives, and adapting your understanding based on the insights shared by others.

### Assessment rubric

Your work will be assessed according to the rubric below:

Quality of work	Range
<b>Superlative:</b> Demonstrates thorough understanding of the expectations and requirements of the assignment. Skillful presentation of complex ideas from the scholarship. Discussion that is coherent and clear. Ideas easily flow from one point to another. Exceptional sophistication of thought, superior inquiry, and excellent analysis and synthesis. Excellent writing, including APA formatting.	90-100
<b>Excellent:</b> Demonstrates understanding of the expectations and requirements of the assignment. The writing conveys an ability to analyze complex concepts and perspectives from the scholarship. Critically analyzes texts and discussions. Excellent and original writing, including APA formatting.	85-89
<b>Very good:</b> Demonstrates understanding of the expectations and requirements of the assignment. Critically and insightfully analyzes texts and discussions. Strong and original writing, including APA formatting.	80-84
<b>Good.</b> Demonstrates good understanding of the expectations and requirements of the assignment. Critically and insightfully analyzes texts and discussions. Good and original writing, including APA formatting.	75-79
<b>Satisfactory:</b> Demonstrates a general understanding of the expectations and requirements of the assignment. Critically and insightfully analyzes texts and discussions. Understandable and original writing, including APA formatting.	70-74
<b>Merely satisfactory:</b> Demonstrates a basic level of understanding of the expectations and requirements of the assignment. The content might lack insight and analysis of texts and discussions. Understandable and original writing, including APA formatting.	70-73 (or lower)

### Additional Course Policies

**Our main course policy is, in the words of the late great Aretha Franklin, R-E-S-P-E-C-T.** It is essential that we respect one another, regardless of our differences. This means actively listening to and learning from each other, refraining from hate speech at all times, and creating an inclusive and equitable teaching and learning environment.

To achieve this, we must be proactive in recognizing and checking our own privileges. It is also crucial to uplift the voices of oppressed identities and their intersections, utilizing Women's Studies pedagogical techniques. Approaching this



course with a feminist spirit of openness, academic curiosity, and respect will make this process easier, but it may still present challenges at times. As we progress through the course, we will learn and grow together, acknowledging that no one is an expert on all social identities and their intersections. We all have room to learn more.

Notably, masculinities have been understudied within Women's Studies, which might have influenced some of you to enroll in this course. Your active participation in this class provides an important opportunity to expand the conversation and foster unity across differences.

### Late Assignments

Late assignments will receive a deduction of 5% for every day late (including Saturdays and Sundays).

**Extensions** will only be granted in exceptional circumstances and generally must be **requested by email a week or more before** the assignment is due.

### Email Policy

I will generally only respond to emails from Monday to Friday. Please put "Transnational Masculinities" in the subject heading, as I teach other courses as well. Please email me rather than send messages through myCourseLink. You may also ask questions during our regular in-class meetings.

### Academic "integrity"

In the words of Dr. Gerald Walton<sup>1</sup>, crediting other people with their ideas is one of the hallmarks of scholarship. It isn't difficult to do. Here are three key points to guide you. These are not optional, by the way; they are required.

1. **Give credit** where it is due through citations and references. This is a "no-brainer." Yet, some falter on this simple standard of practice. It's better to have too many citations than not enough.

**What is a citation?** It is an indication of where the idea came from that you have included in your assignment. The word, "citation" is the noun; the words "cite," "cited," and "citing" are the verbs.

Here are two ways of citing:

1. Bullying is an unresolvable problem (Walton, 2015). [parenthetical citation]
2. According to Walton (2015), bullying is an unresolvable problem. [non-parenthetical citation]

**What is a reference?** A reference is the information on where the citation came from. All references are provided in an alphabetical list at the end of the paper, beginning on a new page (use a page break).

The reference for the above citation, in APA format, would be:

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<sup>1</sup> [Dr. Gerald Walton, Faculty of Education, Lakehead University](#)

Walton, G. (2015). Bullying and the philosophy of shooting freaks. *Confero: articles on Education, Philosophy and Politics*, 3 (2), 17-35. DOI: <https://doi.org/10.3384/confero.2001-4562.150625>

**What is APA?** The acronym stands for the *American Psychological Association*. Decades ago, the organization created a system of citing and formatting that many universities use to this day (it is also known as a style guide). It is not the only formatting system (style guide) that exists in the world, but it is the one that we use in the Faculty of Education.

I hear your fear and dread. But many students blow it out of proportion like APA is a monster that's going to eat them alive.

APA is not a monster. It is a system of organizing information. That's all.

As it is with any system, there are ways to do it correctly and there are ways to do it incorrectly. Fortunately, you have resources at your fingertips to help you, but only if you are diligent about following them. It's not difficult.

The Lakehead website would be your go-to resource, specifically the Academic Support Zone.

- Find the [Academic Support Zone](#) webpage.
- Click Academic Resources.
- Then click Resources on "Citation styles and references."
- You will see a list; choose "APA (OWL at Purdue)" and *voilà!*

OWL stands for Online Writing Lab, which should tell you that it has practically everything you need to know about how to set up a document and how to cite and reference. It even includes a student sample paper. All you need to do is replicate how it looks to your own content.

APA is not as difficult as many students seem to think. In any case, figuring it out is your work as graduate students. It is a basic skill. Demonstrating APA skills will matter when I read and assess your assignments.

2. **Paraphrase or summarize in your own words and cite the original source.** If you don't know what particular words mean that an author has used, then don't use those words. Figure out the meaning and use synonyms, as long as they make sense to the context. Diction is often a challenge for English language learners, and even people who speak English as a first language.

**Summary example:** According to Walton (2015), bullying is an expression of discomfort with social differences.

3. **Do not use assignments from a previous course for a current one.** You can, however, build on ideas you explored in assignments for other courses. You can describe in a sentence or two what you explored and for what course, plus a statement on how you want to further your explorations by doing x, y, or z in the current assignment. (Ask for clarification if you need it.)

That's mostly all there is to it.

It is not only good practice to demonstrate personal and scholarly integrity in the above ways, it is also very impressive when you can say (verbally or in writing), something like this:

Singh's (2014) take on masculinity is that it is not exclusive to boys and men. By contrast, Wilson (2018) argues that masculinity is a natural outcome of the primary and secondary sex characteristics of males. Vaid (2020) offers another perspective, which is that masculinity is influenced by biological factors but is shaped through social regulation, encouraging it among boys and men and discouraging it among girls and women. What is not addressed is how expressions come to be perceived as masculine or feminine in the first place and why each gender expression is socially significant in varying ways.

In the above passage that I made up just for demonstration, not only has the author (me) shown expertise with scholarly ideas and given due credit, they have added their own to the discussion. Strive for sophistication in your academic writing.

Here is the link to Lakehead's [Student Code of Conduct - Academic Integrity](#) which focuses on the "don't-s" but, unfortunately, not the "do-s." (Notice what I just did? I offered an argument based on critical thinking.)

In my opinion, the "do's" are more important because they rely on **building skill**. Strengthen your core scholarly skills of paraphrasing, summarizing, and quoting, while also citing and referencing any and all sources that you use to build your case.

**The takeaway:** Don't intentionally or unintentionally offer **forgeries** as your assignments (meaning, don't plagiarize; meaning, give credit where needed).

**Let me put it differently:** If you were to take a course in how to fix a car and part of the evaluation were to diagnose problems in a car engine, would you hire someone else to conduct the diagnosis for you? Of course not.

Or if you took a painting class, would you submit a work by another artist? You would not.

The same principle applies to academic courses. Do the work yourself and give credit when you need to. Otherwise, why are you here?

And don't let AI write something for you. That's just **weak and lazy**. Use it as a resource but not as your own brain.

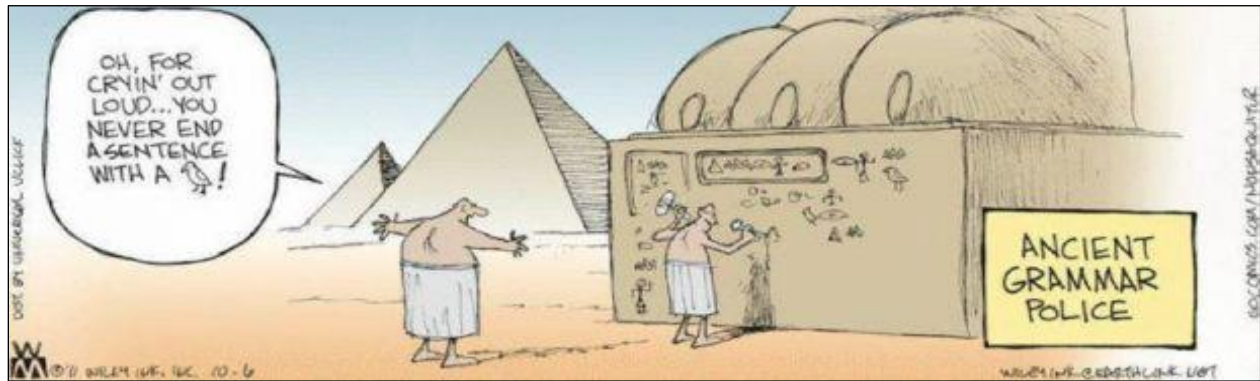
Yes, it's hard work. This is what you signed up for. If you won't do the work, then you should not be in grad school.

### **Crushing a professor's soul: Bad habits in academic writing and how to break them.**

A brief and incomplete list of common transgressions in students' writing, compiled by Dr. Gerald Walton<sup>2</sup> (2020).

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<sup>2</sup> [Dr. Gerald Walton, Faculty of Education, Lakehead University](#)



Miller, W. (2012)

Most academic writing should not be dense and elitist. Rather, it should be clear and grammatically sound. Part of my job is to point out problems in students' assignments as a way of helping them to improve their skill. It is not personal and does not imply that students lack intelligence. It is about improving the work through skill development. I am not talking about perfection. Everyone makes mistakes, including me. I am talking about bad writing habits that need to be broken.

One of the jobs of being a student is to work towards strengthening academic writing skills. For that purpose, please see below a partial list of problems in students' writing that I have seen over the years that I implore you to not incorporate in your writing. Please read these carefully and use this list when you edit your own writing.

After the list of common writing problems that, yes, you will see in published work, Dr. Walton offers his **Top Three Pet Peeves** on students' academic writing. A "pet peeve" is something that really bugs a person, an irritation.

### Common problems (that should not be common). Or, STOP IT!

- ✓ **Using "our" and "we"** without specifying exactly who you mean. Otherwise, you are speaking for other people and/or being very vague.
  - "our educational system," "our curriculum," and (worst of all), "our students." [Who is included in "our"? What about "their" educational system? Why insist on using a possessive in the first place?]
  - Instead, write in non-possessive terms:** "The education system in Ontario is . . ." or "School environments can be extremely difficult for many students."
  - ". . . the way we want to be seen . . ." and "we have high rates of violence" [Who is "we"?]
  - Or, specify the context:** "In my school, educators support and encourage gender diversity. We work together to mitigate the harmful effects of the gender binary."
- ✓ **Making vague statements.** Be specific! (These examples are from actual assignments, slightly re-worded.)

- “This does not necessarily support the actual experience as it is.”  
[What experience? How is it, actually? Is there only one? According to whom? Who has such an experience?]
- “I learned more about the curriculum that are out there.” [Which curriculum? Out where?]
- “The article was accepting the reality and dealing with the issues.”  
[Articles do not accept reality but people do. Also: Reality about what? According to whom? What issues?]

✓ **Homogenizing groups of people.**

- “Indigenous children do not have opportunities . . .” and “Men take their opportunities for granted.” [All Indigenous children? Not a single one? How do you know? All men?]
- “. . . Wilson et al. prove . . . that boys and girls choose different ways to. . .”  
[All boys choose one way, and all girls choose the other way?]  
**Instead:** use qualifiers such as “many,” “most,” and “some” or provide a context. For example, “Such factors explain why *many* children behave . . .”, “Most of the Indigenous children *who participated in this study* found to have double the risk of . . .” and “While *middle-class men tend to* take their opportunities for granted, . . .”

✓ **Cause-and-effect statements** and using the word “prove.”

- “A main predictor that was proved in this article . . .” [Predictors do not prove; they predict]
- “Creston (2019) offers empirical evidence to prove . . .”  
**Instead:** use qualifiers, such as “empirical evidence to *suggest*” and “class status is a *factor* that *contributes to* varying levels of achievement among students.”

✓ **Empty phrases** that are currently in vogue but add nothing to what you want to say.

- Why say “Having said that” or “That said”? You just said it. I just read it. So, why do you have to tell me that you just said it? It’s madness. *Stop it!*
- The worst of the worst, in my opinion, is the phrase “going forward.” It is a beloved term of journalists and politicians, but it says absolutely nothing. *Stop using it!*

✓ **Misusing “literally”** when you mean “figuratively.” (Or even better, don’t use either term.)

- Unless the point is actually literal, stop using “literally.” I have actually heard people say, “Oh my god, it’s so hot. I’m literally melting!” and “Kids’ brains were literally coming out of their heads.” *Stop it.*

✓ **Overusing “therefore” and “moreover”** and learn how to correctly use and punctuate “however.”

- ✓ **Learn and know the difference between “less” and “fewer,”** the latter used when in reference to whole units, such as people, measurements, and objects. “Less” is used when there are no finite units.
- **Incorrect:** There are less people in this classroom than that one.
  - **Correct:** There are fewer people in this classroom than that one.
  - **Correct:** There is less water in this glass than in that one.

As stated above, here are Dr. Walton’s **Top Three Pet Peeves** in reverse order of soul-crushing power:

# 3

**Pet peeve #3:** Stop using “hit and run”-style quoting. (see *They say, I say*, by Graff, G. & Birkenstein, C., 2020.). This one is too detailed to explain here, but please look it up in the book or at least google it.

# 2

**Pet peeve #2:** Avoid ascribing the ability to think or act to concepts such as “society,” and “media.”

**Lousy:** “society believes that...” and “society tells people to...”

**Better:** “Some people in society believe that...” and “Gender expressions vary depending on the norms of any given society.”

**Lousy:** “Media cause violence in schools.”

**Better:** “It is a common belief that violence in certain forms of video games leads to actual violence among youth.”

# 1

**Pet peeve #1 (drum roll please):** Using “you” and “your” in scholarly writing is lazy, too conversational, and unsophisticated. **Stop it!**

**Lousy:** “You often don’t know when children are bullied at school.”

**Better:** “Many parents do not know that their children are bullied at school.”

The last nugget of advice: Before you submit an assignment, **read your writing out loud** and then edit. Yes, OUT LOUD. Edit as you write. Edit when you’ve finished. Edit it again. Edit, edit, edit.