

HC 232: Social Science Inquiry (CRN: 22613)
Policing Masculinities – University of Oregon – Winter 2021

Instructor: Dr. Tobin Hansen

Email: thansen2@uoregon.edu

Office Hours: Wed/Fri 0830-1000 hrs

Class Meeting Schedule: Tue/Thur 1415-1545 hrs

Zoom Meeting Link: Available on Canvas

Office Hours Meeting Slot: <https://tinyurl.com/y6rs2z3k>

Course Description

This course explores the shifting meanings; expressions; and social, cultural, and political implications of masculinities from a comparative cultural perspective. We will examine masculinities—considering gender alongside other aspects of social difference such as race, class, nationality, and sexuality—in U.S. and transnational cross-cultural contexts. The course will also focus on ways that state power reflects, configures, and is configured by notions of gender.

The course title, “Policing Masculinities,” has two meanings. It refers to the policing of masculinities in the broadest sense—the ways that gender norms are shaped, understood, enacted, and enforced—and, second, in the narrower sense of law enforcement, on the intersections of racialized masculinities with policing; prisons; and immigration enforcement and deportation. The course considers various pathways of socialization into toxic masculinities and hyper-masculinities, as well as into nurturing and collaborative masculinities. Moreover, it assesses connections between masculinities and state power, especially that of the U.S. federal government.

The course begins by setting a framework of masculinities as cultural constructions that take form within constellations of gendered practices and perceptions, in relation to race and other facets of social difference. It goes on to consider the relationships between social identities and state mechanisms of social control. This course draws on insights from anthropology and sociology as well as interdisciplinary feminist theory and cultural studies. Ethnography, film, and theory are used to probe the representational and material dynamics of masculinities, race, and state power.

Course Objectives

After successful completion of this course, you will be able to:

- Outline scholarly conceptions of the social identities of gender, race, class, nationality, sexuality, language, and ability.
- Explain humanistic social science approaches to understanding representational and material dynamics of men, masculinities, race, violence, and state power.
- Sketch the logics and mechanisms—e.g., policing, penal confinement, and deportation—of governmental control.
- Trace the ways that people navigate social identities and state power.
- Develop academic writing and oral presentation skills that demonstrate critical thinking and well-developed argumentation about social difference and power.
- Discuss reflexively the implications of your positioning within globalized social, economic, and political systems.

Required Texts

Panfil, Vanessa R. *The Gang's All Queer: The Lives of Gay Gang Members*. New York: New York University Press.

Other required texts are available on Canvas.

Course Logistics

Course Format: This is a synchronous course, meaning that we have live audio/video class meetings on Zoom. Course readings, explanations of activities and expectations, and deadlines are available on the online course platform—called Canvas—and in this syllabus. You will submit assignments on Canvas. In this course you are expected to take an active role in your learning. Completing course activities on time and in a high-quality manner requires motivation, organization, and responsibility. *Be resolute in your attentiveness to course content, activities, and due dates.* Anticipate the course calendar and be in touch well before a due date with a situation regarding completing assignments on time. To maximize your learning experience and keep the whole group on pace, you are expected to actively engage the course material and complete activities *before* deadlines.

Communication: Regular, edifying, and genial communication is important to a learning community. We will have regular contact during semiweekly class meetings via Zoom. I am happy to schedule additional Zoom meetings with you during office hours to talk more about what we are learning, give additional feedback on coursework, or offer support and guidance as you navigate your University of Oregon career and beyond. For general questions, e.g. regarding due dates, please consult the syllabus and Module tabs on Canvas first. Feel free to email me for any support that I can provide. When emailing, keep the following points in mind:

- Please put “HC 232” and the topic in the subject line of your email.
- My preference is that you begin your message with “Dear Tobin” or “Hi Tobin,” instead of “Hey” or simply no salutation at all. If you would rather call me “Dr. Hansen” or “Instructor Hansen,” that’s fine. I identify with “he” or “they” pronouns. Feel free to let me know if you have a preferred way to be addressed.
- Between Monday and Friday, generally expect a response to email within 24 hours.
- Please check your email and Canvas announcements regularly.

Course Requirements

❖ Attendance, Preparation, Participation, and Reading Response Self-Evaluation (15%):

You are expected to take an active role in your learning and to engage course content thoughtfully as you make connections to life experiences and previous learning and enrich the ways you understand race, gender, and state power. I expect you to prepare thoroughly and to make meaningful contributions in class: offering comments, questions, and critiques; listening attentively to others and responding to their ideas when appropriate; and doing your part to get the group started on time and working efficiently.

At least 30 minutes before each class session, you will submit a Reading Response to Canvas. Reading Responses will signal your reactions to and developing thoughts on assigned course texts. Reading Responses need not be polished writing. Responses should reflect your emergent thinking and be useful for me to understand what you’re getting from

our readings, to make our discussions more insightful. Good responses comprise one or two paragraphs of open-ended, thoughtful commentary.

Examples include: “X really shed new light on what we talked about in week and here’s why...” or “X confused me, because...” or “This made me want to learn more about aspects X and Y, to get a better grasp on A and B...”

❖ **Discussion Facilitation (15%):**

In a group of three, you will facilitate discussion for approximately 35-40 minutes once during the course. The objective is to critically engage course texts, especially their central claims and supporting evidence, such that we draw out main themes and generate new ways of considering course topics. The goal of our engagement with course texts is not to summarize them.

You and your partners should incorporate the following three elements into your Discussion Facilitation session (and spend most time on element three):

- 1) A brief introduction. Indicate 1) what we’re discussing, 2) the two or (at most) three main objectives of our discussion, and 3) an artifact to stimulate our thinking. Objectives are a straightforward statement of what we should be able to do or know after the discussion, e.g., “Explain ways that U.S. government deportation practices have disproportionate impacts along lines of race, gender, and nationality.” (Good verbs for objectives include “describe,” “outline,” “connect” and “apply.”) Artifacts might be a video clip, news article, song, social media post, or similar object that encourage us to connect with an aspect of the day’s topic and texts that we’ve read.*
- 2) A sophisticated contextualization of the readings: their central arguments, premises, methods used, evidence, and implications (i.e., what’s at stake).*
- 3) A deeper analysis of the two or three most crucial ideas of the text(s). You may lead us in an analysis by offering stimulating questions and by pinpointing especially rich passages from our reading to revisit. This process is an opportunity to make clear connections between how we understand the text(s) of the day and previous course texts and to seek, collectively, to identify tensions or areas of agreement between them and develop new perspectives on course topics. We may keep an eye on aspects of the argumentation, logic, tone, or evidence to critique. But the substance of the claims and the way they reconfigure our perspectives is what we’ll be most concerned with during Discussion Facilitations.*

Remember that the objective is to explore ideas by facilitating a discussion with and between your classmates. Endeavor to elicit active participation from others—the group in aggregate should do as much of the talking as you as facilitators.

You are being asked to accomplish a lot in 35-40 minutes. Manage your time effectively. I suggest that after your brief introduction, you—as a facilitation group—take roughly 15 minutes to contextualize and analyze, and then use a series of prompts to lead the class in a discussion that examines crucial aspects of the readings in more depth.

Please send me 1) your draft slides OR 2) draft outline two nights before your presentation so that I can give detailed, constructive feedback that you can then use.

You will be assessed for organizing the presentation in a clear and conscientious manner (40%), leading an incisive and creative analysis (50%), and following directions (10%).

❖ **Module Synthesis Papers (5% x3 – 15% total):**

In Module Synthesis Papers, you will respond to a short prompt that asks you to address critical aspects of the Module's topical focus as well as the analytical, conceptual, or methodological approach reflected in the course texts that we engage. Your Syntheses will not be a summary of course texts, but instead an integrated explanation of what is being studied, how, and what the implications for this study are.

Your Syntheses will begin with a succinct, declarative thesis statement that answers the prompt. Then, you will develop a discussion that richly explores the prompt in detail and provides examples from course texts. You will integrate into your discussion the ways in which aspects of social identities or state power are analyzed or conceptualized as well as by what methods they are explored. You will end with a concise conclusion that outlines the significance of this analytical or methodological approach for a holistic understanding of our course topics. Of our four Course Modules, you will choose three on which to write Syntheses. Syntheses are two double-spaced pages with 12-point font.

Syntheses will be assessed using four Writing Evaluation Rubric criteria: Content Development and Analysis (30%), Sources and Evidence (30%), Organization and Clarity (30%), and Context and Purpose (10%).

❖ **Letter to Public Audience or Government Official (10%):**

Letters will be written with the intention of influencing public debate or shaping public policy. Letters are an opportunity for you to consider a message regarding the political or moral implications of race, gender, and policing—given its historical, social, political, and economic context—and disseminate it to a wider public or to an elected official. You will then select a target audience, craft a letter or statement that persuasively makes your case, and upload or send the letter to the media platform or public office that you've identified.

Letters will be assessed based on four criteria: a well-defined thesis (15%), clarity and organization (35%), robust and logical discussion (40%), and following guidelines (10%).

❖ **Research Paper Topic and Sources (5%):**

For the Research Paper Topic and Sources assignment, you will develop and submit a topic, research question, and list of seven to ten academic sources—a first step toward producing your Final Research Paper. You will outline your proposed topic and research question in a paragraph that describes the directions you want your exploration to take and the specific question you want to answer. Your list of seven to ten academic articles and books should provide bibliographic information as well as a two- or three-sentence synopsis of each source.

❖ **Research Paper Outline (5%):**

For the Research Paper Outline, you will resubmit your revised Research Paper Topic and Sources as well as a section-by-section outline of your paper that provides summaries of your introduction, background, evidence, and discussion. The outline should reflect your vision for the structure of your argument and evidence you are providing.

❖ **Final Research Paper (30%):**

The Final Research Paper (6-8 pages, double-spaced, 12-point Times New Roman) is the culmination of your inquiry into an aspect of masculinities. It will reflect the manner in which you have engaged with and critically examined a central course topic.

Research Papers will be assessed using four Writing Evaluation Rubric criteria: Content Development and Analysis (30%), Sources and Evidence (30%), Organization and Clarity (30%), and Context and Purpose (10%).

❖ **Miscellaneous Activities (5%):**

Getting to Know You Survey, Final Reflection Survey, etc.

Accessibility

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of this course that result in disability related barriers to your participation. For more information or assistance, you are also encouraged to contact the Accessible Education Center, 164 Oregon Hall, 346-1155; website: <http://aec.uoregon.edu/> If you are not a student with a documented disability through Disability Services, but you would like for me to know about issues that will impact your ability to learn, I encourage you to contact me so that we can strategize how you can get the most out of this course.

Equity and Inclusion

The University of Oregon is a place where people from different cultures and experiences learn together; understanding and respecting these differences are critical for the University to be a place of open-minded inquiry where, in challenging the boundaries of knowledge, we include and value all members of our community. The university values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community. For more information or assistance, you are also encouraged to contact the following campus services:

- Division of Equity and Inclusion, 1 Johnson Hall, 346-3175; website: <http://inclusion.uoregon.edu/>
- Center for Multicultural Academic Excellence (CMAE), 164 Oregon Hall, 346-3479; website: <https://inclusion.uoregon.edu/content/center-multicultural-academic-excellence-cmae>
- Center on Diversity and Community, 54 Susan Campbell Hall, 346-3212; website: <http://codac.uoregon.edu/>

Statement of Support for DACA/Undocumented Students

I support all students regardless of immigration status or country of origin. I support DACAmented and undocumented students and promote your sense of belonging and safety in the United States, the local community, and at UO. I commit to not sharing your status with anyone if you

reveal it to me, but also want to remind you that when interacting with faculty, staff, and offices around campus you are never required to reveal your immigration status.

Reporting

As a UO employee, I have certain reporting obligations as explained on the [Employee Reporting Obligations](#) webpage. If you experience any form of prohibited discrimination or harassment, including sex- or gender-based violence, you will find information at safe.uoregon.edu, respect.uoregon.edu, or investigations.uoregon.edu. Moreover, for help you may contact the non-confidential Title IX office (541-346-8136), Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE. I am also a mandatory reporter of child abuse. Additional information is available at [Mandatory Reporting of Child Abuse and Neglect](#).

Academic Integrity

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without my express permission. Students should properly acknowledge and document sources of information (e.g., quotations, paraphrases, ideas) and use types of sources and resources that conform to academic convention. If there is any question about whether an act constitutes academic misconduct, it is your obligation to clarify the question with me before committing or attempting to commit the act. Please contact me with any questions you have about academic conduct.

Instructor Statement on Acceptable Communication

Interactions within our remote, digital classroom should promote a supportive, collaborative, and non-threatening environment. This includes during Zoom meetings, on Discussions threads, via email, or on any other communicative medium. Learning is not a linear process; it is chaotic, occurs in fits and starts, and depends on our interacting with one another about nuanced ideas. I take a constructivist approach to teaching and learning, meaning that I seek to help you make connections between your existing ideas, experiences, and values and new ones you'll be exposed to. Respectful collaboration with me and your classmates is key to this process.

Community learning is challenging. It requires attention, effort, and consistency. It isn't always easy to listen closely to others, humbly question our own ideas, and respond in ways that stimulate our learning and that of others. And it takes time to develop the trust needed to risk sharing our ideas and ourselves. In building trust, we can make some assumptions about each other (e.g. we all value learning?) but should also keep in mind that we there is a lot that we don't know about each other's beliefs and lives. Being surprised, confounded, and prompted by what others say, write, and do, requires focus, energy, and goodwill; but productive challenges to our knowledge and points of view are what force us to muddle through to new ways of thinking and enriched lives. Openness to an approach which values the experiences of others will certainly provide a way for us to communicate respectfully and to appreciate one another's humanity above all else.

The University of Oregon's free speech policy reads, in part: "As a public institution, the University will sustain a higher and more open standard for freedom of inquiry and free speech

than may be expected or preferred in private settings... Free inquiry and free speech are the cornerstones of an academic institution committed to the creation and transfer of knowledge.” It goes on to say, “It is the responsibility of speakers, listeners and all members of our community to respect others and to promote a culture of mutual inquiry.” In other words, we enjoy the freedom to speak, but share the obligation to do so in a way that is thoughtful, responsible, and considerate.

The following are some guidelines for our communication:

- Be constructive. Share ideas, thoughts, and analyses that are thought provoking, but in a way that is sensitive to others’ wellbeing and dignity. When responding to others, express appreciation of their insights and add to, complement, and extend their ideas.
- Be considerate. Discussions are for analyzing concepts, not the character of the people who express them. Take responsibility for supporting others’ learning and for making them feel heard and accepted.
- Be respectful. Take note of your participation and that of others to help the group develop a balanced discussion. For some of us, it’s difficult to speak up. For others, it takes effort to be quiet. Be attuned to the interpersonal dynamics of the moment and work hard—by speaking up or laying back, when needed—to improve your group collaboration and communication skills.

Access UO free speech policy and further information at: <https://policies.uoregon.edu/policy/by/1/01-administration-and-governance/freedom-inquiry-and-free-speech>

Grading			
A+	=97-100%	A	=93-96.9%
A-	=90-92.9%	B+	=87-89.9%
B-	=80-82.9%	B	=83-86.9%
C+	=77-79.9%	C-	=70-72.9%
C-	=70-72.9%	C	=73-76.9%
D+	=67-69.9%	D-	=60-62.9%
D-	=60-62.9%	D	=63-66.9%
F=	<59.9%		

Levels of performance:

- (A) Outstanding performance relative to course requirements. Demonstrates mastery of course content at the highest level.
- (B) Performance that is significantly above course requirements. Demonstrates mastery of course content at a high level.
- (C) Performance that meets course requirements in every respect. Demonstrates adequate understanding of course content.
- (D) Performance that is at a minimum level to pass, but does not fully meet requirements in all aspects; demonstrates a marginal understanding of course content.
- (F) Performance that does not meet requirements, for whatever reason. Demonstrates an inadequate understanding of course content.

Course Topics and Readings

Module One: Theorizing Gender, Race, and Power

In the first module we will outline ways that gender, race, and state power are socially constructed. What relationships exist between enfolded bodies and cultural conceptions of gender and race? In what ways are gendered expressions fluid, contingent, and mutable? How can we understand the relationships between gender, race, and other social identities? And how might we conceptualize modern states' coercive control? How is state power enacted and subverted?

[1] Tuesday, January 5 – Introductions, Course Overview

[2] Thursday, January 7 – Doing Gender I

Pascoe, C. J. and Tristan Bridges. 2016. "Exploring Masculinities: History, Reproduction, Hegemony, and Dislocation." In *Exploring Masculinities: Identity, Inequality, Continuity, and Change*, edited by C. J. Pascoe and Tristan Bridges, pp. 1-34. New York: Oxford University Press.

[3] Tuesday, January 12 – Doing Gender II

Núñez Noriega, Guillermo. 2014. *Just Between Us: An Ethnography of Male Identity and Intimacy in Rural Communities of Northern Mexico*. Tucson, AZ: University of Arizona Press. Intro-Ch 1, pp. 3-62.

Due: Getting to Know You Survey

[3] Thursday, January 14 – Theorizing Masculinities

Messerschmidt, James W. 2018. *Hegemonic Masculinity: Formulation, Reformulation, and Amplification*. Lanham, MD: Rowman & Littlefield. Ch 2, Ch 5; pp. 25-46, 109-132.

[5] Tuesday, January 19 – Racial Constructions

Smedley, Audrey and Brian D. Smedley. 2005. "Race as Biology Is Fiction, Racism as a Social Problem Is Real." *American Psychologist* 60(1), 16-26.

[6] Thursday, January 21 – Bringing Social Identities Together

Misra, Joya. 2018. "Categories, Structures, and Intersectional Theory." In *Gender Reckonings: New Social Theory and Research*, edited by James W. Messerschmidt, Patricia Yancey Martin, Michael A. Messner, and Raewyn Connell, pp. 111-133. New York: New York University Press.

Module Two: Criminalization and the Politics of Moral Value

The second module provides a framework for understanding the moral value attributed to various (racialized and gendered) configurations of life. How have scholars analyzed how lives are understood as "right" and morally "good"? What is the relationship between social identities and social marginalization? How do gendered cultural understandings inflect notions of criminality and justify the use of state violence?

[7] Tuesday, January 26 – Considering State Power

Foucault, Michel. 1995[1975]. *Discipline and Punish: The Birth of the Prison*. New York: Random House. III. 2. Pp. 170-194.

Due: Module One Synthesis Paper (complete three of four Synthesis Papers)

[8] Thursday, January 28 – Social Identities, Crime(inalization), and Valuing Life

Cacho, Linda M. 2012. *Social Death: Racialized Rightlessness and the Criminalization of the Unprotected*. New York: New York University Press. Intro, pp. 1-34.

Messerschmidt, James W. 2013. *Crime as Structured Action: Doing Masculinities, Race, Class, Sexuality, and Crime*. Lanham, MD: Rowman & Littlefield. Intro, pp. 1-9.

[9] Tuesday, February 2 – Gender, Soldiering, and Intimate Attachments – Guest: Senior Librarian Miriam Rigby

Wool, Zoë H. 2015. *After War: The Weight of Life at Walter Reed*. Durham, N.C.: Duke University Press. Ch 5, pp. 157-188.

Due: Research Paper Topic and Sources

[10] Thursday, February 4 – Masculinist Discourses and Human Value

Pasco, C. J. 2017. “Who is a Real Man? The Gender of Trumpism.” *Masculinities and Social Change* 6(2), 119-141.

[11] Tuesday, February 9 – Gendering Flesh

Snorton, C. Riley. 2017. *Black on Both Sides: A Racial History of Trans Identity*. Minneapolis, MN: University of Minnesota Press. Intro-Ch 1, pp. 1-53.

Due: Research Paper Outline

[12] Thursday, February 11 – Racialized Masculinities that We (Think We) See, Things that We (Think We) Know

Berg, Charles R. 2002. *Latino Images in Film: Stereotypes, Subversion, Resistance*. Austin, TX: University of Texas Press. Ch. 2, pp. 38-65.

(Television episode) Simon, David and George Pelecanos. 2008. “Late Editions.” *The Wire*, Season 5, Episode 9. (Available on streaming services.)

Module Three: Racialized Masculinities, (Non-)Belonging, Policing, and Confinement

The third module engages notions of belonging in and exclusion from local communities and the nation, the exercise of state authority, and social identities. What are the connections between criminal law enforcement and immigration law enforcement? What implications for membership are reflected in practices of policing, prisonization, and forcible expulsion?

[13] Tuesday, February 16 – “A Gendered Racial Removal Program”

Golash-Boza, Tanya and Pierrette Hondagneu-Sotelo. 2013. “Latino Immigrant Men and the Deportation Crisis: A Gendered Racial Removal Program.” *Latino Studies* 11(3), 271-292.

Hansen, Tobin. 2021. “Deporting through Crime and Race.” In *Voices of the Border: Testimonios of Migration, Deportation, and Asylum*, edited by Tobin Hansen and María Engracia Robles Robles, pp. 135-142. Washington, D.C.: Georgetown University Press.

Due: Module Two Synthesis Paper (complete three of four Synthesis Papers)

Optional:

Stumpf, Juliet. 2013. “The Crimmigration Crisis: Immigrants, Crime, and Sovereign Power.” In *Governing Immigration Through Crime: A Reader*, edited by Julie A. Dowling and Jonathan Xavier Inda, pp. 59-76. Stanford, CA: Stanford University Press.

[14] Thursday, February 18 – Racialized Confinement

Hernández, Kelly Lytle. 2017. *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles*. Chapel Hill, NC: University of North Carolina Press. Intro, Ch 5; pp. 1-15, 131-157.

[15] Tuesday, February 23 – Racialized Policing

Spencer, Katherine B., Amanda K. Charbonneau, and Jack Glaser. 2016. “Implicit Bias and Policing.” *Social and Personality Psychology Compass* 10(1), 50-63.

Module Four: Policing Masculinities

In the fourth module, we will explore the everyday navigation of multiple marginalities in the context of street gangs. How do nonnormative expressions of gender and sexuality compound marginalization along lines of race and class? How may norm-breaking along expressions of gender and sexuality constitute a response to social marginalization? What role might crime and gang involvement play in resisting social marginalization?

[16] Thursday, February 25 – Sexualities and Gangs

Panfil, Vanessa R. *The Gang’s All Queer: The Lives of Gay Gang Members*. New York: New York University Press. Intro-Ch 1, pp. 1-46.

Due: Module Three Synthesis Paper (complete three of four Synthesis Papers)

[17] Tuesday, March 2 – Humanizing Gangsters and Gangs

Panfil, Vanessa R. *The Gang’s All Queer: The Lives of Gay Gang Members*. New York: New York University Press. Ch 2-3, pp. 47-107.

[18] Thursday, March 4 – Negotiating Identities

Panfil, Vanessa R. *The Gang's All Queer: The Lives of Gay Gang Members*. New York: New York University Press. Ch 4-5, pp. 108-164.

Due (submitted to Canvas): Letter to Public Audience or Government Official

[19] Tuesday, March 9 – “Queer, Here and Now” – Guest: Prof. Vanessa Panfil

Panfil, Vanessa R. *The Gang's All Queer: The Lives of Gay Gang Members*. New York: New York University Press. Ch 6-Conc, pp. 165-232.

[20] Thursday, March 11 – Conclusion

Wrap up

Due: Module Four Synthesis Paper (complete three of four Synthesis Papers)

Due: Final Research Paper

Due: Participation Worksheet