

GUYLAND: The Perilous World Where Boys Become Men by Michael Kimmel



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2012-2013 Common
Book Teaching Materials
Winona State University

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2012-2013 Common Book
GUYLAND: The Perilous World Where Boys Become Men
Michael Kimmel

Dear Colleagues:

Thank you for considering adopting Winona State's 2012-13 Common Book, *Guyland: The Perilous World Where Boys Become Men*, by Michael Kimmel. Each year, the Common Book Project brings together many learners, readers, and teachers at Winona State through discussion of a single work.

Based on extensive sociological research and interviews with hundreds of young people across the country, *Guyland* explores the complex social world in which boys, from age 16 to 26, are expected to make the transition to manhood. Kimmel argues that what was once a relatively clear and direct passage from adolescence to adulthood has become much more complicated and confusing, as many young men embark on an extended boyhood. Kimmel examines both the causes and the effects of this prolonged adolescence—for men and women—particularly its implications for adult relationships, families, and personal and professional success.

With its focus on masculinity and gender roles more broadly, *Guyland* offers rich opportunities for interdisciplinary inquiry and conversation. Kimmel's wide-ranging exploration of gender will offer a valuable contribution to Winona State's 2012-13 university-wide "Well-Connected" theme. The book will be adopted in a range of classes, including many sections of first-year composition. Students are likely to see in *Guyland* reflections of their own experiences as they navigate the often disorienting terrain of the college social world and the transition to adulthood.

These teaching materials, researched and designed by English graduate assistants Corey Dressel, Brittney Greeno, and Tulin Unganer, are provided as a courtesy for classroom use. They are designed primarily for adopters in introductory composition courses but may be used or adapted for courses in other areas. This packet contains general suggestions for teaching the book; questions for reading and discussion; writing projects; and suggestions for further reading.

To adopt the book, simply include it (ISBN 978-0060831356) in your regular book order.

Other information:

- **Desk/examination copies:** The English Department has a limited number of desk/exam copies; if you would like to request one, please contact Barb Nascak at banascak@winona.edu. Desk/exam copies may also be requested via the publisher's website, harpercollins.com.
- **Additional information**, including an author biography and links to a number of relevant interviews with and articles by Kimmel, is available at the following websites:
 - <http://www.harpercollins.com/author/microsite/About.aspx?authorid=29757>
 - <http://www.guyland.net/>

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- **Author visits:** Kimmel will visit WSU to discuss *Guyland* October 9-10, 2012, and again in spring 2013. His fall keynote address is tentatively scheduled for 7 pm, October 9, in Somsen Auditorium.
- **Related programming** will be publicized as the academic year begins.
- **For additional copies of these materials, or for further information,** please contact Ann-Marie Dunbar at adunbar@winona.edu.

Sincerely,

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Cover image: [http://www.prioritytextbook.com/products/Human-Relations%3A-Principles-and-Practices-\(7th-Edition\)-Reece-IE.html](http://www.prioritytextbook.com/products/Human-Relations%3A-Principles-and-Practices-(7th-Edition)-Reece-IE.html).

PRE-READING QUESTIONS

The following questions address a variety of topics discussed throughout *Guyland*. They are meant to introduce students to the major themes of the book and help students relate them to their personal experiences.

1. Consider the male figures in your life (brothers, fathers, uncles, friends, etc.). What key words would you use to describe these male figures? When you describe these male figures do you see a pattern in what type of words you are using to describe them? Is this pattern negative or positive?
2. How are young male adults represented in mass media? Would you say that this representation is positive or negative? Why or why not?
3. Have you ever heard of the Bro Code? What does it mean to you? Is it significant in young men's lives?
4. What is the role of women (mothers, friends, girlfriends, sisters, peers, etc.) in a young man's life? What key words would you use to describe these female figures? When you describe these female figures do you see a pattern in the type of words you are using to describe them? Is this pattern negative or positive?
5. What role do other guys play in a young man's life? Think about an everyday situation in which two or more young males are hanging out together. What dynamic do you see? What do their actions say about their friendship? Who are guys trying to impress the most?
6. What is the definition of masculinity to you? When you think about the representation of masculinity in the past, do you see a shift in the definition today?
7. What is your understanding of hazing/initiation rituals? Consider the rituals of sports teams, fraternities/sororities, and other organizations such as the military. What is your experience with hazing? Was it a positive or negative experience? Why?
8. What role does watching pornography play in a young man's life? How do guys view the women who are in it?
9. Who are the important adult figures/mentors in your life? What is their role? What makes them important?

SECTION 1

Chapter 1 | Welcome to Guyland (1-23)

Chapter 2 | “What’s the Rush?”: Guyland as a New Stage of Development (24-43)

TEACHING SUGGESTIONS

1. A short preview of the documentary *Boys to Men*, made by Frederick Marx via the Media Education Foundation, discusses teen culture, violent masculinity, and developing manhood. In May 2000 – following school shootings in Columbine and elsewhere – 32 boys aged 15 and 16 gathered in a TV studio in New Jersey to discuss how teenage boys are stereotyped in the media. Stop the video after each speech and discuss the problem that each boy highlights, then make a transition to *Guyland*.
<http://www.mediaed.org/cgbin/commerce.cgi?preadd=action&key=228>
2. After students have read Kimmel’s discussion of parents in Ch. 1-2 (esp. p. 19 and p. 38), show students the 9 Nov. 2009 cover of *Time* magazine and discuss the meaning of “helicopter parents.” Have the students read the article “Overprotecting Parents Can Lead Children to Develop ‘Peter Pan Syndrome’” on *Science Daily’s* website, originally published by the University of Granada. Discuss the effects of Wendy Syndrome versus Peter Pan Syndrome on the boys’ lives and how these syndromes can foster the construction of Guyland.
Time cover: <http://www.time.com/time/covers/0,16641,20091130,00.html>
Article: <http://www.sciencedaily.com/releases/2007/05/070501112023.htm>
3. After students have read “Markers of Adulthood: Marriage and Family” (30-32), have them read the article “How to Pick Your Right Girl,” written in 1944, a dating guide to help men choose their future wives. Which bullet points still fit in today’s society? What changes would you make to them to keep pace with contemporary culture? Why?
<http://artofmanliness.com/2012/03/30/dating-advice-from-1944-how-to-pick-your-right-girl/>
4. After reading the second chapter, have students read the article “Peter Pan and the Death of Marriage” written by Michael Craven, President of the Center for Christ and Culture, in 2008. Craven states: “According to a study by Rutgers University, the top reason given by men for their unwillingness to commit to marriage is ‘they can get sex without marriage more easily than in times past.’ Thus he advises young women: “If you want men to grow up and become responsible you must stop giving men what they should only receive after they have committed their lives to you in marriage.” Ask students to consider the profiles of the young men in *Guyland* and how effective the students find Craven’s suggestions.
5. After students have read the first two chapters of *Guyland*, have them read the article “Skinny Jeans, John Wayne and the Feminization of America,” written by Jane Gilvary (24 Aug. 2010). According to Gilvary, “American men aren’t men anymore because feminists have equated maleness with everything that’s repugnant and have molded men to be more like women. Feminists have enslaved the real man by suppressing his desires for adventure, beauty, and competition, his yearning for

greatness and excitement. John Wayne once said, 'I'm the stuff men are made of. America needs more John Waynes.'" Ask students to what extent Gilvary's ideas overlap with, contradict, or agree with Kimmel's.

<http://forums.cigaraficionado.com/eve/forums/a/tpc/f/9426054/m/621100867>

VOCABULARY

Perpetuate (3) v: [Trans] make an undesirable situation continue indefinitely.

Amorphous (3) adj: without a clearly defined shape or form.

Anomic nomad (4) n: socially disoriented person who has no permanent home but moves from place to place.

Terra incognita (5) n: unknown land, territory.

Esoteric (6) adj: intended for or likely to be understood by only a small number of people with a specialized knowledge or interest.

Succumb (7) v: fail to resist (pressure, temptation, or some other negative force).

Bravado (7) n: bold manner or a show of boldness intended to impress or intimidate.

Camaraderie (11) n: mutual trust and friendship among people who spend a lot of time together.

Homosocial (13) adj: of or relating to social interaction between members of the same sex, typically men.

Condescension (15) n: an attitude of patronizing superiority.

Epitome (20) n: (the epitome of) a person or thing that is a perfect example of a particular quality or type.

Atrophy (21) v: gradually decline in effectiveness or state of vigor due to underuse or neglect.

Pubescent (25) adj: relating to or denoting a person approaching the age of puberty.

Precocious (26) adj: (of a child) having developed certain abilities or proclivities at an earlier age than usual.

Indian summer (26) n: unseasonably warm, dry, and calm weather, usually following a period of colder weather or frost in the late autumn.

Infantilize (26) v: [with obj] treat (someone) as a child or in a way that denies their maturity in age or experience.

Delinquency (29) n: minor crime, esp. that committed by young people.

Sanguine (29) adj: optimistic or positive, esp. in an apparently bad or difficult situation.

Smorgasbord (31) n: a wide range of something, a variety.

Ambivalent (39) adj: having mixed feelings or contradictory ideas about something or someone.

Bacchanalian (39) adj: characterized by or given to drunken revelry, riotously drunken.

READING QUESTIONS

Chapter 1 | Welcome to Guyland

1. Which age group and gender did Kimmel interview? **He interviewed primarily white young men between the ages 15 and 26 (3).**
2. According to Kimmel, what is the definition of "Guyland"? **The stage of a young man's life between adolescence and adulthood (4).**

3. What common characteristics/features do the young men in *Guyland* have in terms of appearance and lifestyle? **They wear baseball caps; they have easy smiles and/or anxious darting eyes; they huddle “around tiny electronic gadgets or laptops”; they relax in front of massive TVs in basements, etc. (7).**
4. Why aren't women accepted in Guyland? **Because women require responsibility and respect, which are against the rules of Guyland, and it is the only territory where men can prove their masculinity to each other (13).**
5. What reason does Kimmel give for writing *Guyland*? **To find the contradiction between the guidance that young men need and the pre-made rules that they have to obey (22).**

Chapter 2 | “What’s The Rush?”: Guyland as a New Stage of Development

1. In the past, what were the perceived markers of adulthood? **“Leaving home, completing one’s education, starting work, getting married, and becoming a parent” (24).**
2. What is the main reason for the expansion in the period between adolescence and adulthood? **Children become little grownups through their entire childhood and they delay gratification. As a result, they lengthen the time of adolescence and escape from the responsibility of adulthood (27).**
3. What was the effect of the sexual revolution on changing men’s views of marriage? **Men believe they can and will have more sex unmarried than married, so they delay marriage (31).**
4. What does Kimmel mean by the term “Entitlement Generation” (33)? **The new generation of guys who have “shockingly high expectations for salary, job flexibility, and duties, but little willingness to take on grunt work or remain loyal to a company” (33).**
5. How does Kimmel define the term “Situational Maturity” (41)? **“Today people become adults when they *feel* like adults....Sometimes they want to be treated like adults, sometimes...like children (41).**

DISCUSSION QUESTIONS

1. What common features do Andy, Dave, and Jason have? In what ways is Brian different from them? Why do they belong to Guyland? Considering their lifestyles and attitudes, explain the main factors that constitute Guyland.
2. How does Kimmel relate gay-baiting, bullying, binge drinking, and hazing to the philosophy of Guyland?
3. According to Kimmel, how do the attitudes of young men with minority ethnic backgrounds in the U.S. differ from those of white American males? What are the main reasons for this?
4. In what ways are girls connected to Guyland? What is “guyification” (14)? How does the changing position of women in society influence men in terms of constructing their own territory and identity?
5. What roles do American parents play in establishing Guyland? In what ways is the mother’s role dissimilar to the father’s role? What could be the psychology behind their distinctive attitudes in raising their boys? How can the attitudes that can be harmful in boys’ and girls’ development be prevented?

6. How does Kimmel justify his claims in *Guyland*? Do you find him credible? Explain your reasons.
7. How is male adulthood depicted in TV shows, movies, commercials, etc.? What roles does the mainstream media play in supporting or promoting the postponement of young men's adulthood?
8. Psychologist Erik Erikson thinks that "moratorium" (the "time-out between childhood and adulthood") is "a vital regenerator in the process of social evolution" (29). What does he mean? In what ways do his ideas contradict sociologist James Coleman's and Kimmel's? With whom do you agree? Justify your reasons.
9. Discuss the connection between "full nest" syndrome and education today as it pertains to Guyland culture. What was the situation before the twentieth century? What are the causes of the change today?
10. Kimmel writes, "The days when girls were girls and men were men are long gone" (42). What is Kimmel implying? How does this reality affect the psychology and attitude of young men in the U.S.?

RESEARCH QUESTIONS

1. Is Guyland universal? Do male populations between the ages of 16 and 26 have the same attitudes, challenges, and problems in other countries? Research the similarities and differences between white American males and males of other nationalities.
2. Considering biological, cognitive, social, and emotional changes, compare and contrast today's prolonged adolescence with that of a generation ago. How are these changes different for men and women? What accounts for these differences? What have you witnessed in your own life experience?
3. Research "helicopter parents" throughout different cultures. Compare and contrast the effects of parental control between Western and East Asian countries. Is parental control of adolescents stronger in the West or East? How does parental control differently or similarly influence the academic learning of a child in Western and East Asian countries? You may use Amy Chua's book *Battle Hymn of the Tiger Mother* as a resource.
4. According to Steven Mintz, an American historian at Columbia University, "Over the past 300 years, the dominant cultural ideals of fatherhood and motherhood have changed dramatically." He observes the shift in American history from the colonial ideal of the domestic patriarch and good wife to the mid-twentieth-century ideal of male breadwinner and genial daddy, and the full-time homemaker and mommy. Continue researching current family demographics, which indicate that the mother not only works, but in many cases, has now become the primary breadwinner. In what way(s) do the changing roles of fatherhood and motherhood shape the identities of boys and girls in the contemporary American family? Go to the U.S. Census Bureau's website to explore the changing demographics of employed and stay-at-home mothers in the U.S. Finally, compare the situation in the U.S. with a non-Western country.
http://www.census.gov/newsroom/releases/archives/facts_for_features_special_editions/cb10-ff09.html
5. Kimmel claims that internal motivation plays a significant role in providing happiness in young guys' lives. He argues young guys try to please grownups, but

they do not have self-awareness or internal motivation for actual achievement (40).
Research the effects of internal motivation in achieving one's goals in life. How does
lack of self-reflection or internal motivation pertain to the establishment of Guyland?

SECTION 2

Chapter 3 | "Bros Before Hos": The Guy Code (44-69)

Chapter 4 | High School: Boot Camp for Guyland (70-94)

TEACHING SUGGESTIONS

1. After students read chapter 3 (esp. pp. 44-46), have them watch Tony Porter's 8-minute TED talk, "A Call to Men." Porter is an educator and activist who is internationally recognized for his effort to end violence against women. He urges men everywhere not to "act like a man," as this "act like a man" mentality, drummed into so many men and boys, can lead men to disrespect, mistreat, and abuse women and each other. After showing the video, have students compare Kimmel's "Real Guy's Top Ten List" (45) to Porter's speech. To what extent do they agree or disagree? <http://blog.ted.com/2010/12/09/a-call-to-men-tony-porter-on-ted-com/>
2. Have students read Nancy Gibbs' article "When Violence Turns Criminal" (*Time* magazine, April 2010), about a school bullying case that ended with 13-year-old Phoebe Prince's suicide. Focusing on "Violence as Restoration" and "The Three Cultures of Guyland" (55-64), have students discuss how violence can turn to crime. Should bullying be taken seriously only if it turns into physical assault? If Phoebe hadn't hanged herself, would the dimensions of harassment still be considered an offense? When does an act become criminal? What precautions could be taken? <http://www.time.com/time/magazine/article/0,9171,1978773,00.html>
3. On page 67, Kimmel describes the psychology behind the motto of Guyland, "Bros Before Hos." Have students watch the trailer of the Sundance documentary *The Invisible War*, which is an investigative and powerfully emotional examination of the epidemic of rape of soldiers within the U.S. military, the institutions that cover up the existence of the epidemic, and the profound personal and social consequences that arise from it. The trailer shows several women soldiers who admit to being assaulted in the U.S. army. Discuss how Kimmel's ideas concerning the place of women in Guyland relate to the experiences of the assault victims in the video. http://www.youtube.com/watch?v=1ifc_ongQFQ
4. In the section "Our Guys" (64-69), Kimmel points out the unwritten rules of the "culture of silence", not only in school sport teams, but also in police organizations, the Mafia, and the Masons. Have students watch *Police Privilege and Code of Silence part 1*, which shows a police officer severely beating up a Polish female bartender at a bar called Short Stop Inn in Chicago and how the cop culture and code of silence would have protected him if the event hadn't have been recorded by the security cameras at the bar. Discuss the mentality behind police privilege and relate it to Brian Seamons, who was hazed by his teammates and accused of betrayal for going public (84). In terms of the "code of silence," how are these situations similar? How can the code be broken? http://www.youtube.com/watch?feature=player_embedded&v=xM9RyVKV9Pk#!

5. Show the YouTube clip, “The True Story of Matthew Shepard ‘A Victim of Hate’ (R.I.P),” which tells the story of Matthew Shepard, a student at the University of Wyoming, who was “gay-bashed” and brutally murdered in Wyoming in 1998. Ask the students to speculate about the reasons behind the hate crime, and then have them reread pages 76-80. Have students discuss why racism and anti-Semitism are unacceptable in American society while gay-bashing is less often objected to (80). What psychological reasons may be behind gay-bashing’s prominence in Guyland? <http://www.youtube.com/watch?v=NdNHGb7uaJI>

VOCABULARY

- Epigram (44) *n*:** a pithy saying or remark expressing an idea in a clever or amusing way.
- Epithet (48) *n*:** an adjective or descriptive phrase expressing a quality characteristic of the person or thing mentioned.
- Repudiation (45) *n*:** rejection of a proposal or idea.
- Emulate (47) *v*:** 1. to strive to be equal especially through imitation. 2. To compete with successfully; approach or attain equality with.
- Stoicism (52) *n*:** the endurance of pain or hardship without a display of feelings and without complaint.
- Exuberance (54) *n*:** the quality of being full of energy, excitement, and cheerfulness.
- Thug (59) *n*:** violent person, esp. a criminal.
- Perpetrator (62) *n*:** a person who commits or carries out a harmful, illegal, or immoral action.
- Infantilize (63) *v*:** to treat or talk to people like a child.
- Transgress (63) *v*:** to go beyond or over (a limit or boundary); to exceed or overstep.
- Impenetrable (70) *adj*:** impossible to understand.
- Jock (70) *n*:** someone who is good at sports. Usually implies that they are not academically strong.
- Pundit (71) *n*:** an expert in a particular subject or field who is frequently called on to give opinions about it to the public.
- Rambunctious (72) *adj*:** difficult to control or handle; wildly boisterous.
- Trespass (73) *n*:** a wrongful entry upon the land of another.
- Gauntlet (76) *n*:** go through an intimidating, dangerous crowd, place, or experience in order to reach a goal.
- Anti-Semitism (80) *n*:** hostility to or prejudice against Jews.
- Palliative (83) *adj*:** moderating pain or sorrow by making it easier to bear.
- Rookie (83) *n*:** an untrained or inexperienced recruit, as in the army or police.
- Myopia (90) *n*:** narrow-mindedness; intolerance.
- Resilience (91) *n*:** ability to recover readily from illness, depression, adversity.

READING QUESTIONS

Chapter 3 | “Bros Before Hos”: The Guy Code

1. What does the title “Bros before Hos” refer to? **In Guyland it is one of the guy codes that means male friends come before females (44).**

2. Why does Kimmel identify the guy code as a “straightjacket”? **Because the guy code is not biological, but artificial. Masculinity is coerced and policed relentlessly by other guys and it fits like a straightjacket (51).**
3. How does Margaret Mead describe the violence that stands out in American culture? **American violence is an aggression that can never be shown except when “the other fellow” starts it. Americans like to think that they do not start wars, they just finish them (56).**
4. What are some of the extreme behaviors that shape the dynamics of Guyland? **Excessive drinking, drunk driving, and raping (58).**
5. In order to achieve masculinity, what characteristics do men believe have to be suppressed? **Empathy and compassion (59).**

Chapter 4 | High School: Boot Camp for Guyland

1. What are the major challenges waiting for boys who enter high school? **Potential for and punishment for failure, higher stakes, and a new requirement to prove masculinity (70).**
2. According to Christina Hoff Summers, why is it wrong to constrain the aggressiveness of boys at schools? **It is in boys’ nature to be aggressive and to curtail a boy’s aggression threatens elements of his masculinity. To constrain it is against nature’s plan (72).**
3. What example does Kimmel give to indicate that girls undervalue their abilities while boys overvalue them at school? **Girls take English and language courses; boys take math and science, since math and science are thought to require more masculine abilities (73).**
4. Who do bullies generally target? **Uncool, geeky, weird guys or those perceived to be gay (76).**
5. What are the differences between hazing and bullying? **Hazing is more systematic and organized and is used as a condition of membership in an organization; bullying is more individual. While bullying is universally condemned, hazing is supported (83-85).**

DISCUSSION QUESTIONS

1. Do you think Robert Brannon’s rules of masculinity are still valid today? How realistic are they? Change the rules or make your own list to define what manhood is/ must be from your own perspective.
2. Explain Pollack’s “mask of masculinity” theory by giving examples of coded gender language (53). What is the role of the “gender police” – peers imposing the standards of masculinity – in suppressing men’s feelings to maintain the code of “acting like a man”?
3. Explain the connection between the Guy Code and violence. When does violence show itself in Guyland? Why do you think it emerges in Guyland? How does society treat perpetrators? Support your views by giving examples.
4. Having read about the cultures of entitlement, silence, and protection, how do you think each one contributes to maintain the solidity of Guyland? What are the roles of teachers, parents, and bystanders in making Guyland a more hospitable place?

5. Read the article “The Boys have Fallen Behind,” by Nicholas D. Kristof in the *New York Times*, as well as the reasons Kimmel puts forward for the underachievement of boys at schools (71-75). What common points do they discuss? Do you agree with Kimmel?
Article: http://www.nytimes.com/2010/03/28/opinion/28kristof.html?_r=1
6. Watch the 5-minute YouTube video “10 Alpha Male Traits (Dating Advice for Men)”: <http://www.youtube.com/watch?v=flyct8pb2d4&feature=related>. Dylan Theno says he was consistently bullied because he was not an alpha male. What traits do alpha males have that make them a part of Guyland? What do these traits tell us about the perception of masculinity in Guyland? Why do you think bullies assault males who are not like them? In Dylan’s case, what was the reaction of the school staff? What could be the reason behind their attitudes?
7. Kimmel claims that while “bullying is universally condemned . . . hazing, by contrast, is often supported – by the very people who are supposed to be supervising our children and keeping them safe” (85). In what ways does Brian’s case of hazing illustrate Kimmel’s claim?
8. How does Kimmel associate school shootings with the Guy Code? Do you support his explanation about the reasons or connections between the shootings? Give reasons for your answer.
9. Kimmel gives suggestions to prevent school bullying and hazing. Pick what you believe to be the two most significant suggestions and discuss their effectiveness. Which suggestions seem the least effective or disadvantageous? Why?
10. Kimmel states: “We abandon boys to be half men. They will never grow up to be the kind of men they are capable of becoming” (94). Viewing chapters 3 and 4 as a whole, can you justify Kimmel’s idea in regard to the structure of Guyland? In what ways do the rules of Guyland hold boys back from becoming men?

RESEARCH QUESTIONS

1. Research how words can be degrading. What are the roles of derogatory words in the world of men? In order to help students think about the topic have them read the article “Verbal Bullying,” which points out the effects of verbal bullying and explains ways to prevent it.
<http://www.bullyingstatistics.org/content/verbal-bullying.html>
2. Have the students watch the documentary film *The True Story of Brandon Teena*, which tells the true story of Brandon Teena, the inspirational figure behind the Oscar award winning film *Boys Don’t Cry*. Brandon was a transgendered female, brutally raped and murdered by her male acquaintances in 1993 in rural Nebraska. Have students research the challenges that transgender people face and how they are excluded and harassed by many people in society even today.
<http://www.youtube.com/watch?v=WGt21bCOvVM>
3. Many ads, commercials, and TV shows represent women as sexual objects possessed and controlled by men. Show students this recent Dolce and Gabbana ad (<http://blog.lib.umn.edu/conn0406/feministtheory/Dolce-Gabbana-Ad-Sexist.jpg>) and then have them research how contemporary culture creates sexist men. In what ways do commercials and TV shows depict women as submissive and weak, while men are shown as strong and dominant? Ask them to research if the creation of

sexist men is universal. Show students the documentary *The Bro Code*, which shows how many contemporary media forms degrade women before men and suggest that being real men means being sexist. To see a trailer for the film, go to <http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=246>.

4. Have students research the Columbine High School massacre and watch the documentary *The Columbine Killers*. Investigate the effects of violence in movies and video games, as well as the nature of high school cliques, subcultures, and bullying in the realization of mass murder. How do these different factors affect the ways in which young men become violent in society?

<http://www.youtube.com/watch?v=4u2j7hM8MPo&feature=related>

5. Where do hazing rituals take place? Is hazing a universal tradition used around the world, in different cultures? Does hazing take place among girls as often as boys? Have students research initiation rituals for different genders, races, and cultures. The short video called *Examples of Hazing* may give you some ideas about how hazing happens in more places than we can imagine:

<http://www.youtube.com/watch?v=wSKdbBok0kA>

SECTION 3

Chapter 5 | The Rites of Almost-Men: Binge Drinking, Fraternity Hazing, and the Elephant Walk (95-122)

Chapter 6 | Sports Crazy (123-43)

TEACHING SUGGESTIONS

1. In small groups, have students research the positive and the negative effects of social media on the development of young men, using Kimmel's chapter 5 as a starting point. Once they have background information have them debate the pros and cons of social media and its effects on guys in Guyland.
2. Discuss as a class what initiation rituals are and ask the students to list examples of initiation rituals that they know of in their own lives and in the world today. Then focus the discussion on what kinds of assumptions they have about rites of passage/initiation rituals in college, particularly in sororities and fraternities. Then, have the students watch a video clip of the hazing scene from *Old School* (<http://www.youtube.com/watch?v=jJMXxv-hYPo>) and the branding scene from *Key & Peele* (<http://www.youtube.com/watch?v=vBzPsY3D58k>). What is their reaction to these video clips? How are hazing scenes represented in the movies? Funny? Serious? Dangerous? Then have them watch this short clip of fraternity pledges passing the egg, a specific example of hazing: <http://www.youtube.com/watch?v=QT9TgiPl-WM>. Do they respond in the same way to this clip as they did to the other two clips? If not, what is the difference between the video clips that changed their responses? Do their responses to the video clips match their responses to Kimmel's descriptions of hazing in chapter 5?
3. Have the students list and discuss what they believe to be the positives of playing sports: what do sports teach us? What values can we take from sports that we can apply to our everyday lives? After discussing their answers, have the students discuss gender equality in sports and/or watching sports with members of the opposite sex: how do you feel about female athletes playing predominantly male sports such as football, hockey, or baseball? Do you think men and women can play the same sports, on the same team? When watching sports games, with whom do you watch? Do they have the same response to their discussion of gender and sports as they do talking about the positives of sports as a whole?

VOCABULARY

Indeterminacy (99) *adj*: not clear; vague; not settled or decided.

Demarcate (100) *v*: to determine or mark off the boundaries or limits of; to separate distinctly.

Arduous (101) *adj*: requiring great exertion; laborious; difficult.

- Prudent (102) *adj*:** wise or judicious in practical affairs; sagacious; discreet or circumspect.
- Gratuitously (113) *adv*:** being without apparent reason, cause, or justification.
- Pernicious (119) *adj*:** causing devious harm or ruin.
- Stymied (120) *v*:** to hinder, block, or thwart.
- Ubiquitous (125) *adj*:** existing or being everywhere, especially at the same time; omnipresent.
- Bucolic (130) *adj*:** of, pertaining to, or suggesting an idyllic rural life.
- Nostalgia (132) *n*:** a wistful desire to return in thought or in fact to a former time in one's life, to one's home or homeland, or to one's family and friends; a sentimental yearning for the happiness of a former place or time.
- Implacably (132) *adv*:** not to be appeased, mollified, or pacified; inexorable.
- Tyrannical (132) *adj*:** of or characteristic of a tyrant; unjustly cruel, harsh, or severe; arbitrary or oppressive; despotic.
- Facilitate (134) *v*:** to assist in the progress of (a person).
- Efficacy (136) *n*:** capacity for producing a desired result or effect.
- Lingua franca (142) *n*:** any language that is widely used as a means of communication among speakers of other languages.

READING QUESTIONS

Chapter 5 | The Rites of Almost-Men: Binge Drinking, Fraternity Hazing, and The Elephant Walk

1. What is the purpose of initiation in Guyland? **To test and prove one's masculinity in the passage from boyhood to manhood (98).**
2. Who initiates boys in Guyland, and why is this a problem? **In Guyland, boys initiate boys into manhood. Because boys are doing the initiating, they make the initiation process cruel and sadistic to prove their power over other boys (101).**
3. True or False: Henry Wechsler defines bingeing as consuming 5 or more drinks in one session for males and 4 or more in a row for females, at least once in the past 2 weeks. **True (103).**
4. True or False: 1, 400 college students aged 18 to 24 are killed each year as a result of drinking. **True (106).**
5. According to Kimmel, drinking behaviors in students are not influenced by family alcoholism. Instead, who is the greatest influence in student drinking behavior? **Peers or close friends (107).**

Chapter 6 | Sports Crazy

1. What do sports allow guys to do that they cannot do in everyday life? **Sports enable guys to express a fuller range of emotions than they do in everyday life (129).**
2. Guys often use sports to connect to a certain person. Who is that person? **Their fathers (130).**
3. Why do guys dislike women's intrusion in sports, especially in fantasy leagues like fantasy football? **Women remind guys that they are supposed to be grown men (136).**
4. What percentage of its airtime does ESPN's *Sports Center* devote to women's sports? **2% (137).**

5. While guys are allowed to be sexist and homophobic in their sports talk, what is one thing that is out of bounds in sports talk? **Racism (141).**

DISCUSSION QUESTIONS

1. What is the purpose of initiation for young men into adulthood, according to Kimmel?
2. What is the difference between young men's and women's initiations into adulthood, according to Kimmel, and how does he account for these differences?
3. Who validates manhood in Guyland, and why is there a problem with who initiates the guys in Guyland?
4. Binge drinking is part of the initiation process in Guyland. Kimmel points out that "guys set the terms" (103) for drinking, which seem to apply to young women as well. Is there a double standard for women who drink as much or as little as guys do?
5. What is the purpose of hazing and why do guys go along with it, despite the many deaths and injuries reported every year due to hazing rituals?
6. If hazing is dangerous on college campuses, who is responsible for stopping it? The fraternities? Alumni? The University? Should the hazing be stopped or simply toned down?
7. In the section titled "Black Brothers in White Guyland," Kimmel explains that "black fraternities have embraced many of the same hazing rituals as the white ones"; some black fraternities have gone as far as "including branding and whipping" in their hazing ceremonies (114). Why do you think Kimmel sees this example as different from the hazing done by predominantly white fraternities?
8. According to Kimmel, "talking about sports creates a female-free zone where guys can be guys. It mutes differences among men by race or class or age" (126). Why do you think talking about sports allows this freedom of speech in Guyland? Why can't guys talk to guys of different races or classes outside of sports? Why can't guys talk about sports with women?
9. Kimmel explains that one reason guys like sports is that it's the "easiest way to choose 'guy' over 'gay'" (128). What does this say about the guy mindset when it comes to masculinity and sports? Do "real guys" have to like sports?
10. Sports in Guyland act as key factor in remembering the good times of the past, the freedom and fun of boyhood. Sports also act as ways for guys to connect with their fathers. In your experience with sports, whether you are male or female, what is your fondest/worst memory? Does your memory center on playing the sport or on connecting with an adult figure?

RESEARCH QUESTIONS

1. Kimmel states that a "person undergoes initiation in order to stabilize a new permanent identity" and that "initiations are centerpieces of many of the world's religions" (98). Kimmel points to baptism and circumcision as examples of religious

initiation. What are some other initiations, religious and secular, used around the world? Are there different initiations for men and women? How do they differ?

2. According to Kimmel, "Sports enables men to defy the cardinal rule of masculinity – 'Don't Cry'" (129). Sports are the only place that men are allowed to show emotion. Research and find examples of moments in sports when men show (or have shown) emotion. What has been the reaction from male viewers who look upon these moments? Research the psychological effect of sports on men. What is it about sports that allow this male display of emotion?
3. At the end of Chapter 6, Kimmel comments on the changing definition of masculinity from the beginning of the 20th century to today. How has the definition of masculinity changed in the past century? Pick a time period and research how masculinity was defined as compared to today (i.e., Theodore Roosevelt's redefinition of masculinity at the beginning of the 20th century, the definition of masculinity during WWI or WWII, etc.).
4. This year marks the 40th anniversary of Title IX – the legislation that attempts to equalize opportunities for men, women, boys, and girls in sports. Research the beginnings of Title IX and how it has influenced the sporting industry over the last forty years. Further, how has women's right to play sports changed the sports arena? What limitations and inequalities exist for women in sports today?
5. Pick two male icons, one past and one present, and compare and contrast them, particularly in terms of how they defined masculinity for their time period. For example, Kimmel cites Eminem as an authentic voice for the guys of the present generation, while Johnny Cash represented an authentic masculinity for his generation in the 1950s and 60s. How do these iconic male figures compare?

Winona State University
2012-2013 Common Book

GUYLAND: The Perilous World Where Boys Become Men

Michael Kimmel

SECTION 4

Chapter 7 | Boys and Their Toys: Guyland's Media (144-68)

Chapter 8 | Babes in Boyland: Pornography (169-89)

TEACHING SUGGESTIONS

1. For one week, have students keep a journal/log of their media use. When this time period is done, have students compare their results with their peers. Ask them to consider how much time they spend using media such as the internet, TV, gaming consoles, iPods, etc. Does the time spent on these media devices outweigh the time they spend studying, socializing face-to-face, working, etc.?
2. In small groups, have students discuss their favorite video games and what they like about them. Have students make a list of the positive and negative characteristics they associate with video games. Then, split the class in half and have each side argue for the positive and/or negative effects of gaming on young men.
3. Kimmel's claims regarding homosociality, predatory behavior, pornography/voyeurism, pornotopic fantasy, and the frustration-aggression principle could be challenged or further proven through group debate. Divide the class into groups and have each group argue for or against Kimmel's claims.
4. Have the students read chapter 7, "Wholesome to Whoresome: The Other Disney Princesses," from Peggy Orenstein's book, *Cinderella Ate My Daughter*. Orenstein writes that Britney Spears' fairy tale was "transformed into a cautionary tale: woe to girls who step over the ever-shifting invisible line between virgin and whore" (123). Show students the website *Oh No They Didn't*, which provides images of Britney Spears on the covers of all the magazines Orenstein mentions in this chapter. Have students discuss the paradoxical relationship between girls and sexuality: where and when is being sexy for a female empowering, liberating, and/or showing equality to guys, and where and when is being sexy—as the guys of *Guyland* claim—just being a "whore" or a tease?
<<http://ohnotheydidnt.livejournal.com/55243853.html?thread=9493574477>>.

VOCABULARY

Escapist (148) *adj*: the avoidance of reality by absorption of the mind in entertainment or in an imaginative situation, activity, etc.

Deleterious (149) *adj*: injurious to health; harmful.

Facile (149) *adj*: moving, acting, working, proceeding, etc., with ease, sometimes with superficiality. Easy or unconstrained, as manners or persons.

Manichean (150) *adj*: a believer in religious or philosophical dualism.

Jeremiads (150) *n*: a prolonged lamentation or mournful complaint.

Avatar (151) *n*: an embodiment or personification, as of a principle, attitude, or view of life. In digital technology, a graphical image that represents a person.

Catharsis (151) *n*: the purging of the emotions or relieving of emotional tensions.

Laudatory (151) *adj*: containing or expressing praise.

- Regressive (161) *adj*:** reverting to an earlier or less advanced state or form.
- Punditocracy (162) *n*:** influential media pundits collectively. A group of powerful and influential political commentators.
- Heterosexuality (169) *n*:** sexual feeling or behavior directed toward a person or persons of the opposite sex.
- Virility (169) *n*:** the state or quality of being virile; manly character, vigor, or spirit; masculinity. The power of procreation.
- Voyeurism (172) *n*:** the practice of obtaining sexual gratification by looking at sexual objects or acts, especially secretly.
- Predation (172) *n*:** predatory behavior. Generally, a relation between animals in which one organism captures and feeds on others; however, also used to denote human behaviors such as rape.
- Egalitarian (173) *adj*:** asserting, resulting from, or characterized by belief in the equality of all people, especially in political, economic, or social life.

READING QUESTIONS

Chapter 7 | Boys and Their Toys: Guyland's Media

1. How many hours a day do 8-18 year olds spend interacting with some form of electronic media? **7 hours (145).**
2. What is the major reason Kimmel gives as to why guys spend so much time playing different types of media? **To avoid what's going on in their lives, to escape (147).**
3. According to Kimmel, what do radio hosts and their legions of fans spend most of their time doing on the radio? **"Fuming at lost privileges, seething that white men are now society's victims, arguing that 'they' are enacting injustices on 'us'" (161).**
4. What do rap and heavy metal have in common that appeals to middle-class white guys? **They celebrate a particular image of masculinity (163).**
5. In the section titled "White Guys as Winners – Finally!" how does Kimmel explain why the gaming world appeals to many guys? **Guys "get the world as they wish it would be, the world as they had imagined it would be" and "the world they feel entitled to" (166).**

Chapter 8 | Babes in Boyland: Pornography

1. How has the magazine *Men's Health* changed? **It used to focus on nutrition but now it focuses on men's sexual anxiety (172).**
2. What is the sexual mandate of the "Guy Code?" **"[...] have sex with as many women as possible, as frequently as possible, no matter what" (172).**
3. Why does Kimmel refer to a guy's sexual fantasy as a revenge fantasy? **Guys feel dominated by women in the sexual marketplace, so their erotic fantasies turn into revenge fantasies (175).**
4. Which form of media has the greatest volume of violence: magazine, video, or internet chat rooms? **Chat rooms (187).**
5. True or False: Guys use pornography to bond with each other. **True (186).**

DISCUSSION QUESTIONS

1. According to Kimmel, guys use media, especially video games, as a way to escape from the reality of their daily lives. Why do guys feel the need to escape into the gaming world? Is this escapism good or bad for guys' development?
2. In the section "Is a Steady Diet of Violence Dangerous?" (150-54), Kimmel explains that some people "argue that media violence serves as a set of user manuals for rape, random acts of violence, crime, and generally represents the decline of civility in modern life" (151). What evidence from the book supports this argument? What evidence from the book challenges this claim?
3. Current debates about the negative effects of video games, music lyrics, and other forms of Guyland entertainment are the latest installment of a debate that has been going on in society for decades. Does the media cause certain behaviors, or merely reflect what is already going on in society? Would censorship reduce the actual problem, or simply create a new problem that would be, politically speaking, far worse?
4. What is Kimmel's position on violent video games and other violent forms of media? Does his position differ from the other positions he has offered in chapter 7? Do you consider his argument to be strong or weak? Explain.
5. Kimmel points out that "despite the ubiquitous presence of babes in guys' media world, the presence of real women is often seen as an invasion. Few things provoke more anger than women's invasions of this last all-male world" (167). Why are women seen as invasive in guys' media world? Why do guys not want women entering their fantasy worlds?
6. Why do men feel sexually vulnerable? Where is this coming from? How does the media respond to guys' sexual vulnerability?
7. How has the objectification of women changed over the decades? What is the outcome of this change? Does it have negative effects on women? Men?
8. What is it about magazine (or still image) pornography that intrigues guys? What do they see? What do they get out of the experience, and why?
9. Why and how is it that Kimmel says "the sexual fantasies of many young men become more revenge fantasies than erotic ones" (175)? In what ways can we see this idea of revenge fantasy in other forms of media?
10. When it comes to pornography, how are guys and men different? Why is this?
11. Where is violence in pornography found more often? Where is it found less often? Generally, who is the audience of violent pornography? Why are they drawn to this form/genre of pornography?
12. What is the cost of engaging in pornography? What are some of the negative effects? Who is vulnerable to these effects?
13. What is the frustration-aggression principle of social psychology? How does this pertain to Guyland?

RESEARCH QUESTIONS

1. Research the consequences of male escapism into fantasy worlds such as video games, music, or fantasy football. Find specific examples of how escapism affects the

ways in which guys mature. How does escapism affect guys' abilities to cope with the realities of their lives?

2. On page 157, Kimmel discusses the way in which male and female avatars are "always massively exaggerated gender stereotypes." Research the creation of gaming avatars and make an argument that supports, refutes, or modifies Kimmel's claim.
3. Kimmel explains that the world of electronic media is the last place where young men can prove themselves, much like in the western novels of the twentieth century. Research what landscapes in the 21st century provide boys the opportunity to become men. Find specific examples of how guys prove they are men.
4. Choose a media source (i.e. advertisements, video games, movies, and/or sitcoms, etc.) and explore how it uses and exploits the sexualized female image to promote its product and/or attract viewers. Who is the focus of their marketing campaign? Why does this media source use a sexual image to market their product or to get their message across?
5. Research what characteristics currently define "The Guy Code." Compare these characteristics with the characteristics of "The Guy Code" in the past (i.e. ancient times, 1950s, etc.). Has the definition of "The Guy Code" changed or has it remained consistent? Focus on certain traits that Kimmel points out in the book, such as entitlement, proving one's own strength, the role women play, the role of male friends, etc. to show how the guy code has changed or remained consistent.

SECTION 5

Chapter 9 | Hooking Up: Sex in Guyland (190-216)

Chapter 10 | Predatory Sex and Party Rape (217-41)

TEACHING SUGGESTIONS

1. Ask your students to complete “The Online College Social Life Survey.” This survey asks participants about their sexual behaviors, sexual activities, orgasms, drinking experiences and behaviors, and romantic relationships (191). This is a completely anonymous survey. Instructors will need to set up access to the survey for their students. In small groups or as a whole class, discuss the results of this survey. Ask the students to compare the results of their survey with the results originally found when the survey was first administered. Ask the students to show in what ways their results fit into Guyland.
<https://itservices.stanford.edu/service/cgi/group>.
2. Kimmel’s depiction of homosociality within Guyland reveals a greater value being placed on impressing the guys than on impressing the very women they are having sex with. In an effort to explore this phenomenon, show the film *American Pie* in its entirety or just a specific scene (i.e. Nadia on the web cam: <http://www.youtube.com/watch?v=sKfQGRwlm9Q>). Break the students into groups and have each group find other media examples where Guyland’s homosociality overtly reveals itself. Have each group share their findings and explain how their selection illustrates this aspect of Guyland.
3. Kimmel ends chapter 9 claiming that mature adults do not “actively engage their sons and daughters in the kinds of candid conversations that might actually prove useful to them,” namely that their goal should be sex that is both passionate and ethical (216). Ask students to research the issue of sex education and who should be responsible for it. Ask them to pick an audience (i.e. their hometown school board) and write a persuasive letter arguing on behalf of a particular position.

VOCABULARY

Phenomenon (193) *n*: an occurrence, circumstance, or fact that is perceptible by the senses. Also used to label an unusual, significant, or unaccountable fact or occurrence; a marvel.

Scrutiny (194) *n*: surveillance; close and continuous watching or guarding.

Intrepid (195) *adj*: resolutely fearless; dauntless.

Ambiguity (196) *n*: the possibility of interpreting an expression in two or more distinct ways.

Domination (197) *n*: to rule over; govern; control. To tower above; overlook; overshadow.

Compliance (197) *n*: a tendency to yield readily to others, especially in a weak and subservient way.

Copious (199) *adj*: large in quantity or number; abundant; plentiful.

- Exoneration (200)** *n*: to clear, as of an accusation; free from guilt or blame; to relieve, as from an obligation, duty, or task.
- Endeavor (201)** *v*: to exert oneself to do or affect something; make an effort; strive.
- Aversion (205)** *n*: a strong feeling of dislike, opposition, repugnance, or antipathy.
- Mutuality (206)** *n*: condition or quality of being held in common; reciprocity; mutual dependence.
- Distorted (209)** *adj*: not truly or completely representing the facts or reality; misrepresented; false; twisted; deformed; misshapen.
- Abstinence (211)** *n*: any self-restraint, self-denial, or forbearance to abstain from sexual activity; generally refers to maintaining one's virginity.
- Perpetuate (213)** *v*: to make everlasting; lasting an indefinitely long time; continuing or continued without intermission or interruption; ceaseless.
- Autonomy (214)** *n*: independence or freedom, as of the will or one's actions.
- Femme fatale (229)** *n*: an irresistibly attractive woman, especially one who leads men into difficult, dangerous, or disastrous situations; a siren.
- Binge drinking (237)** *n*: a usually brief period or bout of excessive alcohol consumption.
- Fraternity (237)** *n*: a local or national organization of male students, primarily for social purposes, usually with secret initiation and rites and a name composed of two or three Greek letters.

READING QUESTIONS

Chapter 9 | Hooking Up: Sex in Guyland

1. What does "hooking up" mean? **To engage in a variety of sexual activities without being in a relationship (190-94).**
2. Put the following terms in the correct order: dating, mating, and rating. **1-rating; 2-dating; 3-mating (193-94).**
3. Women claim alcohol (being drunk) has what benefit when hooking up with a guy? **Being drunk allows women to NOT take responsibility for what they've done, which ultimately protects their reputations (200).**
4. Guys claim alcohol (being drunk) has what benefit when hooking up with a woman? **They don't have to take responsibility for what happens. Being drunk gives them an accepted excuse for possible sexual disasters (200).**
5. Name one reason Kimmel says that women will fake orgasm during a hook up with a guy. **To make their partner feel good; to make them feel like they've done their job; or, to end the sexual interaction (210).**

Chapter 10 | Predatory Sex and Party Rape

1. What is Kimmel's view of evolutionary theories of rape? **Kimmel believes that evolution cannot account for what will happen at this weekend's party. Equally imperative to evolution is human agency, or, choice (226).**
2. What happened in December 2001 at the University of Colorado with the football team and a group of high-school football recruits? **They gang raped several young women (231-33).**
3. "Groupthink phenomena" refers to what in Guyland? **Members of high-status groups become inculcated with the groups' moral superiority, invulnerability, and**

consensus" (237-38). It is used to explain gang rape and other such behaviors and attitudes.

4. What groups of guys are more likely to engage in gang rape? **Fraternalities or athletic teams; young men involved in all-male peer groups (237).**
5. True or False: Kimmel says that gang bangs are not *about* sex. **True. "Gang rape cements the relations among men" and "permits a certain homoerotic contact between men" (239).**

DISCUSSION QUESTIONS

1. What is meant by "effortless perfection"? Why do women subscribe to this demand?
2. What does "hooking up" mean? Why would women be willing to engage in hookups? Why do guys think more about their friends than about the women they're having sex with? Why would men or women be interested in sex that involves – in fact, encourages – alcohol consumption to the point of drunkenness and lack of memory? What do young men and women have to gain or to lose when they engage in hookups?
3. How has the dating scene changed since the 1930s? What is meant by "rating-dating-mating"? In what ways has this stayed the same and in what ways has it changed? (193)
4. What are the social, academic, and physical expectations for women in college? What are the expectations for guys in college?
5. Girls today grow up believing that they are capable of doing anything, but contrasting this is a demographic of young adult men who are subsequently bitter and discontent. According to some young adult males, young women are psychologically abusing them. Does this backlash threaten to undermine women's progress in education, employment, and athletics? Why or why not?
6. Hooking up is supposed to be spontaneous. How spontaneous is it for guys versus women? Why is there this illusion of spontaneity? What does spontaneity do for each gender?
7. Kimmel's depiction of homosociality within Guyland reveals a greater value being placed on impressing the guys than on impressing the women they are having sex with. How does Kimmel explain this phenomenon? Is there anything in particular that causes guys to stop focusing on impressing the guys and begin to care more for impressing a woman?
8. Why is it so hard to label rape and convict rapists? Why are other criminal behaviors not debated like rape cases are (i.e. robbery)? How much responsibility do the victims of other crimes have to take for their violation?
9. Kimmel claims that "the most treacherous time for a college woman is when she is at a party" (223). How does he account for this? Why is it that a woman is more likely to be raped by someone she knows and trusts? What role does alcohol play?
10. What are "date rape myths"? Where did they come from and why is it that guys believe in them? What accounts for the high number of guys desiring a violent sexual experience? Is this unique to Guyland or can it be found in other areas?
11. According to Kimmel, guys use sexual violence toward women to level the playing field. Why do guys feel that women are the ones in control? Do women share this

belief? Where is this discrepancy coming from? Why do guys feel they are the only ones who are sexually frustrated?

12. What is meant by “Bros Before Hos”? Where is this “Bros Before Hos” ideology seen? Why do guys feel such allegiance to other guys and have an “us against them” attitude toward women? Do women feel this way too?
13. “Groupthink phenomena” refers to what? How does “groupthink phenomena” encourage gang rapes? Why are college fraternities and athletic teams more likely than other groups to commit gang rapes? Where else do you see this “groupthink” mentality?

RESEARCH QUESTIONS

1. Through your own experiences and outside research, explore in what ways colleges are “sexual hothouses,” as Kimmel claims. Research in what ways (i.e. social, medical, cultural, etc.) this has changed since the 1960s. How does hooking up work within this environment?
2. Research the demographics of alcohol use in our society within the 16 to 26 age bracket. What role does alcohol play in young men’s and women’s lives? Does alcohol contribute significantly to the relationships between young men and women within the Guyland demographic? Aside from relationships, how else is alcohol used in the everyday lives of guys in Guyland? Can this use of alcohol be considered positive or negative?
3. There is a lot of debate regarding the number of women who are sexually assaulted. Research the debate that encompasses this issue. Why is this statistic so hotly debated? Why is this statistic so hard to verify?
4. Conduct research in an effort to find the origin of date-rape myths. Through your research, attempt to discover why – in our modern time – guys still believe in these myths. Who perpetuates these myths? What accounts for the high number of guys desiring a violent sexual experience? Is this unique to Guyland or can it be found in other demographic areas?
5. The cultures of entitlement and silence create the perfect culture of protection that abandons women who have been assaulted. Find recent examples of this culture of entitlement, silence, and protection (the Jerry Sandusky child sex abuse scandal at Penn State; Catholic priests abusing kids and the subsequent cover-ups; sexual assault cases involving star athletes, etc.). Based on the examples given in the book and examples you found through research, explain how our society accounts for this deflection of responsibility from perpetrators to victims.

SECTION 6

Chapter 11 | Girls in Guyland: Eyes on the Guys (242-64)

Chapter 12 | “Just Guys” (265-90)

TEACHING SUGGESTIONS

1. Bring in a number of popular magazines, such as *National Geographic*, *Time*, *Vanity Fair*, and *Women’s Health*. Hand them out to students in small groups and ask them to analyze the different images of women throughout the magazine (advertisements and articles). Do they see examples of “effortless perfection”? What are the chances that the average woman who reads the magazine will be able to live up to the standard presented in the magazine? What effect are the images likely to have on male and female readers? Who do they believe is the intended audience? Ask them to write a concise position paper on their findings.
2. Have students read the first two chapters of Peggy Orenstein’s book *Cinderella Ate My Daughter*. Ask students to consider the differences between the world in which girls grow up and the world in which guys grow up, according to Kimmel. After exploring the differences, consider what some of the commonalities are between these two worlds and their corresponding pressures and requirements.
3. Kimmel offers a few examples of young men who did not succumb to the Guy Code of Guyland, but who instead stood up for their beliefs and moral values. Using YouTube videos, magazine/newspaper articles, or media images, have students find other examples of young men who defy the Guyland stereotypes. Have students explain how their examples change or challenge the stereotypes found in Guyland.
4. Ask students to keep a journal/log recording how many sexual images and allusions they witness 1) in an hour of primetime TV; 2) while walking through their local mall; and 3) while listening to a popular radio station. Have them note other sources that expose the general public to sexual images or innuendoes (i.e. gas stations, movies, school playgrounds, etc.). In small groups, have students discuss what types of images are presented in these different locations. What commonalities do they see between the images and their placement? Who is the intended audience?

VOCABULARY

Myopic (243) *adj*: pertaining to or having myopia; nearsighted. Unable or unwilling to act prudently; shortsighted. Lacking tolerance or understanding; narrow-minded.

Sororities (243) *n*: a society or club of women or girls, especially in a college.

Puerile (259) *adj*: of or pertaining to a child or to childhood. Childishly foolish; immature or trivial.

Détente (259) *n*: a relaxing of tension; cooperation or a willingness to give something up to make things even.

Intransigence (261) *n*: refusing to compromise or agree; inflexibility.

Subterfuge (262) *n*: an artifice or expedient used to evade a rule, escape a consequence, hide something, etc.

Complicit (267) *adj*: choosing to be involved in an illegal or questionable act, especially with others.

Ballast (273) *n*: any heavy material carried temporarily or permanently in a vessel to provide desired draft and stability.

Centripetal (267) *adj*: directed toward the center.

Infantilize (274) *v*: To keep in or reduce to an infantile state; to treat or regard as infantile or immature.

Mores (275) *n*: folkways of central importance accepted without question and embodying the fundamental moral views of a group.

Mercurial (276) *adj*: changeable; volatile; fickle; flighty; erratic.

Kowtow (276) *v*: to act in an obsequious manner; show servile deference.

Inadequacy (278) *n*: the state or condition of being inadequate; insufficiency.

Ostracism (278) *n*: exclusion, by general consent, from social acceptance, privileges, friendship, etc.

READING QUESTIONS

Chapter 11 | Girls in Guyland: Eyes on the Guys

1. What is the sorority hazing practice where new pledges are blindfolded while fraternity guys mark circles and x's in the places on the girls' bodies that they believe need improvement? **Circle the fat (243).**
2. What does Kimmel say is the "best single predictor of binge drinking on campus"? **Fraternity or sorority membership (247).**
3. According to Kimmel, what are the two choices girls have to label themselves in college? **Bitch or babe (249).**
4. What is the phrase that Kimmel uses when referring to the pressure for women to look beautiful without looking as if they have spent any time on it? **"Effortless perfection" (253-54).**
5. What is Kimmel referring to when he talks about "the Goldilocks dilemma"? **Whatever young women do, "it's either too hot or too cold, too big or too small. And it has to be 'just right' -although no one has told them what 'just right' actually is" (254).**

Chapter 12 | "Just Guys"

6. What is a "charismatic adult" and what role does he or she play in the life of a young man? **A charismatic adult is a grownup who understands the young man, validates him, and "reassures him that he is all right." Charismatic adults help guys envision possibilities for their own adult lives (271-272).**
7. While mothers' roles have been kept minimal in raising their sons into adulthood, what does Kimmel say about the roles of fathers in their sons' lives? **"Many dads willingly check out of their sons' lives far too soon and stay away just as their sons really begin to need them ... others ... stick around and actually promote Guyland's values" (275).**
8. According to Kimmel, what is the biggest risk a guy can take in Guyland and why is it so risky? **To develop a genuine friendship, because it means being strong**

enough to show vulnerability to others and courageous enough to trust another person (278).

9. What is one way a guy can validate his heterosexuality and why does it work? **To have a female friend: she can remind him that even though she is a friend, other girls might like him, and that he is not a loser (279).**
10. According to Kimmel, what does being a real man mean? **“Being a real man means doing the right thing, standing up for immorality and injustice when you see it, and expressing compassion, not contempt, for those who are less fortunate” (287).**

DISCUSSION QUESTIONS

1. “Circle the Fat” is one example of hazing in sororities. What is this practice and why is it done? Why are women willing to engage in activities that are degrading to other women? How do these women fit into Guyland?
2. Based on Guyland culture, what are the social options girls have when they leave high school and enter college? Why is it that some girls succumb to the Guyland pressures while others seem to be able to withstand the pressures? What is it that makes some girls star athletes and excel academically while still playing by the guys’ rules of effortless attractiveness?
3. Kimmel claims that young girls and young women believe that there is no need for a women’s movement anymore because “they’ve already won!” (243). Why do some girls, who believe they are recipients of this hard-won equality, demean other girls based on superficial “guy” requirements? How can girlfriends be one of the greatest assets in a young woman’s life and yet one of the greatest threats as well? What is the source of this paradox?
4. How does Kimmel define “effortless perfection”? How do women pull off effortless perfection? Why do women succumb to this pressure? What would happen if women didn’t play by guys’ rules?
5. What are “charismatic adults” and why are they crucial to the development of young men in Guyland?
6. Why are friendships important for guys in Guyland and why is it so hard for a guy to make a genuine friend?
7. According to Kimmel, how can guys break the silence to transform Guyland? Does Kimmel believe it is possible to transform Guyland and the guys in it?
8. Kimmel says that many women believe that if they love a guy enough and accommodate him enough, he will want to change (257). The problem with this, Kimmel says, is that “Girls who learn to accommodate themselves to Guyland run the risk of becoming grown women who accommodate themselves to men’s intransigence” (261). What does this mean? What is the risk? Why do women believe their love can be transformative?
9. Kimmel mentions Princeton’s newspaper, *The Daily Princetonian*, wherein junior Chloe Angyal posited a “sort of individual ‘stealth feminism’” (264). What is “stealth feminism”? How would it work? Why aren’t women buying into this proposition? Is it true that there is a stigma attached to calling oneself or someone a feminist? Do men and women generally have different views of this term?
10. According to Kimmel, what do we need to do to help young men resist the pressures of Guyland?

11. Why do many people consider mothers to be obstacles in young men's development into adulthood? What are the benefits of having a mother involved in a young man's life? What role do fathers play?

RESEARCH QUESTIONS

1. According to Kimmel, guys' rules are as follows: "[Girls] have to be pretty, cute, and thin. [...] The 'rejects' include girls who are overweight and minority students. [...] Girls definitely have to drink. [...] She should be physically fit but not muscular, sexy but not slutty, pretty but naturally, not dumb but not too smart, a drinker and party girl but not a drunk (and definitely not sloppy), adoring but not needy" (247-9). Research the requirements placed on females in other eras and cultures (i.e. the requirements on women in the 1950s versus the requirements in 2012; or, the requirements on American women versus Mexican women). Through your research, answer the following questions: How is it that the culture that young women are living in could and does require rules like these? Are there similar rules for guys? What are the rules for guys? Is this unique to American society or is it found in other countries as well?
2. Young women know they are supposed to be attracted to the upright, mature, and responsible husband-type of guy, yet they can't stop being attracted to the "entertaining, unprincipled" boyfriend-type. Anna Quindlen of the *New York Times* calls this "the Boyfriend vs. Husband problem" (256). Kimmel uses *Gone with the Wind* to illustrate this tendency of women to pick the "bad" guy over the "good" guy. Research varying forms of media and literature to determine where else this tendency is represented and how different genres portray this tendency. After researching, would you conclude that this tendency is socially constructed by our culture?
3. What are some of the characteristics of the feminist movement since the 1960s? Research important feminist leaders and activists since the 1960s. What did these people argue for or try to accomplish? How successful were they?
4. Research what the sociological and psychological benefits are of having a mother figure in a young man's life until he reaches adulthood. What has been the effect on sons of *not* having a mother's influence?
5. Research the sociological and psychological benefits of having a father figure in a young man's life until he reaches adulthood. What are the effects of *not* having a father's influence in a son's life?

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Michael Kimmel

WRITING PROJECTS

Personal/reflective/other

1. “Every Man’s armor is borrowed and ten sizes too big and beneath it, he’s naked and insecure and hoping you won’t see” (43), journalist Norah Vincent argues in her memoir *Self-Made Man*. Write a letter to Vincent stating your views regarding her statement. Use logos, pathos, and ethos to support your viewpoint.
2. The class will write a critique of Helen Fisher’s 20-minute TED talk in response to Kimmel’s ideas about love and marriage in *Guyland*. They may include links to websites and YouTube videos. Helen Fisher is a biological anthropologist and member of the Center for Human Evolution Studies in the Department of Anthropology at Rutgers University. In order to investigate the characteristics of romantic love, she scanned the brains of participants and found that romantic love is not just an emotion, but a series of emotions. She has also studied the neurological differences of men and women in love.
<http://www.ted.com/talks/helen_fisher_studies_the_brain_in_love.html>.
3. In groups of three, write a visual analysis paper of the image below, drawing on the section of chapter 1 entitled “Grownups in Guyland” (18-21). Analyze the figures in the photo in terms of race, gender, age, appearance, and emotion. Determine the message of the image and comment on its effectiveness. What could be the title of the picture? Report your ideas to the entire class.



- <<http://www.time.com/time/magazine/article/0,9171,1940697,00.html>>.
4. Read the article written by Marcus Brotherton on the website “The Art of Manliness” and write a response to his advice about how a man should overcome his grief for a deceased friend. Take Kimmel’s Guy Code into account.
<<http://artofmanliness.com/2011/10/19/how-a-man-can-grieve-for-a-deceased-friend/>>.
 5. In small groups, look online for images of popular gaming avatars and make a list of physical descriptions and the characters’ purposes in the games. After making the list, write a response to the following questions: What is the role of male and female characters in the video games you looked at? How do they contribute to the plot of the game? Are these characters realistic or are they exaggerated? How so? Are their roles gender specific? Do their physical characteristics define their roles in the game?
 6. Current dating/hook up etiquette includes a slight change to the old adage, “don’t stop until she hits you”; now it’s “don’t stop until she hurts you” (218). Some guys believe that girls have to say no to protect their reputations, which means they will say no even though they really want guys to keep going. Has the notion of sexual consent gone backwards despite the gains of the feminist movement? Write a personal narrative that details your understanding of social sexual consent rules. What role do young men and women play in the formation of these rules?

7. Over the last few decades there has been a distinct change in women's prerogatives. Girls grow up believing that they are capable of doing anything. Kimmel says, "Young women today are more comfortable with their sexuality than any generation in history" (202). Write about your experience growing up. Did you feel that girls were capable of anything? Has your opinion changed since becoming a young adult? What do you believe accounts for women's continued willingness to "play" the guys' game?
8. Despite all the advances of the women's rights movement, most advice on relationships, hooking up, sex, and rape is still being directed at women while letting guys off the hook. Kimmel says, "Focusing all one's moralizing attention on young women only perpetuates inequality, rather than challenges it" (213). Explain why women are being told how they need to do things differently or to think differently, rather than the men? Where have you seen this? Does this start before the Guyland years?
9. According to Kimmel, "[m]ost guys think that most of what happens in Guyland is stupid and gross" (266). Now that you have read the book in its entirety or in sections, draw ideas from your own experience and write about your opinion of Guyland and the guys in it. Are these representations of guys similar to the ones you witness in everyday life? How do you fit into Kimmel's definition of Guyland?
10. Kimmel reminds his readers of an old adage: "'Men are unsexed by failure, but women are unsexed by success.' For men, success confirms masculinity; for women, success *disconfirms* femininity – it's seen as more of a tradeoff" (251-52). What has been your experience with this paradox and where else can it be found? Does mainstream media portray women in this way? How do women handle this cultural dynamic?

Community-based research

1. Have students interview their peers and young people in their family or neighborhood about their experience of cyber bullying. Write a persuasive essay based on the facts about cyber bullying and its forms. How different is it from traditional bullying? Ask them to research the warning signs of cyber bullying and what type of precautions should be taken.
2. The article "How to Pick Your Right Girl" was written in 1944. It is intended to be a guide in order to help men choose their future wives. Have students research their community to find out which bullet points still fit in today's society. After reading Kimmel's claims about how today's guys conceive marriages and relationships, compare how men visualized them in 1944. Write a newspaper article that compares guys' criteria for selecting women in the 1940s and today.
<<http://artofmanliness.com/2012/03/30/dating-advice-from-1944-how-to-pick-your-right-girl/>>.
3. Watch this short video about a shocking hazing scandal at Dartmouth College: <<http://www.youtube.com/watch?v=rAG1xwC2U1g>>. The video explores why fraternities and sororities continue such hazing rituals. Write an argumentative essay about why men implement such severe hazing rituals, as well as why people are willing to submit to them. Why do universities cover up such incidents? How can these disturbing rituals be prevented? Support your ideas with interviews with and surveys of your peers.

4. Kimmel reports that while the frequency of sex among high school students has dropped from 50% in 1991 to 45% in 2001, the rates of teenage pregnancy have gone up (211). What might account for the disparity between these statistics? Research current sex education programs in your community, including abstinence-only programs.
5. What is WSU's campus policy regarding the use of alcohol? To what extent are the policies enforced, and what are the penalties? Write a position paper arguing for what you see as a necessary change to the current policy, or alternatively, for a continuation of the current policy.

Library-based research:

1. Divide the class into two groups. One group will research the characteristics of Generation X, the other group, Generation Y. Then, in pairs that consist of one student from each group, write a comparison and contrast essay that discusses the differences between the generations and how the diverse environments that they are exposed to may affect men's prolonged adolescence today.
2. How does overparenting delay children's development? In what ways does it foster the emergence of Guyland? Write a cause and effect essay that explores these questions. Watch the short video "How Can We Stop Overparenting" to help you expand your ideas.
<http://www.youtube.com/watch?v=D-_In_T3hw8>.
3. Write a summary of the first four chapters of Guyland. Then, choose one of the following chapters and write an analytical research paper on the main topic of the chosen chapter: binge drinking, sports, pornography, predatory sex and party rape, and girls in Guyland.
4. Write a newspaper article on how hyper-masculinity has been depicted in films and whether or not these films play a significant role in shaping young men's psychology and attitudes. To what extent do these films convey the message that masculine power is embodied in muscle, firepower, and physical authority? Use scholarly articles about film to support your ideas. Example:
<<http://www.jstor.org/discover/10.2307/1224985?uid=3739192&uid=2129&uid=2&uid=70&uid=4&sid=21100915984341>>.
5. Each student will choose one of the suggested films in the "Film and Video" section and write a film analysis by relating the selected film to different issues discussed in Guyland.
6. Each student will choose one of the suggested films in the "Film and Video" section and write a film analysis that relates it to different issues discussed in Guyland.
7. If fathers are meant to be role models for young men as they grow up, why are many fathers willing to "check out of their sons' lives far too soon" (275)? How has the role of the father changed or stayed the same in the past thirty years? Is Kimmel generalizing and stereotyping all fathers as uninvolved or uncaring? Or, is this a new trend in parenthood in the 21st century? Research the expectations of fathers' roles in their sons' lives and write an argument for or against Kimmel's representation of fathers and father figures.
8. Research what accounts for differences in activities such as watching porn, hooking up, or masturbating among different ethnic and racial groups. Write a

comparison/contrast paper focusing on the differences and/or similarities you find in your research. How are these activities perceived by men and women of differing ethnicities?

9. Naomi Wolf and Robin Warshaw conclude that one in four women had been legally raped, even if the women did not see it as such: "Most women saw what had happened as a mistake, a date gone bad, a guy who got carried away. They blamed themselves" (221). How does one come to such a conclusion on what should be cut and dry criminal behavior? Research the conflicts of trying to label and convict rape. Why is it that other criminal behavior is not so debated (i.e. robbery)? How much responsibility do the victims of other crimes have to take for their violation? Write a persuasion paper that explains the problems that women and law enforcement have in labeling and convicting acts of rape and then offer a solution.
10. Antioch College decided to enact a new Code of Conduct that established that "consent to sexual activity required more than not saying no. It required that people say yes – to everything" (240). Canada has introduced a similar Code of Conduct. Research the Code of Conduct that Antioch College established? If Antioch College and Canada both saw fit to introduce such a policy, why have more colleges/universities and the U.S. federal government not followed suit? What are the potential benefits of establishing a similar Code of Conduct? What are the potential drawbacks? Write a position paper that argues either for or against the establishment of such a Code of Conduct for WSU.
"Appendix A: The Antioch College Sexual Offense Policy":
<<http://www.ejhs.org/volume1/conseapa.htm>>.

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FILM AND VIDEO

American Pie. Dir. Paul Weitz and Chris Weitz. Universal, 1999.

Showcases the current mentality of guys as they negotiate the pressures that come with their last year of high school.

Boys Don't Cry. Dir. Kimberly Peirce. Twentieth Century Fox, 1999.

Hillary Swank won an Oscar for her performance in this movie based on the true story of Brandon Teena, who was born as a woman but chose to live her life as a man.

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Boys to Men. Dir. Frederick Marx. Media Education Foundation, 2004.

Explores the lives of ordinary young men and the extraordinary challenges they face. It focuses on the pressures and expectations faced by a diverse group of young urban males.

The Bro Code. Dir. Thomas Keith. Media Education, 2011.

A documentary about how contemporary culture creates sexist men.. It discusses the negative the effects of commercials and ads in shaping boys' identity in today's modern society.

C.R.A.Z.Y. Dir. Jean-Marc Vallee. TVA Films, 2005.

The film won the Best Canadian Feature award at the Toronto International Film Festival. It tells the story of Zac's psychological and physical agony as he deals with his homosexual feelings while growing up with four brothers and a conservative father in 1960s and 1970s Quebec.

Dazed and Confused. Dir. Richard Linklater. Gramercy Pictures, 1993.

Depicts the last day of a high school in Texas where freshmen boys are severely hazed by upper classmen.

Elephant. Dir. Gus Van Sant. Fine Line Features, 2003.

This Cannes Film Festival award winner explores how violence emerges at an American high school.

Haze. Dir. Pete Schuermann and Michael Lanahan. Watt Imagination, 2008.

This documentary examines binge-drinking, drinking games, and alcohol-influenced hazing rituals on college campuses.

House Bunny. Dir. Fred Wolf. Columbia Pictures, 2008.

This film depicts flirting and good looks as the means to acceptance and the source of power for young women.

Kinsey. Dir. Bill Condon. Fox Searchlight Pictures, 2004.

Entomologist/biology professor Alfred Kinsey leads a small group of researchers on an ambitious quest to catalogue the sexual interaction of thousands of American men for his scientific report "Sexual Behavior In The Human Male."

Legally Blonde. Dir. Robert Luketic. Metro-Goldwyn-Mayer, 2001.

This film exemplifies the standard of effortless perfection that young women are expected to maintain.

Mean Girls. Dir. Mark Waters. Written by Tina Fey. Paramount, 2004.

Focuses on the experiences of 16-year old Cady Heron, who was home schooled by her zoologist parents, as she enters the world of public school for the first time and learns that the laws of the jungle become complicated by the psychological warfare and unwritten social rules of American teenagers.

My Life in Pink. Dir. Alain Berliner. Sony Pictures Home Entertainment, 1997.

This award-winning film centers on Ludvic, a young boy who believes one day he will be a woman. The movie addresses gender and transgender issues.

National Lampoon's Animal House. Dir. John Landis. Universal Pictures, 1978.

The film depicts the story of two friends, Larry Kroger and Kent Dorfman, who are going through the everyday challenges of hazing during fraternity rush.

Old School. Dir. Todd Phillips. Dream Works, 2003.

The film focuses on three friends – Mitch, Frank, and Beanie – who put together a fraternity of misfits so they can relive their glory days from college.

Remember the Titans. Dir. Boaz Yakin. Buena Vista Home Entertainment, 2000.

This film focuses on the close-knit bonds of young men in football and how the team as a whole comes together to persevere through the challenges of racism.

Trainspotting. Dir. Danny Boyle. Miramax Films, 1996.

The Oscar-nominated and Bafta-awarded movie relates the story of a drug-addicted group of young men in early 1990s Edinburgh. The film addresses drug-addiction, masculinity, sex, and violence.

Wrestling With Manhood: Boys, Bullying, and Battering. Dir. Sut Jhally. Media Education Foundation, 2003.

This documentary posits a new way to think about the enduring problems of men's violence against women and bullying in our schools. Drawing the connection between professional wrestling and the construction of masculinity, this film shows how so-called "entertainment" is related to homophobia, sexual assault, and relationship violence.

Zenne Dancer. Dir. Caner Alpay and Mehmet Binay. 2012.

This Film Out San Diego award winner was inspired by the true story of a Turkish male belly dancer, Ahmet Yildiz, who was murdered by his father in a homophobic "honor killing." The film explores the difficulties of living one's gender identity freely and how the search for liberty may result in tragic consequences in a conservative society.