

Annotated Bibliography

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It's now time to look behind the curtain...

My aim with this annotated bibliography is not to bombard you with references and papers. Instead, I have carefully selected papers and articles that I feel help to consolidate and build upon what we have covered across the sections and chapters of the book. Use this bibliography as a compass, not an anchor. There are several papers, approaches and directions relating to the studies of masculinities, and I have certainly not covered them all. I do, however, hope that whatever you explore further allows you to expand and develop your approach and understanding of working with masculinities.

Section 1

■ What do we mean by masculinity?

Waling, A. (2019). Problematising 'toxic' and 'healthy' masculinity for addressing gender inequalities. *Australian Feminist Studies*, 34(101), 362–375.

The paper where the definition of masculinity I use can be found. On a separate note, this paper was massively influential in my framing of "toxic" and "healthy" masculinity discussed throughout the book, and the issues associated with such binarised thinking. I would highly recommend this read if you are looking to understand how labels like "toxic" and "healthy" can continue to reproduce gender inequalities as opposed to addressing and metabolising them.

Masculinity and norm conformity

For educators interested in finding out more about research into awareness of, and conformity towards, typical masculine gender norms, the below papers are good starting points.

Amin, A., Kågesten, A., Adebayo, E., & Chandra-Mouli, V. (2018). Addressing gender socialization and masculinity norms among adolescent boys: policy and programmatic implications. *Journal of Adolescent Health*, 62(3), S3–S5.

Nielson, M. G., Schroeder, K. M., Martin, C. L., & Cook, R. E. (2020). Investigating the relation between gender typicality and pressure to conform to gender norms. *Sex Roles*, 83, 523–535.

Reigeluth, C. S., & Addis, M. E. (2021). Policing of Masculinity Scale (POMS) and pressures boys experience to prove and defend their "manhood." *Psychology of Men & Masculinities*, 22(2), 306.

Duckworth, K. D., & Trautner, M. N. (2019). Gender goals: Defining masculinity and navigating peer pressure to engage in sexual activity. *Gender & Society*, 33(5), 795–817.

The following papers highlight ways in which young men navigate and critique social pressures relating to conforming to masculine norms, even if they simultaneously uphold these norms at times.

Renold, E. (2004). 'Other' boys: negotiating non-hegemonic masculinities in the primary school. *Gender and Education*, 16(2), 247–265.

Way, N., Cressen, J., Bodian, S., Preston, J., Nelson, J., & Hughes, D. (2014). "It might be nice to be a girl... Then you wouldn't have to be emotionless": Boys' resistance to norms of masculinity during adolescence. *Psychology of Men & Masculinity*, 15(3), 241.

What do we mean by Patriarchy?

Ortner, S. B. (2022). Patriarchy. *Feminist Anthropology*, 3(2), 307–314.

This paper not only hugely influenced the “what do we mean by patriarchy?” section, I think it is a fabulous breakdown of the system of patriarchy and its impact at the societal/cultural level. This is a great read for educators trying to conceptually grapple with patriarchy as a system of thought and societal structure.

Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity: Rethinking the concept. *Gender & Society*, 19(6), 829–859.

Mentioned towards the end of the section. Simply put, an essential read for all educators working with masculinities.

Ritchie, S. (2022). Hegemonic masculinity. *Encyclopedia of Queer Studies in Education*, 4, 238–243.

If Connell feels too academically dense to begin with, this is a really handy overview of the concepts and ideas related to hegemonic masculinity, summarised concisely.

For further expansive, nuanced reading suggestions on patriarchy, see the Masculinity and Politicality reading list in Section 2.

What do we mean by Toxic Masculinity?

Almassi, B. (2022). *Nontoxic: Masculinity, allyship, and feminist philosophy* (p. 116). Springer Nature.

A *fabulous* exploration of toxic masculinity, beautifully grounded in feminist philosophy and criticality. Please note, this book takes what I have outlined in the “what do we mean by toxic masculinity?” section several steps further; so if you are an educator seeking a very deep conceptual dive and critique of toxic masculinity, then this is your book.

Formalised (Re)Education

Wescott, S., Roberts, S., & Zhao, X. (2024). The problem of anti-feminist ‘manfluence’: Andrew Tate in Australian schools — women teachers’ experiences of resurgent male supremacy. *Gender and Education*, 36(2), 167–182.

In the Formalised (Re)Education section, I mentioned this paper as a fantastic starting point to understand how the grip of the online world can translate into physical spaces such as school. Although this paper references a specific influencer in Andrew Tate, I believe that the principles and theoretical context and concepts that it unpacks can contextualise the role that the digital sphere can have on the ideas, experiences and belief systems of masculinities in schools.

Other Essential Reads...

Stanaland, A., Gaither, S., & Gassman-Pines, A. (2023). When is masculinity “fragile”? An expectancy-discrepancy-threat model of masculine identity. *Personality and Social Psychology Review*, 27(4), 359–377.

I love this paper. It brilliantly draws on self-discrepancy theory to explain why and how men may choose to partake in, or disengage with, traditionally masculine or “masculine-proving” behaviours. Although it is not referenced in Section 1, this paper and its influence on me can be found across all areas of the book — particularly my framing of duality and strain. For me, this paper is one of the best and most thoughtful considerations of the pressures and influences associated with embodying a masculinity that men navigate today.

Bragg, S., & Ringrose, J. (2022). *The State of UK Boys: Understanding and Transforming Gender in the Lives of UK Boys*.

An excellent overview of some of the intersecting and influencing forces on the experience and embodiment of masculinity in UK schools. This is an essential read for educators looking to get their heads around the relatively current picture of masculinity in the context of schools.

Section 2

■ Punitive To Restorative

Mayer, G. R. (1995). Preventing antisocial behavior in the schools. *Journal of Applied Behavior Analysis*, 28(4), 467–478.

A lot of my inspiration for the framing of punitive to restorative was inspired by the work of Roy Mayer. His work on “positive classroom discipline” really embodies a slower, more intentional route to engaging with disruptive or harmful ideas and behaviours. I have included this for further reading in case it isn't already on your shelf!

■ What are psychographics?

I am very much aware that I brought in an unconventional frame by drawing on psychographics, something that is typically used in marketing circles. Please note, my use, or “positioning,” of psychographics is not exactly the same as the following cited papers. However, for those who might be interested in the conceptual foundations of psychographics, I have included them below for you to explore further if you wish...

Wells, W. D. (1975). Psychographics: A critical review. *Journal of Marketing Research*, 12(2), 196–213.

Lesser, J. A., & Hughes, M. A. (1986). The generalizability of psychographic market segments across geographic locations. *Journal of Marketing*, 50(1), 18–27.

■ Psychographics and Contextual Semantics

Stanaland, A., Gaither, S., & Gassman-Pines, A. (2023). When is masculinity “fragile”? An expectancy-discrepancy-threat model of masculine identity. *Personality and Social Psychology Review*, 27(4), 359–377.

So nice I've drawn your attention to it twice! Again, this paper massively influenced my framing of contextual semantics. Self-discrepancy theory offers a really useful insight into what might be occurring “internally” when it comes to the presentation and embodiment of masculine attributes in social contexts. Whilst wider cultural narratives and standards also influence contextual semantics, an insight into what might be occurring in the internal space of the young men you serve, in response to the contextual situations they may find themselves in, can be a really useful tool in the work you are looking to facilitate and support in your schools.

■ Acknowledging and Exploring Positionality

I mentioned in this section that I would provide some references and suggested readings for educators looking to expand their understanding of the numerous intersections associated with masculinities. To be clear, these aren't all the intersections, nor is the body of research expansive enough to assume that everything you need as educators is contained within the following references. Think of this as a compass for further explorative work, as opposed to an anchor that roots you in a specific mode of conceptual understanding.

Masculinity and racialised experiences

Thomas, R. J. M. (2021). Being and doing boy: marginalised young masculinities and professional practice (Doctoral dissertation, University of Sussex).

This paper beautifully explores the intersections between racialised experience and gendered experience in the context of school — it is an essential read for educators looking to explore this intersection further in their own practice.

Bryan, N. (2020). Shaking the bad boys: Troubling the criminalization of black boys' childhood play, hegemonic white masculinity and femininity, and the school playground-to-prison pipeline. *Race Ethnicity and Education*, 23(5), 673–692.

Another essential read exploring the intricate intersections between race and gendered experiences.

Crawford, C. E. (2019). The one-in-ten: quantitative Critical Race Theory and the education of the 'new (white) oppressed.' *Journal of Education Policy*, 34(3), 423–444.

A great paper exploring the often-misleading statistics associated with white, working-class boys in school, and how this racialised group is positioned as uniquely disadvantaged in the media and political spheres through the misuse of said statistics. Please note: this is not a paper that refutes that white working-class boys are disadvantaged. It is a critical examination of the way said framings are presented in political and social spheres to perpetuate a particular, often misleading narrative around the experiences of white working-class populations.

See the Masculinity and Religiosity section for more recommended reads that also explore racialised experiences in the context of faith and gendered expectations.

Masculinities, Sexuality and Gendered Archetypes

Helman, R., & Ratele, K. (2018). What is there to learn about violence and masculinity from a genderqueer man? *Global Health Action*, 11(1), 1458937.

This paper seeks to explore the construction of masculinity (with specific reference to violence) from the perspective of a genderqueer man. Although this paper is an interview with one man and is not conducted in the context of education, for me it highlights a really important interplay that is often bypassed in educational settings: the links between gendered experience, violence and "typical" notions and/or negotiations of masculinity in public spaces. This is a useful read for any educator looking to explore masculinities as a socialised or socially constructed experience, from the lens of gendered identity.

Vipond, E. (2015). Resisting transnormativity: Challenging the medicalization and regulation of trans bodies. *Theory in Action*, 8(2), 21.

Again, although not specifically situated in the context of education, this paper makes really valuable points in acknowledging that trans bodies often have to uphold the conventional gender/sex binary in order to convince cisnormative society that they are "like them." In the context of your work as educators, having insight into how or why trans masculinities may uphold or perpetuate gendered binaries is incredibly useful in the work you facilitate. It allows you to understand the grip of "traditional," hyper-patriarchal frameworks on the construction of masculine identities.

Kosciw, J. G., Clark, C. M., & Menard, L. (2022). The 2021 National School Climate Survey: The Experiences of LGBTQ Youth in Our Nation's Schools. A Report from GLSEN. Gay, Lesbian and Straight Education Network (GLSEN).

Although situated in the US, this report highlights how the intersection between gender identity and sexuality can impact masculinities in the context of education. This is a longer read exploring a range of educational experiences of students in the US, but there are some useful stats and concepts relating to the experiences of queer masculinities that can further inform your understanding of this particular masculinity intersection.

Gottzén, L., & Straube, W. (2016). Trans masculinities. *Lambda Nordica*, 21(1–2), 217–224.

A great paper that explores the ways in which the study, and taking seriously, of trans masculinities can better locate our frameworking of masculinity itself. I particularly love the framing of masculinity as an "activation," as well as the link between masculinity and cisgendered identity being taken for granted in our construction of masculinities. This is a great read for educators looking to deepen their understanding of the construction of masculinities, as well as the links between and across cisgendered and transgendered bodies.

Neary, A. (2021). Trans children and the necessity to complicate gender in primary schools. *Gender and Education*, 33(8), 1073–1089.

A really interesting paper that puts forth the argument that exploring and critiquing a cisnormative lens that is usually found in schools can broaden the understanding of gendered experiences for

all students within said school culture. This is also a really useful read to bring in notions of plurality mentioned throughout this book.

Masculinity and Politicality

Off, G. (2023). *Wronged and Dangerous: Viral Masculinity and the Populist Pandemic*. By Karen Lee Ashcraft. Bristol: Bristol University Press, 2022. 264 pp. £19.99 (paper), ISBN 9781529221404. *Politics & Gender*, 19(4), 1290–1292.

A brilliant book exploring a range of culturally pertinent and relevant critiques of masculinity, as well as conventional gender analysis.

Holland, J. (2012). *A Brief History of Misogyny: The World's Oldest Prejudice*. Hachette UK.

An excellent breakdown and analysis of the history of misogyny as a social, cultural and political vehicle. One of my favourite books of all time. This is a useful read for educators who are looking to expand their conceptual and historical lenses on misogyny.

Jablonka, I. (2022). *A History of Masculinity: From Patriarchy to Gender Justice*. Penguin UK.

This book argues that new models of masculinity must stem from a political rationale; one that is systemic as well as personal. I would recommend this book to educators who are looking to further explore and expand upon their understanding of the history of masculine domination, and how it has made itself so firmly rooted throughout and within the wider zeitgeist.

Masculinity and Neurodivergence

Plantin Ewe, L., Holmqvist, M., & Bölte, S. (2023). *Teachers' relational competence: perceptions of teachers and students with and without ADHD and ASD. Emotional and Behavioural Difficulties*, 28(2–3), 198–215.

While not specifically focused on masculinities, this is a really interesting paper exploring intersections between gender, neurodivergence and neurotypicality in the context of education. With more and more acknowledgement and critique of neurotypical educational expectations, having an understanding of the intersection between neurodivergent experiences and masculine identities is essential to your practice as educators.

Waltz, M. (2020). *The production of the 'normal' child. Neurodiversity Studies: A New Critical Paradigm*.

Again, while not specifically centred around the experiences of masculinities, this chapter offers a really interesting insight into the pathologisation of neurodiversity and the perpetuation of regulated normalcy at the cultural level. As educators, I believe it is important that we are aware of, and critical of, the ways in which neurodivergence has been pathologised and at times demonised across our cultures. Awareness of this will allow us to turn our reflective lenses inwards to our own school environments and cultures.

Wedlock, L. (2023). *Inspecting and influencing the microcosm: a case study of inner-city high school spaces in Bristol. The Buckingham Journal of Education*, 4(1), 43–49.

For an intersectional acknowledgement of the link between neurodivergence, masculinity and racialised identities, I reference neurotypicality in the context of education within this short case study.

Masculinity and Mental Health

Bola, J. J. (2019). *Mask Off: Masculinity Redefined*. Pluto Press.

A book that personally transformed my exploration and framing of masculinity and mental health. Another essential read, and very easy to follow.

Milner, A., Shields, M., & King, T. (2019). *The influence of masculine norms and mental health on health literacy among men: Evidence from the Ten to Men study. American Journal of Men's Health*, 13(5), 1557988319873532.

This paper explores the link between conformity to masculine norms and depressive symptoms. It uses data from the "Ten To Men" longitudinal study based in Australia, but for illustrative purposes, I think it highlights the link very well between conventional masculinity and general health literacy.

Way, N. (2019). Reimagining boys in the 21st century. *Men and Masculinities*, 22(5), 926–929.

An article that highlights the risk factors associated with adherence to rigid masculine norms, as well as highlighting the need for emotional expression and containment for masculinities.

Masculinity and Disability

Wilton, R., & Fudge Schormans, A. (2020). 'I think they're treating me like a kid': intellectual disability, masculinity and place in Toronto, Canada. *Gender, Place & Culture*, 27(3), 429–451.

There is an emerging (but still fairly limited) body of research exploring the links between disability and masculine presentations. This is a really interesting insight into the ways masculinities who experience what the author calls "intellectual disabilities" manage and navigate public and domestic spaces where their masculinities are concerned.

Johnston, C., & Bradford, S. (2024). Other lives: relationships of young disabled men on the margins of alternative provision. *Disability & Society*, 39(9), 2236–2257.

This paper explores the experiences and reflections of a small group of working-class disabled students in Alternative Provisions (APs) in the UK.

King, T. L., Shields, M., Shakespeare, T., Milner, A., & Kavanagh, A. (2019). An intersectional approach to understandings of mental health inequalities among men with disability. *SSM – Population Health*, 9, 100464.

A fascinating paper on the intersection between disability and self-reliance in relation to masculinities. Although this is a study that looks at men aged 18–55, I believe the findings obtained can be useful to educators working in schools with young disabled masculinities. This paper found that disabled men with higher conformity to self-reliance norms had significantly worse mental health than non-disabled men with low conformity to self-reliance norms. This paper demonstrates the impact that pertinent self-reliance norms that exist within and across culture can have on disabled masculinities. This is something that needs to be unpacked and explored further where disabled masculinities are concerned, but again, it highlights what can often be overlooked when considering the wider intersections of masculinity work.

Masculinity and Body Image

Calzo, J. P., Corliss, H. L., Blood, E. A., Field, A. E., & Austin, S. B. (2013). Development of muscularity and weight concerns in heterosexual and sexual minority males. *Health Psychology*, 32(1), 42.

A US-based study seeking to explore the development of muscularity and weight consciousness in heterosexual and non-heterosexual males. A really interesting insight into the development of body consciousness and perception of "ideal" masculinity across the intersections of gender and sexuality. Although the paper is twelve years old at the time of publication, its insights still mirror what I tend to see very frequently in the work I facilitate across schools, so I have included it in this bibliography.

Govender, D., & Bhana, D. (2023). Smoking, swearing and strong muscles: Becoming boys in the primary school. *International Journal of Educational Research*, 121, 102225.

A South African-based study exploring ideas of masculinity in primary school boys aged 8–9 years old. The findings of this study reflect a lot of what I am seeing and hearing from teachers in primary and secondary schools here in the UK, so I have included it for reference in this bibliography.

Lavender, J. M., Brown, T. A., & Murray, S. B. (2017). Men, muscles, and eating disorders: an overview of traditional and muscularity-oriented disordered eating. *Current Psychiatry Reports*, 19, 1–7.

Muscle-orientated disordered eating, along with muscle dysmorphia, is something that I am seeing more and more frequently in my work with masculinities in schools. What is perhaps most concerning is the observation that said disordered eating and dysmorphia appears to be occurring at increasingly younger ages. I think this paper explains some of the key concepts and potential driving factors of said experiences well; some of this you will likely be already familiar with, but the data aspect of this paper is something that might interest those looking for a deeper dive into this particular intersection of masculinity.

Marshall, K., Chamberlain, K., & Hodgetts, D. (2020). Male bodybuilders on Instagram: Negotiating inclusive masculinities through hegemonic masculine bodies. *Journal of Gender Studies*, 29(5), 570–589.

This paper explores the ways in which bodybuilding culture can at times challenge typical or “hegemonic” masculinities whilst simultaneously upholding or further perpetuating its principles. This paper, for me, really captures plurality in action; it shows the multi-dimensionality of masculinity and muscularity in a way that often isn't presented across the wider zeitgeist. I would recommend this to educators looking to understand the ways in which bodybuilding culture can be used to challenge patriarchal norms, whilst also seeing how at times it can uphold it too.

Mosley, P. E. (2009). Bigorexia: bodybuilding and muscle dysmorphia. *European Eating Disorders Review*, 17(3), 191–198.

I recommend this paper to educators looking to further understand muscle dysmorphia and how it can impact young masculinities (as well as masculinities in general). Just to add: bigorexia is not solely experienced by men; it can be experienced by anyone who partakes in, or finds themselves deeply embedded in, bodybuilding culture. With bodybuilding or “gym culture” becoming more and more prevalent across school contexts, this is still a really useful and calibrating read.

Masculinity and Religiosity

Hopkins, P. E. (2007). Young people, masculinities, religion and race: new social geographies. *Progress in Human Geography*, 31(2), 163–177.

A useful overview of many of the intersections that impact the experience and construction of young people socioculturally, geographically and religiously. There are some great points about the intersection between race, masculinity, faith and class that can be useful conceptual calibration tools for educators. Although this paper was written in 2007, there are still a lot of pertinent and useful reflections and research contained in this article for educators looking to expand their understanding of the links between masculinity and religiosity.

Archer, L. (2001). ‘Muslim brothers, black lads, traditional Asians’: British Muslim young men's constructions of race, religion and masculinity. *Feminism & Psychology*, 11(1), 79–105.

A body of research that explores how young Muslim men aged 14–15 constructed racialised gendered identities, as well as the importance their faith played in these constructions. Please note, this article uses “Black” as a framework to refer to non-white racialised experiences. This article is a couple of decades old, but still lends itself quite well to an intersection that is still rather unexplored in the context of masculinities in schools.

Tufail, W., & Poynting, S. (2013). A common ‘outlawness’: Criminalisation of Muslim minorities in the UK and Australia. *International Journal for Crime, Justice and Social Democracy*, 2(3), 43–54.

This article outlines the experiences of British-born Muslim young men in relation to the criminalised construction of Islam that often permeates the British zeitgeist. Again, whilst not directly linked to the context of school, what often occurs outside of school makes itself known within school culture. This is a useful read for educators looking to understand the impact that Islamophobia has on Muslim masculinities in westernised cultures.