Over the past few decades, the scholarly study of men and masculinities has burgeoned into a robust canon. The question of whether one considers this body of scholarship to be a subfield to interdisciplinary Feminist and/or Gender Studies, or as a field unto itself remains a politically complex one. In any case, the subject matter has developed in both breadth and depth, sufficiently enough to generate viewpoints and literature across a broad continuum of epistemological, ontological, methodological and pedagogical domains.

Of course, there remains an enormous collection of questions to be answered, or even yet to be asked, in regard to the definitions, deployments and implications of masculinity. Even though most literature now speaks of a plurality of masculinities, even this remains a contested area of study. Similarly, a consensus on the boundaries of and between biological and socially constructed dimensions of masculine identities remains elusive. For example, the presence of so-called “x” and “y” chromosomes together in a person no longer proves decisive in determining their sex identity, both because of the diversity of human genetic and physical expressions and because the question is as much a philosophical one as it is biological. Growth in scholarly areas such as Queer and Trans Theory, and in the emergence of intersectionality as an imperative theoretical approach further complicate our understanding of gendered phenomena as they are deployed in male-identified people.

As the Guest Editor of this issue of Culture, Society & Masculinities, I confess my belief that these are wonderful problems. It seems to me that the incompleteness of our subject matter combined with the motivation of colleagues to raise and attempt to answer questions is both interesting and generative. Colleagues continue to stun with new insights, poignant and empowering acts of linguistic precision, and a hopefulness that with understanding comes new possibilities for humanity. Perhaps this sounds too hyperbolic or sentimental. To me, such reactions demonstrate my point that the field is now large enough for everyone to find a comfortable corner from which to root their beliefs and approaches to the subject. However, one hopes that everyone will leave that comfortable place so that potential discoveries

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do not remain hidden in the murkier metaphorical, physical or geographical locations yet to be explored.

The purpose of this special issue of *Culture, Society & Masculinities* is to invite and direct an inquisitive gaze toward the deployment of masculinities within the contexts of higher education. Obviously post-secondary education is itself an enormous area to explore. So, this is a small collection, but I believe it is a very good one, thanks to the diligence, creativity and intellect of our scholarly colleagues who provided articles for this issue.

Personally, I have worked in higher education for over 20 years, and I have had the unusual privilege to work at six quite different types of universities in the U.S. and Canada during this time. I would argue that the college or university context creates an intersectional identity for those who spend time within it as a student, faculty or staff member. The ways in which higher education institutions are situated both within and apart from their host communities or civil society more generally, along with collective perceptions about higher education, create a metaphorically demarcated location of and for identity.

For instance, popular films depicting collegiate life depict a unique time in the life of a man as he comes of age as an adult. While it is certainly true that there are students who are not 18-22 years of age, and those who commute for one or two courses, there is a dominant narrative that creates a coercive set of expectations for students. Even the colloquial preface, “when you get out into the real world…” uttered to many a student, defines and reinforces a liminal space in which fantasy and reality are blurred. In this regard, many of the outrageous and even dangerous behaviours depicted in many films (rarely combined with consequences) are recast as entitlements of becoming a man. This notion of there being a uniquely gendered collegiate identity, intersectional with gender, race, social class, sexual orientation, and others was a motivating reason for my proposing this special issue of *Culture, Society & Masculinities*.

Thus, when I began to work on recruiting manuscripts nearly two years ago, I had some ideas in mind about what would be submitted. However, I was naïve in that this project allowed me a glimpse into what new work is being produced, and how some topics are growing rapidly while others seem to be receding. For example, I have enjoyed reading a burgeoning and significantly important literature on African-American men in higher education. The growth in such research has contributed greatly to understanding the diversity of experiences and situations of Black male collegians, students who have often been defined very superficially and quite negatively, with serious consequences.

The submissions revealed that a similarly robust scholarship is emerging around Latino/Chicano men and masculinities. Several interesting and nuanced abstracts were submitted, and regrettably there was space only for a couple of them. Abráham E. Peña-Talamantes’ article, “‘Defining Machismo, No Es Siempre Lo Mismo’: Latino Sexual Minorities’ Machoflexible Identities in Higher Education” (*this issue*), takes on the contested and complicated intersections of gender, race, and sexuality associated with embodiment and performance of identities in Latino/Male-Identified university students. Juan F. Carrillo’s article, “The Unhomely in Academic Success: Latino Males Navigating the Ghetto Nerd Borderlands” (*this issue*), engages with questions about how educational success is perceived by Latino males as they navigate from families and communities to the collegiate environment. This topic is especially important given the uncritically su-
perficial and cliché assumptions often found in popular culture and news media about who does or does not value education, who can or cannot succeed at it, and the extent to which educational structures set up students to internalize negative beliefs about their relationships to these questions. The submissions in this subject area make it clear that there is excellent new work about Latino males in the pipeline, and it is likely that some readers are among those working on this topic.

Returning to the question of intersections of gender and higher education, Penny Jane Burke’s article, “Formations of Masculinity and Higher Education Pedagogies” (this issue) confronts reductionist depictions of men, masculinities and higher education commonplace in popular media and policy research alike. The article reports on a major qualitative study interested in deepening understanding of male students’ navigation and experiences of teaching and learning within higher education as gendered phenomena. Rather than accepting a superficial narrative of moral panic embedded in assumptions about a supposed decline in male enrollment, Burke reports on accounts of lived experiences within the Academy that illuminate how masculinities are deployed, reified and contested.

Higher Education institutions are also locations of ideological tension, where societal debates are woven or even pressed into campus life by external players or those enrolled or employed there. Hans Rollmann’s article, “Patriarchy and Higher Education: Organizing Around Masculinities and Misogyny on Canadian Campuses” (this issue), explores Men’s Rights movements and their organizing activities aimed at challenging Feminist counterparts within the intellectual marketplace (or perhaps battlefield) of a university. Brian Sweeney’s article, “Performance Anxieties: Undoing Sexist Masculinities Among College Men,” offers insights on how male students may bring internalized dominant socialized masculine ideologies into their interpersonal relationships and participation within collegiate life.

Just as there are communal aspects of students’ identities, there are also intimate lived experiences within which dynamic experiences of psychosocial identity take place, with significant consequences. Daniel Tillapaugh’s article, “Breaking Down the “Walls of a Façade”: The Influence of Compartmentalization on Gay College Males’ Meaning-Making” (this issue), offers poignant accounts arising from a study about gay male students efforts to traverse questions of stigma, liberation and personal integrity associated with sexual orientation during their time in college. In “Masculinities and Hooking Up: Sexual Decision-Making at College” (this issue), Rachel Kalish considers how students approach challenges and choices associated with socio-sexual encounters, and their implications for issues of consent, intimacy and gendered power relations more generally.

Even as these articles contribute meaningfully to the literature on collegiate gender identity, it should be noted that the collection presented in this issue privileges Euro-Western accounts of the subject matter. As the guest editor, I recognize that I could have done more to invite articles from the Global South, East and South Asia. My hope is that future issues will represent the important voices not present in this one, and as a longstanding reviewer for this journal, I certainly look forward to reading such articles in future.