TO ACCOMPANY PROPOSAL FOR ADDITION OF COURSE
TO AN EXISTING UNST CLUSTER

Name of proposing faculty member  Eric Mankowski
Title of proposed course  Psychology of Men & Masculinity (480U)
From which department(s)  Psychology
For which cluster  Women’s Studies
Name of cluster coordinator  Johanna Brenner

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COURSE APPROVED FOR CLUSTER INCLUSION BY

DEPARTMENT CHAIR(S):  [Signature]  DATE: 2-3-00

CLUSTER COORDINATOR:  [Signature]  DATE: 2/1/00

CHAIR, CLUSTER COORDINATORS:  [Signature]  DATE: 2/8/00

CHAIR, UNST COMMITTEE:  [Signature]  DATE: 3/5/00

Copies of completed document are to be filed with appropriate cluster coordinator(s) as well as sent to appropriate department chair(s), UNST Scheduling, and Chair, Cluster Coordinators.

University Studies: March, 1999
PROPOSAL FOR A JUNIOR-SENIOR LEVEL CLUSTER COURSE

Title: Psychology of Men and Masculinities

Course to be Offered: Spring, 2000

Title of Cluster: Women’s Studies, American Studies

Name of cluster proposal coordinator: Johanna Brenner

A. Course Description

Men’s studies is a relatively new discipline which examines men as gendered beings, rather than as "generic" humans as has been the case in much of Psychology to date. This course will survey the main issues in Men’s Studies by looking at and comparing different models of masculinity as presented in psychological and sociological theories, and the various men’s "movements". We will create an open and interactive atmosphere for discussion and dialogue, balancing lectures on theory with experiential exercises, videos and other media to help illustrate the phenomena of interest.

B. Course Development

This is a new course.

C. General Education Goals

Inquiry and Critical Thinking

The course will assist students’ analysis of men and masculinity as a social category and force that shapes how we perceive, feel and behave. Psychological and sociopolitical theories of masculinity will be presented that emphasize understanding masculinity as a manifestation of biological, moral, cognitive, social, or political systems. Students will learn various sources of scientific/statistical and experiential/personal evidence that support and conflict with the theories, gaining differing tools for understanding men and the diversity of masculinities. Once grounded in these theories, the course will shift to analysis of social and individual problems and arenas associated with the enactment of various forms of masculinity, for example, family relations, violence, sports, sexuality, and work. Within the Women’s Studies cluster, the course will function as a complement to the Psychology of Women course.

Communication

Students will be encouraged to share their perspectives on and evaluations of course material in class discussions. Students will also write a series of weekly short papers analyzing the course readings. Small electronic and face to face groups will be formed in which students read and respond to each other’s papers. A final paper will be
written in which students pursue a deeper analysis of a specific topic or problem at both the social and personal levels of analysis, presenting and evaluating various statistical and experiential sources of information about and visual/graphic representations of the topic/problem and making recommendations for social change or intervention designed to address the problem.

Human Experience

One major aspect of the course will be readings that appreciate different ways in which masculinity is and has historically been defined and achieved in various groups and cultures (e.g., hetero/homo/bi sexual, working/owning class, European-American/African-American/Asian-American, Latino), as well as in different lifespan developmental periods -- hence the term masculinities. In addition to scientific/statistical sources of evidence typically used in psychology, various personal/experiential/subjective representations of masculinity as it is lived and expressed in artistic and literary modes will be considered.

Ethical issues and Social Responsibility

As mentioned, the moral bases of masculinity will be analyzed, and students will be required to apply their critical inquiry to practical suggestions for social change and intervention designed to address the special topic or problem they will consider for their term paper. By connecting the social problem or topic on which they write to their individual and personal experience of the same problem/topic, students will be encouraged to understand the connection between their personal and private lives and the public and social problems associated with masculinity. For example, a student might analyze how their own feelings about fathering are related to social movements built around issues father’s rights or single parenthood.

D. Course Outline (complete course syllabus is attached)

Part I (week 1-2): Individual Psychological theories of Masculinity

Introduction to biological, sociobiological, religious, cognitive and psychoanalytic theories of masculinity. Each theory will be presented and then illustrated/applied to the topic of men’s violence (male-male violence; male-female violence; male-child violence). Supporting scientific and experiential evidence will be presented. Students will meet in small groups face to face or via email to write and critique other’s brief papers analyzing the readings and applying them to their own life.

Part II (week 2-6): Sociopolitical theories of Masculinity

Introduction to social psychological, social constructionist, feminist and socialist theories of masculinity. Each theory will be presented and then illustrated/applied to the topic of men’s violence (male-male violence; male-female violence; male-child violence). Supporting scientific and experiential evidence will be presented. Students will meet in
small groups face to face or via email to write and critique other’s brief papers analyzing the readings and applying them to their own life. At the conclusion of this section, students will choose a specialty topic on which to focus during the remainder of the quarter for their term paper and complete a midterm examination on course theories.

Part III (week 7-10): Applications to Social Issues and Problems related to Masculinity

Introduction to sexuality, work/family, sports, violence, emotions, and relationships as topics and areas in which social problems emerge related to masculinity. Theories learned in parts I & II serve as the theoretical lenses through which these problems are analyzed. Interrelations between the problem areas will be emphasized so that students are capable of seeing how masculinity is a key social category/force that connects and drives all of the seemingly unique social problems.
Psychological Perspectives on Men and Masculinities

Overview

Men's studies is a relatively new discipline which examines men as gendered beings, rather than as "generic" humans as has been the case in much of Psychology to date. This course will survey the main issues in Men's Studies by looking at and comparing different models of masculinity as presented in psychological and sociological theories, and the various men's "movements". The course will be run in a seminar format. We will create an open and interactive atmosphere for discussion and dialogue, balancing lectures on theory with presentations from students and extensive discussion time. The course will also include experiential exercises, videos and other media to help illustrate the phenomena of interest.

Process

Often when gender issues are discussed, there is a tendency to respond emotionally. We will discuss some basic ground rules for maintaining mutual respect during class discussions. Each student is expected to devote himself or herself to a serious and rigorous confrontation with the issues of the course and to respect that others may not share their values or beliefs. If it seems appropriate, we may split the group into men's and women's focus groups from time to time to create more safety for frank discussion of the issues.

Course Requirements

1. Class participation. It is expected that students will attend all classes and participate actively in the discussion of the issues. I will not take attendance, but unexplained absences or consistent tardiness will be reflected in your participation grade. Participation also includes keeping up with the reading so that you can actively contribute to class discussions. Contributing during class helps to deepen your understanding of the course material, and helps create a stimulating environment for your classmates. In addition to sharing your questions and comments, contributing to class also includes listening carefully to your classmates' ideas and asking them questions, giving suggestions about how discussions could be directed, and helping maintain the physical environment of the classroom. (20% of grade)

2. Six, 500 word, "reaction papers". A reaction paper is concise and thoughtful reaction to and analysis of the issues raised in the assigned readings for the week. Using and referencing the concepts and ideas raised by the author(s), 1.) summarize what you see as the main points of the reading and, 2.) respond in a critical or evaluative fashion to these ideas. You can apply or connect the ideas to personal experience, compare and contrast concepts with earlier material, explain why you agree or disagree with a point made, pose a question or raise an issue, suggesting a possible new answer, or draw implications for the fields of psychology or sociology. (40% of grade).

3. Group presentation to the class. Choose a topic that interests you and a classmate. Work together to create a 45 minute presentation (lecture, demonstration, simulation, multimedia) and lead a class discussion following the presentation. Sign up during the first week of class for a presentation week. Turn in a detailed overview of your presentation at least one week before your scheduled presentation. This overview should include a 1000 word summary of the
reading for the week, a list of 3 discussion questions to pose to the class, and a list of activities that will liven your presentation. **At that time, also schedule an appointment with me to assist you in planning your presentation** (Proposal and class presentation each worth 20% of grade).

**Texts**

The texts for the course are *Contemporary Perspective on Masculinity*, by Kenneth Clatterbaugh and *The Masculine Self*, by Christopher Kilmartin. They are available in paperback from the Whitman College Bookstore. Other required readings are on reserve and available at Penrose Library.

**Schedule**

**Part I: Psychological Theories of Masculinity**

1/21 Introduction to the Course/Goal Setting

1/28 Theories of Masculinity
   Clatterbaugh: Chapter 1 (pp. 1-16)
   Kilmartin: Chapter 1 & 2 (pp. 3-13, 17-42)

2/4 The Biological/Conservative Perspective
   Clatterbaugh: Chapter 2 (pp. 17-40)
   Kilmartin: Chapter 3 (pp. 47-59)

2/11 The Pro Feminist Perspective
   Clatterbaugh: Chapter 3 (pp. 41-68)
   Christian, H. (1994). *The making of anti-sexist men*, (pp. 94-111) (pp. 3-17 optional)
   Kilmartin (pp. 282-284)

**Part II: Psychosocial Theories of Masculinity**

2/18 The Men's Rights Perspective
   Clatterbaugh: Chapter 4 (pp. 69-94)
   (pp. 11-23, 355-371)
   Kilmartin (pp. 284-286)

2/25 The Spiritual Perspective
   Clatterbaugh: Chapter 5 (pp. 95-116) and Chapter 9 (pp. 177-193)
   Kilmartin (pp. 77-80, 280-282)
The Socialist Perspective
Clatterbaugh: Chapter 6 (pp. 117-136)

Term paper proposal due March 6th at 5 p.m. in Maxey Division Office

3/11 "Standpoint" Perspectives: Race
Clatterbaugh: Chapter 8 (pp. 157-176)
Kilmartin: Chapter 7 (pp. 113-130)

3/18, 3/25 ----Spring Recess-----

4/1 "Standpoint" Perspectives: Gay Men
Clatterbaugh: Chapter 7 (pp. 137-156)
** Group Presentation

Part III: Applying Theories to Men's Issues

4/8 Homophobia and Sexism
** Group Presentation

4/15 Violence
Kilmartin: Chapter 12 (pp. 211-234)
** Group Presentation
4/22  Sexuality and Pornography
Kilmartin: Chapter 11 (pp. 187-208).
** Group Presentation

4/29  Competition: Work and Sports
Kilmartin: Chapter 10 (pp. 167-184)
** Group Presentation

5/6  Health: Caring for Men/Conclusion
Kilmartin: Chapter 9 (pp. 151-166)
Clatterbaugh: Chapter 10 (pp. 195-206)
** Group Presentation