New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): WGSS 495

Course Title: The Study of Men & Masculinity

Abbreviated Course Title (≤ 30 chars): Spring 2015

First Semester to be Offered: Submitted by: Brian Kassar, Psy.D.

Submitter's Contact Info: Phone, Email: 994-4531 bkassar@montana.edu
Instructor: Brian Kassar, Psy.D.
Department: WGSS/US/Counseling & Psychological Services
College: Letters & Science

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.
Instructor checks for “equivalent” course in the MUS system and recommends a common or unique course number.
Department Head's signature indicates that course has been approved by the process used within the Department.
The Chair of the College Curriculum Committee signs to indicate College academic approval.
The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.
The New Course Packet (as PDF) is uploaded to the Provost’s Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291, 491) skip the CPC review (limited to two years.)
Provost’s Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (291) require fewer signatures, but cannot be offered more than two times without committee review.

APPROVALS

Brian Kassar 6/20/14
Department Head 6/20/14
Chair, College Curriculum Comm. 9/12/14
Dean 9/12/14
Chair, Core Subcommittee (if app.)
Chair, CPC
Assoc. Provost *
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   [www.mus.edu/Qtools/CCN/ccn_default.asp]

   - If a course exists with at least 80% of the same outcomes, the course is considered "equivalent" to the proposed new course, and the new course should use the existing rubric and course number.
   - If no "equivalent" course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.

3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost's Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

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Requested Rubric, Course Number, Core Designation (if needed):

- **Course Title:** The Study of Men & Masculinity
- **Abbrev. Course Title:** WGSS 495
- **Credits:**
- **Department Offering Course:** WGSS/US/Counseling & Psychological Services
- **College:** Letters & Science

**Is this course “equivalent” to a course in the MUS System?:** No

**Learning Outcomes for the Course:**

1. Learn and critically examine traditional and contemporary views of masculinity and men's identity development; 2. Identify the mechanisms of masculine gender role socialization, including problematic consequences to self and society; 3. View the intersection of masculinity with other identities, such as race, ethnicity, socioeconomic status, sexual orientation, etc.; 4. Understand how negative aspects of masculine gender role socialization contributes to power, patriarchy, privilege, oppression, and violence, including the impact on men and men's capacity for social justice work; 5. Explore the impact of masculine gender role socialization on men's mental and physical health; 6. Discuss men's sexual identity development and relationships; 7. Reflect on how their own identity has been influenced by gender role socialization; 8. Understand men as a “special population” in the conceptualization and treatment of mental health issues.
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed): WGSS 495
Course Title (for Catalog): The Study of Men & Masculinity
Course Title (for Schedule of Classes, 30 characters, max.): Spring 2015
First Semester to be Offered: Spring 2015
Restricted Entry/Consent of Instructor Required: Yes
Instructor’s GID (last 4 digits only): 9054
Department Offering Course: WGSS/US/Counseling & Psychological Services
College: Letters & Science

Is the requested course number available? (x4155 to check): Yes
Frequency of course offering: Annually
Semester(s) offered (check all that apply): Spring
Summer Options (check all that apply): First 6 weeks
Credits by mode of instruction: Lecture: 3
Seminar: Independent Study: Lab/Studio: Recitation/Discussion: TOTAL CREDITS: 3

Primary Mode(s) of Delivery: Face-to-face Web-Enhanced (small on-line comp.)
On-Line Only Blended (significant on-line portion)

Time and Location – Call the Registrar’s Office at x4155
to find a time and location for the course.

Assigned Day(s): M Tu W Th F Sa Su
Assigned Time(s): 6-9pm
Assigned Building: TBD
Assigned Room: TBD

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s): WGSS 201; or PSYX 101 or 230 or 235 or 335 or SOCI 101 or
Co-Requisite(s):

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

This course explores masculine gender role socialization and its impact on individuals/society, with emphasis on men’s development and mental health. Systems of patriarchy, privilege, and oppression and their impact on men, women, and society are also discussed.
DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

Extended University has funded the course for the past 6 years, and intends to continue funding it. A "hard course" number and rubric from an academic department are needed in order for the course to continue.
New Undergraduate Course Narrative
Montana State University
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)

> WGSS 495

2. Course Title

> The Study of Men and Masculinity

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

> The Study of Men and Masculinity is designed to explore and critique traditional and contemporary views of masculinity and the impact of gender role socialization on the formation of self. Embedded in this critical exploration is a focus on how masculinity ideology and subsequent masculine identity development influences individuals, culture, society and significant others. Applying a gendered context to men and current social issues, this course will discuss a variety of gender issues and their impact across a range of interactions. Those entering the fields of psychology, counseling, education, health, and sociology will better understand the impact of gender role socialization on identity/personality development, significant clinical issues, and the treatment of men’s mental health issues. This has been an important course for students in the past, as many have commented that this is the first/only course that has addressed gender issues as they pertain specifically to men. This course also provides a sociological perspective in that it provides deeper insight into power, privilege, patriarchy, violence and oppression as it impacts both men and women, and discussion about how social justice work and gender equality can serve to critique and dismantle problematic aspects of these systems. Classes are taught in person and lecture/class discussion are the main methods of delivery. Current research in men & masculinity is discussed, including the values/principles and methods endorsed by the American Psychological Association’s Society for the Psychological Study of Men and Masculinity. The course has been taught for 6 years and been very well-received by students. This is a co-convening course, offered concurrently with graduate students who are enrolled in the mental health counseling program.

Course Objectives:
Students in the course will:

1. Learn and critically examine traditional and contemporary views of masculinity and men’s identity development;
2. Identify the mechanisms of masculine gender role socialization, including problematic consequences to self and society;

3. View the intersection of masculinity with other identities, such as race, ethnicity, socioeconomic status, sexual orientation, etc.;

4. Understand how negative aspects of masculine gender role socialization contributes to power, patriarchy, privilege, oppression, and violence, including the impact on men and men’s capacity for social justice work;

5. Explore the impact of masculine gender role socialization on men’s mental and physical health;

6. Discuss men’s sexual identity development and relationships;

7. Reflect on how their own identity has been influenced by gender role socialization;

8. Understand men as a “special population” in the conceptualization and treatment of mental health issues.

Methods:
1. Class lecture and didactic instruction;
2. Critical analysis of contemporary film and literature;
3. Class discussion of readings, films and textbook;
4. Written journals and assignments to apply course material and increase self exploration/understanding

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

> Students are graded on class participation, the depth of reflection in personal journals, reflection and interview papers, and a final project/paper.

5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

Introduction to Course

Men & Masculinity-Definitions & Concepts
Hegemonic Masculinity & Development of Masculine Self

Perspectives on Masculinity

Biological & Sociocultural influences; Multicultural masculinities

Sexuality, Adolescence & Puberty
Anatomy & Physiology; Sexual Development; Sexual Identity Development; Gay Identities; Homonegativity

Sexuality & Relationships
  Sexual identity development; Romantic Relationships; Male Friendships

Men at School: University Men

Men at Work/Lifespan Development
  Education, access to education, gender in a school setting;
  Work, Career, Fatherhood, Social Class

Men at War
  Veteran issues; trauma; power and patriarchy

Men's Bodies & Health
  Physical, Emotional & Sexual Health
  Gender role socialization and its impact on health
  Sexual trauma in men

Privilege, Power & Patriarchy
  Violence & masculinity; men as advocates for change

Working Clinically with Men
  Clinical Issues, Diagnoses, Treatment

6. List required texts or other required references.

   
   In addition, three pages of supplemental readings are provided, many of which are required. This list can be viewed on E-reserves or provided upon request!

7. What are the estimated enrollment and student credit hour (SCH) production?
   
   [SCH = (enrollment * credits)]

   > Historically, the course has ranged from 7 to 25 students. This is a 3-credit course.

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?

   > The course is capped at 30 to allow for significant class discussion, which is a large component of the course.

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?

   > No, other than pre-requisites.
10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

> Student success in the course will be evaluated by how well the student demonstrates an understanding of the material, as well as how deeply they explore/discuss course readings. This is determined through weekly journal assignments, a gender reflection paper, and a final project that requires integration/implementation of course material. In addition to departmental feedback, students are provided a pre- and post-course survey in which they self-assess their knowledge of basic course objectives, such as hegemonic masculinity, patriarchy, gender role socialization, empathy for the male experience, etc. Students will demonstrate, through class discussion, written journals, and writing assignments, an understanding of/ability to critique: masculine gender role socialization, social mechanisms for gender awareness/expression, cultural variables and multiple masculinities, power/patriarchy, biological basis of gender, and the concepts of hegemonic masculinity. Evaluations of student performance will rely upon assignments, as well as their ability to evidence critical thinking and application of course material in professional or personal settings.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

> I am a licensed psychologist who has clinical expertise in working with men. I have worked at MSU’s Counseling & Psychological Services since 2000, and with the MSU VOICE Center since 2002. As the program director for the VOICE Center’s Men Stopping Rape program, I am trained in violence prevention education through the Mentors in Violence Prevention program, and have trained hundreds of peer educators in sexual assault prevention education. I have presented on men’s development/treatment issues and violence prevention issues at several national conferences, and I co-authored the sexual assault prevention guidelines for the Montana University System. I adhere to a pro-feminist theory of gender studies and men’s gender studies, as outlined through membership in APA’s Div. 51—the Society for the Psychological Study of Men and Masculinity (of which I am a member). I have taught several graduate courses in the Mental Health Counseling program as an adjunct instructor, as well as US 101 seminar in University Studies. I am also the Resident Faculty Fellow for Sigma Phi Epsilon, and a member of the American Fraternity/Sorority Advisors Association where I contribute to university Greek Life by education on creating healthy chapter cultures. I have created this course based upon APA’s Div. 51 guidelines, and taught it through Extended University for six years.

**Level of Offering**

12. Has the course been offered previously under 280/291 or 480/493? If so, when? Under what number? What was the enrollment? What level of students took the course?

> Yes, under 491. Sophomores-Seniors and graduate students have successfully completed this course. Enrollment has varied from 7-25 students.

13. Justify the level of course offering.

> This is an upper level course designed to supplement/compliment gender studies material. The depth/breadth of this course, the self-reflection involved, and the level of reading required justifies
Relationship to other Courses, Curricula, and Departments
14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?

> This course has some overlap with lifespan development and gender studies courses offered in the WGSS, HHD, Psychology, and Sociology departments, but is unique in its specificity to men’s development and its application to a wide array of majors/professions.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

> There have not been unfavorable reactions. Students who have taken other gender studies courses have commented that this course delves deeper into the male experience, which has been appreciated. It does not compete with or devalue other similar course offerings, but rather builds upon them. In its first year, the course was initially proposed with the title of “The Psychology of Men,” but the Psychology Department requested that Extended University use a different name since the course was not offered through the Psychology department, so it was changed to the “Study of Men and Masculinity.”

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

> This course fits in the WGSS minor and should not pull students from other departments. In fact, many HHD, SOCI, and PSYX courses are required as pre-requisites.

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

>This course blends research and theory from psychological, sociological, and biological fields. Because gender has such a large impact on identity formation, relationships, and social systems, course material will apply to many different fields, professions, and experiences. Future teachers, school counselors, doctors/nurses, and mental health counselors have taken the course and reported benefit. While the majority of students have been in a social science major, engineering and physics majors have also taken the course. One physics student progressed to graduate school, where he focused his dissertation research on how male gender role socialization impacts the teaching of physics.
Students Served
18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

> See #17.

Resources
19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

> None.

20. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

> No additional resources are necessary. There is an on-line reading list maintained annually through E-Reserves.

Other Supporting Material
21. Include any additional information you feel is needed to support this request.

> This course has been very rewarding to teach, and students frequently comment on how helpful the course is to them both personally and professionally. Below are some quotes from student evaluations that illustrate the impact the course had in the personal, academic, and professional lives of the students:

This class was important to me because it gave me an understanding about masculinity that I would not have received in other classes I have taken at MSU.

This class needs to be offered permanently because it has increased my awareness into men and masculinity. I feel so much more comfortable understanding men and working with them in counseling. This topic has NEVER been discussed in any of our other classes, so it was extremely helpful to learn. I really have learned so much!

This class was a great experience and served to empower me in my own self-development.

This class portrayed many great aspects of the development of males that I knew existed, however, I did not know the factors/intricacies of the aspects/topics discussed.

I have taken a traditional male path. I was in a fraternity and played rugby in college. It was good to look at how I was influenced by cultural expectations. Thanks!
This class increased my self-awareness to my own unknown biases towards men. It helped me to understand my development and have more empathy for others' development, actions and behaviors.

I think this course was one of the most informative and beneficial courses in the program so far. It was nice to have a course instructed by someone who is very knowledgeable in the subject area and has experience teaching the material before the class. I HIGHLY recommend incorporating this course in the curriculum. Before the course I was not comfortable working with male clients. Now I am excited to work with male clients!

This class gave me the skills to develop a closer, more meaningful relationship with my father as well as develop closer friendships. I feel much more empowered and in control of my life due to this course.

It brought me out of my box and forced me to re-analyze society and more importantly, myself.

This is by far the most valuable course I have ever taken. Everyone should learn this.

A truly eye-opening class with engaging material.

My knowledge of the topic was greatly expanded and challenged my preconceived notions and ideas about what creates, sustains, and continues to perpetuate the "masculine ideal." Through this, a window into my relationships, my community and ultimately myself—being challenged through the discussion of masculinity was at the core of my personal growth, understanding, and willingness to question what it means to be a man.

Awesome class! I really enjoyed it and I truly learned a lot. This class opened my eyes to many things. I think that enrollment would go through the roof if it was picked up by an academic department.
The Study of Men & Masculinity
WS 491/591
Spring 2014

Tuesdays 6-9pm
Gaines 030
Office Hours by Appt.

Instructor: Brian Kassar, Psy.D.
Licensed Psychologist
406-994-4531
bkassar@montana.edu

Course Description: The Psychology of Men and Masculinity is designed to explore and critique traditional and contemporary views of masculinity and how they impact the formation of self. Embedded in this critical exploration is a focus on how masculinity ideology and subsequent masculine identity development influences individuals, culture, society and significant others. Applying a gendered context to men and current social issues, this course will discuss a variety of gender issues and their impact across a range of interactions. Those studying to be counselors will understand the impact of gender role on identity/personality development, significant clinical issues, and treatment of men’s mental health issues.

Course Objectives:
Students in this course will:

1. Learn and critically examine traditional and contemporary views of masculinity and men’s identity development;

2. Identify the mechanisms of masculine socialization, including problematic consequences (to self and society);

3. View the intersection of masculinity across other cultural variables, such as race, ethnicity, socioeconomic status, sexual orientation, gender identity, and ability, etc;

4. Understand how masculine gender role socialization contributes to power, patriarchy, privilege, oppression and violence, and explore men’s capacity for social justice/violence prevention;

5. Explore how masculine gender role socialization impacts physical and mental health;

6. Discuss men’s sexual identity development and relationships;

7. Reflect on how their own identity has been influenced by gender role socialization;

8. Understand men as a “special population” in the conceptualization and treatment of mental health issues.

Methods:

1. Class lecture and didactic instruction;
2. Critical analysis of contemporary film and literature;
3. Class discussion of readings, films and textbook;
4. Written journals and assignments to apply course material and increase self exploration/understanding
Grading:

| Attendance, Participation and Discussion: | 20 Points |
| Journals | 50 Points |
| Gender Reflection Paper | 20 Points |
| Interview | 40 Points |
| Final Project | 75 Points |

Total Points: 205

Final grades will be calculated as follows:

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Grading & Assignments:

*Attendance, Participation and Discussion (20 pts): A great majority of our class time will be spent engaging in discussion regarding course material and personal experiences. As such, attendance and active participation (listening and discussing) are required. Guidelines for discussion will be outlined in class; all discussion must be respectful, professional, and free from sexist or derogatory language. Because self-reflection and appropriate levels of self-disclosure are encouraged, confidentiality is expected and will be further discussed in class.

*Journals (50 pts): You will complete 10 journal entries due each week, (except where noted). Journal entries are not formal papers and they do not need citations. These are not academic in nature—they are your personal reactions to course material or personal experiences as related to men, masculinity, or male gender role socialization. Journals are intended to help you engage and reflect upon course readings/discussions and how they impact you personally, and serve to create further dialogue with yourself and the instructor.

Journal entries should be used to react, reflect, agree, disagree, relate to or speculate about the topic of men/masculinity as experienced in: course readings, class discussions, personal experiences/observations, Mass Media (TV shows, movies, books, radio, commercial advertisements), News/Social Media (articles, blogs, websites), and self-reflection. Each journal entry should be 1-2 pages, typed, double-spaced, and stapled. They will be graded from 0-5 points, depending upon your engagement with the material. While intellectual reactions/analyses are necessary, some degree of personal/emotional reactions are also expected. Entries can be informal and personal; citations are not necessary, though grammar, spelling, and clarity of presentation are required.

Journal entries are due at the beginning of class. If you miss class, you can email your journal to me, but email is not the usual method of submission. Journals are due on Jan 21, 28; Feb 4, 18, 25; Mar 4, 25; Apr 1, 8, 15.

Extra Journal Entries may be completed for additional points with the following guidelines:

1. No more than 2 extra entries may be submitted each week.
2. You must complete all journal entries on time in order to turn in extra credit entries (e.g. extra credit entries cannot be used to make up missed journal assignments). If you fail to turn in an assigned journal entry, YOU ARE NOT ELIGIBLE TO TURN IN EXTRA-CREDIT ENTRIES.
*Gender Reflection Paper (20 pts)
3-5 pages, cite appropriately
Due Beginning of Class Week 5, Feb 11

Reflect on your experience of gender/gender norms, how they have impacted your sense of who you are, your relationships, and your interactions in the world. While it is allowable to use first person, the paper should be formal and in narrative form. Your reflection should also integrate course material—as your reflect on your gender role socialization, analyze how, why, what, etc., using the theories and research presented in the readings/lectures. This is not merely a longer journal entry—you must integrate course material and cite appropriately. Some questions are provided to guide your thinking:

Have you ever really thought about your gender or gender norms before? Why or why not?
When and how did you first become aware of gender roles (“boys do this, girls do that”)?
How were they reinforced (or challenged) by family, friends, school, church, etc.?
In what ways do you conform to male/female gender roles? How do you differ?
What blatant, direct messages did you get about gender norms, and which ones were more subtle or implied?
Are there things you can’t do/say because you feel you have to conform to gender norms? When/why?
How does it feel in times you might act outside of your gender norms?
How do others react when you act in a gender non-conforming way?
Are their positive/negative consequences for acting outside of your gender’s norms?
Are there ways you benefit from being male/female? Are there ways you are negatively impacted?
Are there times you “act more masculine/feminine”? In what situations? Why?
What gender norms do you agree/disagree with? Adhere/not adhere to?
Are there elements of the opposite gender you feel or wish you could express more?
What pressures do you feel you need to live up to based upon your gender?
How is your gender portrayed in the media, and what impact does this have on you?
How has gender impacted your sexuality/sexual experiences?
How do other parts of your identity (race, ethnicity, socioeconomic status, sexual orientation, geography, religion, occupation, etc.) impact your experience of gender/gender norms?

Length of the paper should be a minimum of 3 pages, typed, and double-spaced. Late papers will be penalized one letter grade per day.

*The Interview 40 Points
Due Beginning of Class Week 10, Mar 18

Conduct a 60-minute (approximate) interview with any male (who is not your partner or husband). It can be a friend, co-worker, or family member over the age of 18. When you ask the person for the interview, let him know that you will be asking some personal questions about his experiences of being a man in today’s society, and that his identity will remain confidential throughout the paper.
In the paper, please label the following sections and address the following:

1. Description of Interviewee (age, race, sexual orientation, relationship status, and any other relevant demographics)
2. Socialization influences during development (who/what were most influential in his experiences that affected his understanding of what it meant to be a man)
3. Positive and negative experiences associated with being a man (what does he like/not like, what is hard about being a man)
4. Masculine norms (What messages does he/did he get about how he is supposed to be a man; which does he conform/not conform to; how does he feel about masculine norms)
5. Consequences of conformity/non-conformity (what benefits/costs does he experience to conformity? What benefits/costs does he experience to non-conformity?)
6. Your perception/analysis of the effects of conformity/non-conformity to masculinity norms on interviewee’s well-being
7. Process of the interview (What did he think of the interview? How open/emotional was the interviewee? How did your gender/relationship affect what/how was discussed?)
8. Personal Reactions (to the interview material, interviewee)
9. Personal Comparison: How similar/different was your interviewee’s responses to your own gender reflection paper? In what ways?

Please integrate and cite relevant material from class/readings that reflect/correlate with your interviewee’s experience. This paper should not merely be a report of their answers, but a thoughtful integration of your interviewee’s experience with what you are learning about gender role socialization.

You can choose your own questions in conducting the interview and try to be flexible with the direction of the conversation—go with what seems pertinent. You can use questions from the above Gender Reflection assignment, as well as the following:

When you were growing up, how do you think you learned what it was to be a man?
Who did you look up to or emulate? What were these men like?
What experiences taught you how you were supposed to act, think, or feel as a man?
How did TV/movies/advertising tell you about how you are supposed to act, think and feel as a man?
What did you learn about how to cope with problems or feelings?
What roles do you occupy as a man (e.g. father, husband, partner, son)?
What message do you receive about how to act in those roles?
What messages did you receive about sex/sexuality? How did that impact your relationships/sexual experiences?
Are there messages about being a man that are positive/important? Negative?
How have messages about being a man changed in your lifetime? Is this better or worse?
What message have you received about being a man that you agree/disagree with?
Do some of these messages impact you in negative ways? Positive ones?
What are the cost/benefits of living up to (or not living up to) these messages?

Length of the paper should be a minimum of 6 pages, typed, and double-spaced. The final deadline for the paper is the beginning of class during the 10th week, but it can be turned in at any time prior. Late papers will be penalized one letter grade per day.

*Final Project 75 points
Due Beginning of Class Week 15, April 22
Students will work in groups to create a final project that highlights a specific topic within the area of male gender role socialization/men and masculinity. This project should be something that could be “taken to the masses” to better educate others about this topic (e.g. video, series of articles, lectures, training modules, etc.). Project will include a paper and presentation, both due on the last day of class. More details on the final project will be provided later in the class.
**Academic Dishonesty**

Students are expected to adhere to the code of conduct for academic integrity. Unless specified, students are expected to work alone on written assignments and complete their own work. Any cases of actual or suspected plagiarism or academic dishonesty will be referred to the Dean of Students and may result in a lowered grade or failing the course. Refer to the Student Code of Conduct for standards and policies: [http://www2.montana.edu/policy/student_conduct/cs600.html](http://www2.montana.edu/policy/student_conduct/cs600.html)

**Accommodations**

In accordance with the Americans with Disabilities Act, students with documented disabilities through the MSU Office of Disability Concerns will receive reasonable accommodations: [http://www.montana.edu/wwwres/disability](http://www.montana.edu/wwwres/disability). Students requesting accommodations can make their disability known to the instructor through university documentation and such details of any disability/accommodation will be kept private and confidential.

Any and all events that cause absence or interference in academic performance need to be discussed with the instructor as soon as possible so reasonable accommodations can be made. Such events include, but are not limited to: illnesses, deaths, births, weddings, funerals, hospitalizations, accidents, travel emergencies, medical issues, fires, floods, hurricanes, theft; natural disasters and/or events caused by any deity. Waiting until after the fact will:

1. result in me referring you back to this statement
2. render me helpless to assist you or provide reasonable accommodations
3. likely sound more like a desperate excuse to get out of doing something you should have done in the first place;
4. try my patience and empathy, thus rendering you helpless to receive the reasonable accommodations you feel are justly yours

While I will do my best to be supportive and accommodating, please understand that you are expected to adhere to course/university guidelines and fulfill the responsibilities of this class in an adult, professional manner. Simply put, the class size will not allow me to tailor the course to individual preferences and circumstances, but I will certainly be understanding of documented needs and/or extreme circumstances. I will do my due diligence as an instructor; please do yours as a student.

**Readings:**

Required readings will appear in **bold** on the course agenda. A large amount of supplemental reading is provided to give you a survey of the literature found in area of the Psychology of Men. This will allow you to tailor the course to your interest, add to the depth of class discussion, and assist you with writing assignments. **It is not required to complete all readings from the supplemental list**, though making an effort to read some of them will increase your knowledge of the subject and enhance your success in the class.

**Required Text:**


ISBN: 1-59738-024-9
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<td>Introduction to Course</td>
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**Supplemental Readings:**


