

**SOUTHEAST MISSOURI STATE UNIVERSITY  
COURSE SYLLABUS**

**Department of:** Human Environmental Studies

**Course No.** UI 455

**Title of Course:** Understanding Men & Male Development

**New:** Fall 2010

**I. Catalog Description and Credit Hours of Course:**

**A. The Catalog Course Description:**

Explores contemporary research on male issues in the field of men's studies, including male development across the lifespan. (3 Cr.)

**B. A more extensive course description for the University Studies handbook:**

The main objective of the course is to explore contemporary research on men and male development across the life-span. The course draws from disciplines of human development, sociology, psychology and biology. In studying the topic of male development, students explore theoretical perspectives as well as empirical works from different disciplines. A cross-cultural and historical perspective is considered by students reviewing men's studies in the United States as well as other cultures.

**II. Interdisciplinary Nature of the Course:**

The interdisciplinary nature of this course is accomplished by examining empirical data and theoretical frameworks from various disciplines such as human development, psychology, sociology, and biology. As the extensive course outline in section (VI) indicates, the content allows students to study and integrate knowledge gained from professional works and theoretical viewpoints identified in these scientific fields. For example, the integration of information from these disciplines is emphasized by exploring biologically-based theoretical perspectives as well as humanistic and existential theories on males and gender development (Behavioral Systems). Also, cultural variations and ethnic issues about men and masculinity will be examined from psychosocial and political perspectives (Social Systems). A multidisciplinary perspective will be applied to discuss topics such as males' physical and mental health, sexuality, career issues, and roles in family.

The interdisciplinary nature of the course is also emphasized through various assignments and projects. These projects will allow students to investigate theoretical constructs and contemporary research about male development. For example, to address the subtheme of "*Integration of Knowledge: Living in an Independent Universe*", students are required to interpret data and exercise individual expressions by participating in class discussions, informal debates/oral presentation, group collaborative projects, writing research papers, and analysis of case study reports. Therefore, the course content and assignments combine the perspectives from Social & Behavioral Systems, Human Institution, and Natural Systems.

In addition, the course content and assignments create a context to promote students' skills in some of the major University Studies Objectives including: "*Locate & Gather Information*" , "*Critical Thinking*" , "*Understand & Relate to Human Experiences*" , and "*Various Cultures & Their Relationships*".

**III. Prerequisite(s):**

Satisfactory completion of any University Studies courses in Behavioral or Social Systems categories.

**IV. Objectives of the Course**

Students will demonstrate:

- A. Skills in locating resources and gathering information from various multidisciplinary resources on male development and the construct of masculinity. (University Studies Objectives 1,2,4)
- B. Critical thinking skills to analyze, synthesize, and present research findings about male development, gender identity, and models of sex comparison. (University Studies Objectives 1,2,3)
- C. Effective oral and written communication skills to explain empirical data about the effects of biological and socio-cultural factors on males' identity, gender development, and its variations. (University Studies Objectives 3,6)
- D. Ability to examine and integrate research findings about the impacts of male socialization, culture, and ethnicity on men's physical, mental, and emotional wellbeing. (University Studies Objectives 4, 5, 6)
- E. Ability to critically analyze data to make informed decisions about definition of masculinity, the male gender role dilemmas, and contradictory options that are offered to them in a given culture. (University Studies Objectives 2,7,9)

**V. Expectations of Students:**

- A. Class attendance & participation in class activities.
- B. Satisfactorily complete all assigned readings from professional journals and conduct oral presentations.
- C. Satisfactorily complete research paper.
- D. Successfully complete all exams.

**VI. Course Outline:**

**Frameworks for Understanding Men**

- 1. Introduction: (US Objectives 1,4)..... 2 hours**  
Describing Masculinities  
Stereotypes and Reality  
Consequences of Masculine Gender Roles  
Contexts for the Study of Masculinity
- 2. Models for Understanding Masculinity: (US Objectives 2, 5, 9)..... 4 hours**  
Roles and Gender Roles  
Functions of Gender Roles  
Sexism & its Forms  
Research in Sex Comparison  
Models of Masculinity and Femininity  
Measuring Gender Roles

**Personality Theory and Male Development**

- 3. Biologically-Based Theoretical Perspectives on Males and Gender:  
(US Objectives 1, 2, 4)..... 3 hours**  
Evolution and Sociobiology: Sex on the Brain  
Sociology and Masculinity  
Psychoanalytic Perspectives  
Ego Psychology and Masculinity
- 4. Socially-Based Theoretical Perspectives on Males and Gender:  
(US Objectives 3, 5, 6)..... 3 hours**  
Social Learning Perspectives on Masculinity  
The Role of Childhood Environments  
Mechanisms of Social Learning: Observation, Imitation, and Cognition  
Gender Schema Theory
- 5. Masculinity, Ethnic Identities: Culture & Masculinity:  
(US Objectives 2, 7, 9)..... 3 hours**  
Cultural Variations in Gender Roles & Expression of Masculinity  
Explanations of Cultural Similarities and Differences in Gender Ideologies  
Diversity among American Men: The Impact of Ethnicity and Social Class

- 6. Intersections of Masculinity with Other Forms of Identities:  
(US Objectives 2, 4)..... 3 hours**
- Social Class
  - Sexual Orientation
  - Attitude Toward Homosexuality
  - Homophobia & Masculinity
  - Aging Men & Social Norms

- 7. Phenomenological Perspectives on Male Development:  
(US Objectives 2, 3)..... 3 hours**
- Humanistic Theory and Masculinity
  - Existential Theory and Masculinity

**Men's Issues**

- 8. Emotion and Masculinity: (US Objectives 1, 6)..... 3 hours**
- Sex and Gender Differences in Emotional Expression & Self-Disclosure
  - Origins of Restrictive Emotionality: Role Identity
  - Consequences of Restrictive Emotionality

- 9. Men and Physical Health: (US Objectives 2, 4, 5)..... 3 hours**
- Sex Differences in Longevity
  - Sex Differences in Disease
  - Other Causes of Death
  - Gender Differences in Longevity: Why are Men's Lives Shorter than Women's?
    - Biogenic Explanations
    - Psychogenic Explanations
  - Risky Behaviors & Habits/ Unsafe Sexual Practices

- 10. Jobs, Careers, and Masculinity: (US Objectives 1, 3, 9)..... 3 hours**
- A History of Work and the Sexes
  - The Socialization to Work
  - Working in the Modern World
  - Sexual Harassment
  - Male-Female Relationships in Dual-Earner Homes

- 11. Male Sexuality: (US Objectives 2, 4, 7)..... 3 hours**
- Sexuality and Physical Development
  - Sexuality and Masculinity
  - Male Sexual Issues & Problems
  - Sexual Orientation and Male Sex Change Issues
  - Origins of Homosexuality

- 12. Men and Violence: (US Objectives 2, 4)..... 3 hours**  
 Origins of Male Violence: Biological & Psychosocial Perspectives  
 Violence Encouraging and Inhibiting Factors  
 Domestic Violence & its Solutions  
 Rape, Other Sexual Assault and Masculinity  
 Male Victims and Survivors
- 13. Men in Relationships with Others: (US Objectives 1, 3, 5)..... 3 hours**  
 Masculine Social Development  
 Male-Male Friendships  
 Cross-Cultural Interactions: Men with Women  
 The Role of Fathers in Children’s Development:  
     Daughters & Fathers; Sons & Fathers
- 14. Men and Mental Health: (US Objectives 2, 4, 6)..... 3 hours**  
 Defining Mental Health  
 Men, Masculinity, and Mental Disorders  
 Mental Health Issues for Men:  
     Substance Abuse  
     Personality Disorders  
     Depression  
     Divorced & Father Absence  
     Men as a Special Population  
 Counseling and Psychotherapy with Men  
 Men’s Issues in Counseling and Psychotherapy  
 Psychological Services for Men
- 15. Men’s Issues and New Perspectives on Masculinity:  
 (US Objectives 1, 3, 7)..... 3 hours**  
 Versions of Men’s Reality: Masculinity in the Mainstream  
 Same-Sex Marriage  
 Prison & Incarcerated Men  
 Men & Spirituality  
 Pornography & Prostitution  
 Males in Crisis and Men’s Advocacy Organizations  
 Men’s Studies

**Total: 45 hours**

**VII. Textbook(s) and/or Other Required Materials:**

The textbooks and other reading materials have an interdisciplinary emphasis:

**Required Textbooks:**

Kilmartin, C. (2010). *The Masculine Self* (4<sup>th</sup> ed.). Cornwall-on-Hudson, NY: Sloan Publishing.

**Supplemental Readings:**

1- Kimmel, M. S. & Messner, M. A. (2010). *Men's Lives* (8<sup>th</sup> ed.). Boston, NJ: Allyn and Bacon.

2- Selected journal articles.

**VIII. Basis for undergraduate student evaluation:**

Students will be evaluated on the composite score of participation in class activities, oral presentations of journal articles, research papers, and exams.

A. *Class attendance & participation in class activities:*

Students are expected to attend class regularly and participate in class discussions about video clips and case studies.

B. *Satisfactorily complete all assigned readings from professional journals and conduct effective oral presentations:*

In addition to the textbook, several reading assignments will be given throughout the semester. Students will be required to read and analyze at least two current articles on male development issues. Also, students are expected to make a 30-minute oral presentation on each of these assigned journal articles. Student's presentations will be evaluated based on their ability to organize the information gathered from several different sources and deliver their reflections in an organized and concise manner. Presentations will be graded on: 1) organization of ideas; 2) conciseness and accurateness of content; 3) persuasiveness & creativity in delivery style; and 4) ability to offer relevant examples and practical ideas for implementation.

C. *Satisfactorily complete research paper:*

Students are required to complete a research paper supported by reviews of journal articles. The research paper would be around 2000 words based on interdisciplinary topics and issues approved by the instructor. The term paper will be evaluated based on the student's ability to analyze and synthesize the materials gathered regarding the assigned topic.

D. *Successfully complete all exams:*

There will be about four to five in-class exams which include multiple choice and essay questions. Essay questions on the exams will provide a context to evaluate the student’s critical thinking skills.

**Evaluation**

Participation in class discussion & activities.....	10%
Assignments/Projects (e.g., Analysis of research articles; oral presentations).....	25%
Research paper of an interdisciplinary topic/issue.....	15%
Five Exams (Include multiple choice & essay questions).....	<u>50%</u>
<b>Total: 100%</b>	

**Grading Scale:**

A= 90-100%    B= 80-89%    C= 70-79%    D= 60-69%    F= 59% or less

The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

**IX. Identification of Background or Expertise for Teaching the Course.**

The instructor assigned to this course should have an interdisciplinary understanding of this topic in the fields of social sciences and have advanced degree in one of the following fields: Human Development, Psychology, or Sociology.

**X. Class Size**

According to the School of University Studies’ guidelines, 15 is the ideal class size for this 400-level course.

**XI. Academic Policy Statement:**

Students will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to: <http://www6.semo.edu/judaffairs/code.html>

**XII. Student with Disabilities Statement:**

If a student has a special need addressed by the Americans with Disabilities Act (ADA) and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Please see: <http://www.semo.edu/ds>