

School of Family Studies
Human Development and Family Studies
University of Connecticut

Syllabus: Men and Masculinity:
Social Psychological Perspectives -- HDFS 259
FALL 2003

Meets: Thursday, 3:30-6:00 pm
Room 25 – Family Studies Building

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Catalog Description: A survey of men's gender role socialization over the life span focused on men's developmental issues, gender role conflicts, and interpersonal dynamics with women. Theory, research, and personal exploration are integrated through lectures, discussions, and experiential activities.

Course Objectives:

1. To know course contexts, norms, expectancies, psychoeducation, course goals and topics. To know the conceptual issues with men's gender role identities, gender role schemas, and self protective defensive strategies.
2. To define and discuss gender role terminology that explains men's and women's socialization.
3. To define Men's Studies and the new psychology of men as academic disciplines.
4. To assess men's current status in American society from gender role and historical perspectives.
5. To help students assess the following personal issues in their lives: psychological violence, personal pain, gender role conflict, defense mechanisms, emotional intelligence, forgiveness, metaphors for healing.
6. To understand what "journeying with gender roles" means
7. To understand the role of patriarchy in men's and women's socialization.
8. To analyze men as victimizer and respond to the question, "are men victims of sexism?"
9. To review men's lives from sociological and anthropological perspectives.
10. To review men's and women's socialization from a biological perspective.
11. To review what is scientifically known about human sex differences.
12. To review the origins of gender role stereotypes and roles.
13. To define men's fears of femininity and emasculation across the life cycle.
14. To know what the Masculine Mystique means and how it develops in men's lives
15. To know the conceptual issues with men's gender role identities, gender role schemas, and self protective defensive strategies.
16. To review men's gender role transitions over the lifespan.
17. To identify the negative consequences of men's and women's gender role conflicts.
18. To identify men's and women's patterns of gender role conflict across the life cycle.
19. To review men's relationships issues with women, children and other men from a gender role

perspective.

20. To review theories of men's gender role socialization.
21. To understand men's socialization in the context of psychological-physical violence and abuses of power toward women and other men.
22. To understand the consequences of sexism for men and women over the lifespan.
23. To analyze the gender role journey's of Frank Sinatra, Hillary Rodham Clinton, Marilyn Monroe, John Lennon, Elton John and Marvin Gay.
24. To understand power concepts from a gender role perspective.
25. To know the theory about what causes men's violence against women from a gender role perspective.
26. To review explanations of what causes men's violence against women.
27. To review the gender role issues for gay men, men of color, working class men, and older men.
28. To have each student analyze their own gender role socialization and gender role journey process.
29. To know new definitions of men's gender roles and new directions for men's and women's transformation, renewal, and healing.
30. To facilitate students' understanding of their own gender role socialization from personal, professional, and political perspectives
31. To evaluate the course content and process to assist in course revision and development

Class Schedule

<u>Week No.</u>	<u>Reading Completion Dates</u>	<u>Topics and Lecture Number</u>	<u>Assigned Reading</u>
1	August 28	<u>Lecture 1</u> -Introduction -Learning Expectancies -Class Norms -Psychoeducational Philosophy -Class Dimensions -Gender Role Journey -Video: "Boys to Men" -Needs Assessment of Students	
2	Sept. 4	<u>Lecture 2:</u> -Gender Role Journey Continued -What is Men's Studies? -What is the Psychology of Men? -Pleck's gender role strain model -How defense mechanisms work -Matrices of masculinity -Journeying with emotional pain	O'Neil & Egan 1992 a Kilmartin, Preface & Chapter 1
3	Sept. 11	<u>Lecture 3</u> -Overall Paradigm for course -Patriarchial violence -Psychological Violence and gender roles -Women and Men: Victims of sexism? -Video: Marilyn Monroe's gender role journey	O'Neil & Egan 1993 Kilmartin, Chapter 2
4	Sept. 18	<u>Lecture 4</u> -Theoretical Perspectives on men and gender -Biological, Psychoanalytic and Social learning theories -Gender Role Conflict Theory (1978-2003) -Video: Paradox of Gender	Kilmartin Chapter 3-5

<u>Week No.</u>	<u>Reading Completion Dates</u>	<u>Topics and Lecture Number</u>	<u>Assigned Reading</u>
5	Sept. 25	<u>Lecture 5</u> -Theoretical Perspectives on men and gender: race, class, ethnicity, sexual orientation and age -Multicultural aspects of men's studies - Special groups and victimization -Video: Marvin Gay's gender role journey	Kilmartin Chapter 6-7
6	Oct. 2	<u>Lecture 6</u> -Life Span and gender role socialization -Transitions – Levinson's theory -Gender Role Transitions and themes -Video: Frank Sinatra's gender role journey	O'Neil & Egan 1992b
7	Oct. 9	<u>Lecture 7</u> -Creating a new and positive conceptualization of masculinity and men's lives -What are the qualities of positive masculinity?	No reading
8	Oct. 16	MIDTERM EXAM (Weeks 1-7)	
9	Oct 23	<u>Lecture 8</u> -Patterns of women's gender role conflict -What are sex differences and do they exist? -Men's relationship with women -Power defined from a gender role perspective -Male sexuality -Video: Hillary Rodham's gender role journey	Kilmartin Chapter 11, 13
10	October 30	<u>Lecture 9</u> -Patterns of men's gender role conflict -Men and mental health -History of Gender role Conflict Research Program -20 years of research on men's gender role conflict -Future Research on men's gender role conflict	O'Neil 1981 Kilmartin Chapter 14

<u>Week No.</u>	<u>Reading Completion Dates</u>	<u>Topics and Lecture Number</u>	<u>Assigned Reading</u>
11	Nov. 6	<u>Lecture 10</u> -Men's Emotions & Sexuality -Men's Health -Video: Professor's gender role journey -Student preparation for their gender role journey	Kilmartin Chapters 8,9,11
12	Nov. 13	<u>Lecture 11</u> -Men at Work and in Careers -Video- John Lennon's gender role journey -Elton John's gender role journey	Kilmartin Chapter 10
13	Nov. 20	<u>Lecture 12</u> -Men and Violence -What causes men's violence against women? Gender Role Journey paper due	O'Neil & Harway, 1997 O'Neil & Nadeau, 1999 Kilmartin Chapter 12
14	Nov. 27	No Class-Thanksgiving Recess	
15	Dec 4	<u>Lecture 14</u> -Class Closure -Action Plans – Next Steps -Feedback on Student's gender role journey papers -Course Evaluation -Class Closure -Exam Preparation	Kilmartin Chapter 15

Optional Media Used HDFS 259

First Part of the Semester

Four Seasons Music Video

Psychological Violence Movie Clips (Women in Love, Stand By Me, Burning Bed)

9 to 5 Movie Clips

TV-video: Donahue's Tape on the Men's Movement

Video: Men and Masculinity: Changing Roles, Changing Lives: Nomas Tape

Video: Robert Bly & Bill Moyers – A Gathering of Men with Robert Bly, WNET, New York, WTTW, Chicago; Public Broadcasting Company

Video: Elton John's Gender Role Journey (Created by Bobbie Brooks)

Video: Gender: The enduring paradox, Public Broadcasting Station, Boston, MA

Video: Boys will be Men

Video: Marvin Gay's Gender Role Journey

Video: Marilyn Monroe's Gender Role Journey

Video: Frank Sinatra's Gender Role Journey

Second Part of the Semester

Stand By Me Video Clip

Superman III Video Clips – What happens when men lose their power?

My Gender Role Journey- Jim O'Neil

John Lennon's Gender Role Journey Video

Elton John's Gender Role Journey

Gender Role Journey Workshops Video Clips

Video: Hillary Rodham Clinton's Gender Role Journey

Never Surrender Music Video, Corey Hart

I Want to Know What Love Is Music Video, The Wanderer

Child, song by Holly Near

Singing for our Lives, song by Holly Near

The River Music Video, Bruce Springstein

Texts and Required Readings:

Kilmartin, C.T. (2000) The masculine self, 2nd edition. Boston, MA: McGraw Hill

O'Neil, J.M. (2003) Selected readings for HDFS 259. Uconn Bookstore, University of Connecticut, Storrs, CT

Selected Readings for HDFS 259 SOLD in UConn Bookstore

O'Neil, J.M. (1981). Patterns of gender role and conflict and strain: Sexism and fears of femininity in men's lives. Personnel and Guidance Journal, 60, 203-210.

O'Neil, J.M. & Egan, J. (1992a). Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B. Wainrib (Ed.) Gender issues across the life cycle. New York: Springer Publishing Co.

O'Neil, J.M. & Egan, J. (1992b). Men's gender role transitions over the lifespan: Transformations and fears of femininity. Journal of Mental Health Counseling, 14, 305-324.

O'Neil, J.M. & Egan, J. (1993). Abuses of power against women: Sexism, gender role conflict, and psychological violence. In E. Cook (Ed.) Women, relationships, and power: Implications for Counseling. Alexandria, VA: American Counseling Association (ACA Press)

O'Neil, J.M. & Harway, M. (1997). A multivariate model explaining men's violence toward women: Predisposing and triggering hypotheses. Violence Against Women 3, (2), 182-203.

O'Neil, J.M. & Nadeau, R.A. (1999). Men's gender role conflict, defense mechanisms, and self-protective defensive strategies: Explaining Men's Violence Against Women from a Gender Role Socialization Perspective. In M. Harway & J.M. O'Neil (Eds.) What causes men's violence against women? Thousand Oaks, CA: Sage Publications.

Exams

Midterm Exam – **October 16 2003** on material from weeks 1-7.

Final Exam – **December _____ 2003** Location-Family Studies Building

Time _____ (see final exam schedule)

Covering Material from weeks 8-15

There will be NO make up exams WITHOUT a written medical statement from your doctor.

Grading Your grade will be earned and assigned using the following:

1) grade on mid-term; 2) grade on final; 3) points on final paper, (See attached outlines), 4) any extra credit points offered during the semester.

Criteria for grading all assignments, tests and class activities:

- 1) Clarity of writing and thought.
- 2) Factual accuracy of writing and thought.
- 3) Validation of views using the current literature and empirical research available.
- 4) Creativity of thought.
- 5) Synthetic nature of thought and writing.
- 6) Completion of assignments and exams on due dates.
- 7) Personalization of course content.
- 8) Contribution to other class members' learning, knowledge, and growth.

Options For Required Papers:

There are two options for writing the final paper. You can write a gender role journey personalization paper or a research review paper on a topic approved by the instructor. Each paper is defined below and necessary outlines are provided.

Option 1 - Gender Role Journey Personalization Paper-DUE November 20, 2003

This paper is designed to promote personal growth in the student using the course concepts. There are many concepts in the course that can be personally applied by the student to their lives. This paper allows the student to use the course content and process to better understand themselves and their lives.

You are to trace your gender role journey and socialization from early infancy to the present time. Use the outline below to organize your paper:

- I. Identify any early childhood memories of masculinity and femininity in your family, with your friends, or in school. What gender role schemas did you learn that are part of your gender role identity?
- II. Describe the effects of mothers, fathers, brothers, sisters, and others on your gender role development. Have you been negatively affected or victimized because of sexism?
- III. Identify any gender role transitions that you experienced indicating the difficulties and resolutions that occurred.
- IV. Describe how sexism has been difficult in your development by identifying any patterns of gender role conflict that you have had or currently experience.
- V. Describe any current gender roles conflicts. What stage(s) of the gender role journey are you currently experiencing and what are the consequences for you in your personal life? Be specific on how these gender role conflicts limit you from being the person you really want to be. Try to project how this problem will affect you over the next 5 years.
- VI. Discuss what resources you need to use in resolving these gender role conflicts. Resources can be inside yourself or in the external world. What resources here at the University of Connecticut can help you make gains with this problem? Think hard about all the resources that could be mobilized to solve these gender related problems.
- VII. Describe what present emotions or thought patterns are blocking you from solving these gender problem. Address how you might deal with these feelings and thoughts.

- VIII. Describe your next steps with solving your gender role conflicts. Be specific about what you are planning to do to solve this problem. What else do you need to do in your gender role journey?
- IX. Provide a summary statement on what it was like for you to write this paper.

This paper is not one that can be worked up over a weekend. It will require each student to (1) examine themselves throughout the course, and (2) take notes on how they are reacting to the nine questions found above. The criteria for good and exceptional papers are the use and personalization of the course concepts (see outline above) You need to know the concepts before you can apply them to your lives.

Option 2 - Research Review Paper - DUE **November 20, 2003**

This paper is designed to allow the student to comprehensively review a topic on men covered in the course using both the theoretical and empirical research. Students are to submit an outline of the paper to the instructor before beginning the research process. The outline should include the following: 1) statement of the problem or concept studied, 2) relevance of the problem or concept, 3) initial or expected sources of information reviewed (i.e. journals, books, computer searches, 4) outline of probable sections of the paper, and 5) any questions about the writing and research process. The research review paper should be a new project, not an old paper altered to meet the course requirement. Outlines should be submitted to the instructor at least 4 weeks prior to due date (**November 1, 2003**) for review and final acceptance.

Instructions For Both Papers

Both papers should be typewritten (double spaced), font not less than 12 and not exceed 15 pages. Please use APA style of writing and also include a complete bibliography of sources cited. Papers are due on **November 20, 2003**.

No papers will be accepted after this date without a written medical (or an equivalent) explanation.

How Papers Will Be Assessed and Graded

The final paper in HDFS 259 is potentially worth 8 points added to your midterm and final test scores. Each student will receive 3 points for fully completing the paper as described on the syllabus. Incomplete papers will not receive any additional credit and may be returned to be revised.

Papers will be also graded for an additional five points that serve as extra credit. Papers receiving extra credit are exceptional in their quality and content, very well written, may have exceptional depth, demonstrate much extra work, personalization and thought, and go beyond the required paper outline. No extra credit will be awarded if the student has not used the course concepts to describe their gender role journey.

Extra Credit Paper on Positive Aspects of Masculinity

The extra credit paper will allow students to earn extra points that will be added to their point total from the midterm and final exams. Those students completing the extra credit assignment will receive 7 points added to their final point total. The extra credit paper asks students to define in their own words and from any research what healthy, positive masculinity would look like. This paper is related to an in class activity that we will do on October 9, 2003. Guidelines and an outline how to do this paper will be passed out in class. Papers should be typewritten (font, 12 or higher) and should be at least seven pages of more in length. Credits will be assigned to the degree that students adequately follow the guidelines and outline.

Psychoeducational Philosophy and Processes For Teaching HDFS 259

Jim O'Neil, Ph.D.

School of Family Studies

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Psychoeducation is defined as a pedagogical approach that uses psychological principles and processes to facilitate students' personal and intellectual development in a classroom/group setting. Psychoeducation focuses on both the cognitive and affective domains of learning. With psychoeducation, feelings and emotions have equal weight with conceptual and factual knowledge. Emotional intelligence (Goleman, 1998) and academic knowledge are true partners in the psychoeducational process. With the psychoeducational approach, students both think and feel in the classroom. The teacher is interactive, personal, and strategic.

What does psychoeducational mean operationally? First, the psychoeducator provides multiple course contexts, allowing students to understand the content personally, professionally, and politically. This psychoeducational approach also establishes classroom norms that promote the sharing of feelings and thoughts in an open and safe classroom setting. The psychoeducator is also an active assessor of student needs and the entire learning process. This assessment helps the instructor to actually know students individually and collectively. Psychoeducation teaching invites students to be involved in the course intellectually and emotionally at their optimal comfort level. The option of intellectual and emotional processing is presented to students as a free choice. There are no judgments about these choices, but encouragement is given to take risks and explore new dimensions of self. Furthermore, this kind of teaching sets positive expectancies for learning. One of the most critical expectancies is helping students view learning, not just as content, but a personal growth. This means helping students personalize the course as much as possible by experiencing both the thoughts and feelings simultaneously in the classroom.

With an emphasis on emotion in the classroom, the psychoeducator is sensitive to student defenses and resistance to learning. Numerous teaching methods are used to mediate defensiveness and resistance to learning. Stimulating media (slides, overheads, music, music videos, movie clips) are integrated with the teaching to accentuate course concepts and promote personal exploration. The psychoeducator uses stimulus diversity techniques to keep student attention high. This means using multiple teaching modalities to enhance student thinking and feeling during the class.

Psychoeducation also includes interactive teaching and experiential learning that promotes focused class discussions. These discussions may activate interpersonal-intrapersonal conflict with students and raise questions about instructor student biases and political correctness. Psychoeducation also implies using self-assessment checklists and small group activities to help students personalize the course. Furthermore, this approach encourages faculty and students to be real, self-disclosing, and honest about how the course is affecting them. This implies that students and the instructor may fluctuate between personal and professional roles.

This makes role flexibility very important for both students and the instructor. From this kind of learning, the psychoeducator helps students understand how the classroom dynamics relate to the course content. By connecting the class dynamics to the course content, the concepts can come to life for students, sometimes right before their very eyes. Psychoeducation also involves helping students work through any painful memories or events that are activated by the course. This implies being personally available to students, not as a therapist per se, but as a supporter of their healing and growth.

Psychoeducation also relates to how the instructor prepares for the course and develops the classroom interventions. The assumptions made about students are critical to successful psychoeducational interventions. In other words, instructors' knowledge of students' developmental stage, cognitive development, attitudes toward learning, and worldviews are critical to implementing psychoeducational interventions. This kind of teaching also means having positive expectancies for student learning, articulated teaching goals, and energy in the classroom.

Special Emotional and Personal Considerations in HDFS 259

As the preceding psychoeducational philosophy indicates, this course focuses both on academic content and student's personal, emotional and psychological development. The course content and process is designed to stimulate emotional reactions, promote personal self-assessments, and expand emotional intelligence. For a very few students, who are experiencing personal crises or psychological instability, the course may be inappropriate. These students usually find the emotional aspects of the course and the class process difficult to personally integrate. If you feel that the course material and process is "too close to home" given your present situation, you may want to consider dropping the course during the first few weeks of class. On the other hand, some students who are in crises during the course, have found the class to be exactly what they have needed to begin problem solving and personal healing. Please consult with the instructor if you have questions about the appropriateness of the course for you.