SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: Departmental Syllabus
COURSE TITLE: Men & Masculinities
COURSE NUMBER: WMSD0102/HUMN0151
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
PREREQUISITES: None
EMAIL: Departmental Syllabus

KCKCC-issued email accounts are the official means for electronically communicating with our students.

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
Students will investigate their own lives in comparison to historically and locally dominant ideas of what it means to be a man or a woman. With this objective in mind we start by asking a simple question: What does it mean to be a man in the United States? To answer this question we will engage in a cultural survey (history, literature, music, film, etc.) of the prevailing definitions of American masculinity. We will consider how the meaning of "man" has changed through time, and look at the similarities and differences in the masculinities of men across ethnicity, race, class, age and sexuality. Against all this, we will attempt to identify and evaluate the conflicting definitions of masculinity in our time as well as imagine possible future developments.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative
learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Introduction to WMSD 0102: distribute syllabus, establish student requirements for successful completion of the course.
II. Goals, purposes, and objectives for the critical study of gender.
III. Gender theory. (Social construction vs. Biological determinism).
IV. Perspectives of masculinity. (Hegemonic masculinity vs. Mythopoetic).
V. Boyhood and collegiate masculinities. (Masculinity and music).
VI. Men at work. (Masculinity and race/ethnicity.)
VII. Men and health. (Masculinity and the body.)
VIII. Men in relationships. (The masculine versus the feminine).
IX. Men in families. (Masculinity and violence.)
X. Male sexualities (Normative heterosexuality and homophobia).
XI. Men, movements, and the future.

EXPECTED LEARNER OUTCOMES:
The learner will demonstrate an understanding of critical studies of gender, specifically masculinity.
The learner will describe the institutional (i.e., cultural, historical, economic, educational, legal, etc) forces that perpetuate the gendered behavior of men and women.
The learner will identify behaviors that support normative ideas, as well as behaviors that change gender suppositions.
The learner will discover the process of his or her own gendering.
The learner will design and carry out field research projects in a local context.
The learners will develop a better understanding of the gendered behavior of others, and themselves.

COURSE COMPETENCIES:
The learner will demonstrate an understanding of critical studies of gender, specifically masculinity from the ability to:
1. Develop an understanding of theories on gender.
2. Recall and understand key gender terminology.
3. Understand the difference between gender and sex.
The learner will describe the institutional (i.e., cultural, historical, economic, educational, legal, etc.) forces that perpetuate the gendered behavior of men and women from the ability to:
4. Understand theories of social construction and biological determinism.
5. Develop an awareness of the social construction of both masculinity and femininity.
6. Develop an understanding of how behavioral imperatives based on biological sex contribute to patriarchy.
The learner will identify behaviors that support normative ideas, as well as behaviors that change gender suppositions from the ability to:
7. Articulate the impact on all people that gender presuppositions propagate.
8. Gain a greater and continued understanding of feminism and what it means to be a feminist man or woman.
9. Recall key feminist terms and concepts.

The learner will discover the process of his or her own gendering from the ability to:
10. Demonstrate an awareness that our individual gendering may differ based on race, class, ethnicity, age, abilities, and sexual orientation.
11. Understand how gender (like race and class) has become a useful category of historical analysis.
12. Identify and discuss gender imperatives for men and women, and note changes and differences because of context.

The learner will design and carry out research projects from the ability to:
13. The learner will gain an increasing awareness of his or her voice.
14. The learner will locate and understand gender biases in the context of both institutional and individual praxis.
15. The learner will gain an understanding of different methods of social research.
16. The learner will further analyze his or her gendering through formal research presentations given orally to the class.

The learners will develop a better understanding of the gendered behavior of others, and themselves from the ability to:
17. The learner will write a personal narrative to evaluate his or her own gendering which will provide a crucial jumping off point for determining the topic of the research project.
18. The learner will define sexism.
19. The learner will recognize the diversity within feminism.
20. The learner will articulate the feminist goal of eliminating oppression.
21. The learner will sensitize others on the gender inequities of society.
22. The learner will locate connections between the classroom and the “real” world.

ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

SPECIAL NOTES:

This syllabus is subject to change at the discretion of the instructor. (The previous sentence does not refer to the generic syllabus format.) Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

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