

W UNIVERSITY of WASHINGTON | TACOMA
Office of Undergraduate Education

Course Syllabus

Course Title/Credits: T Core Introduction to Social Sciences 103 (Section A): Men and Masculinities in Global America

Days/Times/Room: TTH 8-10:05, BB 104

Quarter: Fall 2013

Instructor: Rich Furman, MSW, PhD, Professor of Social Work, Affiliated with Criminal Justice and Ethnic, Gender and Labor Studies

Office Location: WCG 223D

Office Hours: TBA (email for an appointment)

Office Phone: 253-692-4848 (only phone if we have an appointment)

Email: rcfurman@u.washington.edu (the best means of communication with me)

Course Description:

As with all sections of T CORE 103, this course introduces students to university work by focusing on a core curriculum theme from multiple and interdisciplinary perspectives. Emphasizes learning in the social sciences, including psychology, urban studies, geography, sociology, social welfare, and political science. In this course, we explore the lives of men through the lenses of masculinities studies. It explores the way various social institutions influence and are influenced by masculinities.

Goals of the course:

Below are the Section Specific Objectives

1. Students will develop an understanding of key concepts from masculinities studies.
2. Students will gain an understanding of the multiplicity of human experience through an exploration of diverse conceptions of masculinities.
3. Students will develop the ability to understand how social institutions influence and are influenced by various conceptions of masculinities.
4. Through various writing exercises, students will increase their ability to write to various discourse communities.
5. Students will develop the capacity for public speaking and performance.

Additionally, the Following Core Learning Objectives to be Met through this Course.

In this course students will:

Communication

- express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.
- enter/place themselves into an existing dialogue (intellectual, political, etc.).
- identify, analyze, and summarize/represent the key elements of a text.

Global Perspective

- think outside of cultural norms and values, including their own perspectives, to critically engage the larger world

Inquiry and Critical Thinking

- self-assess personal strengths (personal, academic, social) and how they can help overcome weaknesses.
- approach complex issues by taking a large question and breaking it down into manageable pieces.
- make meaningful connections among assignments and readings in order to develop a sense of the “big picture.”
- collect, evaluate, and analyze information and resources to solve problems or answer questions.

Required Textbooks:

Kimmel, M. S., & Messner, M.A. (2013). *Men's lives*. (9th edition). Boston: Allyn & Bacon.

Course Requirements and schedule:

Week	Topic(s)	Notes about class meetings	Readings and due assignments
Week 1 Sept. 26	Class introduction		Kimmel, Introduction
Week 2 October 1 October 3	Core concepts in masculinities studies		Kimmel, Article 1 & 2 Article Analysis One (for article 1) due Thursday
Week 3 October 8 October 10	Perspectives on masculinities		Kimmel, Article 3, 4 & 5 Article Analysis Two (For article 5) due Thursday
Week 4 October 15 October 17	Boyhood and adolescence		Kimmel, Article 6 and 8 Article Analysis Three (for article 8) due Thursday

Week 5 October 22 October 24	Collegiate Masculinities		Kimmel, Article 11 and 13 Article Analysis Four (for article 11) due Thursday
Week 6 October 29 October 31	Men and work	Group assignment: Teaching the class (Men and work, Thursday)	Kimmel, Article 15 & 17
Week 7 Nov. 5 Nov. 7	Men and health	Rich at conference, guest lecturers and work TBA	Kimmel, Article 19 & 47
Week 8 Nov. 12 Nov. 14	Men and relationships Men in families	Group assignment: Teaching the class (Men and Health, Tuesday) Group assignment: Teaching the class (Men and families, Thursday)	Kimmel, Article 24 & 33 Article Analysis Five (for article 33) due Thursday
Week 9 Nov. 19 Nov. 21	Men and Religion		Kimmel, Article 37 Article Critique Six (for article 37) due Thursday
Week 10 Nov. 26	Men and violence	Group assignment: Teaching the class (Men and violence, Tuesday) No class on Thursday, gobble gobble	Kimmel, Article 45 & 47 Reflective final paper on Tuesday
Week 11 Dec. 3 Dec. 5	Transforming men?	Group assignment: Teaching the class (Transforming men, Tuesday) Last day of class.	Kimmel, Article 50 & 53

		There is no final for this course, so Dec. 5 is our last day.	
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Grading:

Article analyses (6 x 8 points each)	48 points
Group assignment: Teaching the class	20 points
Reflective final paper	12 points
Class Participation	<u>20 points</u>
	100 points

<http://www.tacoma.washington.edu/enrollmentservices/grading.cfm>

Academic Standards:

<http://depts.washington.edu/grading/issue1/honesty.htm>

All student work must be free of plagiarism. Plagiarism is defined in the University catalog and in the Student Handbook. Consult your professor if you have any questions.

Plagiarism:

A major part of your experience in the class will be reading, synthesizing, and using the knowledge and ideas of others. It is the responsibility of the faculty to help you in this process and to be certain you learn to credit the work of others upon which you draw. To plagiarize is to appropriate and to pass off, as one's own ideas, writing or works of another. Plagiarism is no less of a misconduct violation than vandalism or assault. Ignorance of proper documentation procedures is the usual cause of plagiarism. This ignorance does not excuse the act. Students are responsible for learning how and when to document and attribute resources used in preparing a written or oral presentation.

For more information, please refer to the Academic Honesty: Cheating and Plagiarism document prepared by the Committee on Academic Conduct in the College of Arts and Sciences, UW Seattle:

Writing Requirements:

http://www.tacoma.washington.edu/ctl/about_us

For example: All assignments must adhere to the guidelines outlined in the *Publication Manual of the American Psychological Association*, (5th edition) unless instructed otherwise. Students are strongly encouraged to make use of The Center for Teaching, Learning, and Technology, located in Keystone 202, (253) 692-4417.

Library:

<http://www.tacoma.washington.edu/library/>

The UWT Library provides resources and services to support students at all levels of expertise. We guide students through the research process, helping them learn how to develop effective research strategies and find and evaluate appropriate resources. For more information about the Library and its services, see:

Teaching and Learning Center (TLC):

<http://www.tacoma.washington.edu/ctlc/>

The Teaching and Learning Center (TLC) offers academic support for students at all levels. For writing, reading, learning strategies and public speaking needs, please make an appointment online at:

<http://rich65.com/uwttlc/> or drop by KEY 202 during drop-in hours; 10-11 and 3-4 (M-Th).

Writing support is also available at our online writing center at **uwtwrite@u.washington.edu**

More information about our online writing center is available at:

<http://www.tacoma.washington.edu/tlc/writing/onlinewritingcenter.cfm>

For math, stats and quantitative needs, assistance is available on a drop-in basis in KEY 202. Please check our schedule at: **<http://www.tacoma.washington.edu/tlc/math/schedule.cfm>** For special needs, please contact Ingrid Horakova at **horaki@u.washington.edu**

Attendance

Class sessions build upon prior information. Therefore, class attendance is expected. If you are not able to attend a class session, please extend the courtesy of advising me prior to your absence (via email). Latenesses greatly disrupt the flow of the learning process, and are to be avoided whenever possible. Your participation grade may be severely impacted by repeated latenesses.

If you need any special consideration, also e-mail me. I prefer e-mails concerning such matters, as this way we have a written record to refer to, which can clear up any potential misunderstandings. Also, I am very fast at responding to e-mail, less so to telephone calls.

If you have any special needs in relation to your education, please talk to me as soon as possible.

Computer, email, and cell phone policy

New technologies create great possibilities for learning. However, not all uses of all technologies facilitate good learning in all situations. Cell phone calls and text messaging are not permitted in this class, except with prior notification and approval of the instructor, and only for emergencies. If you have an emergency for which you must receive a phone, you must inform the instructor before class, and place your phone on vibrate. Do not text message in class-doing so may result in your being asked to leave and being counted as absent for that day, and having your participation grade for the course severely impacted

The use of personal computers is only permitted for note taking only and when we have designated time for your group work. Use of personal computers for exploring the web or checking emails is not permitted in this class. Engaging in non-class related use of all technologies without prior approval may lead to a failing class participation grade for the quarter (up to 20% of your total course grade). The purpose of such a strong sanction is to help create what has been referred to as a “sanctuary of learning.” Engaging in non-course related

technology use communicates that your education is less than essential- I respect each of you and your education too much to allow others to interfere with your learning through such distracting uses of technologies. It is my ethical responsibility to help create the most powerful learning environment possible.

While some of you might think this rule old fashioned or extremely strict, I believe that undergraduate education is one of the most wonderful opportunities and privileges in life. Only a small percentage of people on this planet have access to this opportunity; please consider this as you think about this policy, and why I find it so important.

E-mail Policy:

http://www.tacoma.washington.edu/policies_procedures/E-mail_Policy.pdf

Disability Support Services:

http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm

The University of Washington Tacoma is committed to making physical facilities and instructional programs more accessible to students with disabilities. Disability Support Services (DSS) functions as the focal point for coordination of services for students with disabilities. In compliance with Title II or the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning and working], is eligible for services from DSS. To schedule an appointment with a counselor, please call (253) 692-4522. Consult the web page below for a complete description of services.

Campus Safety Information:

http://www.tacoma.washington.edu/safety/emergency/Emergency_plan.pdf

Escort Service:

Safety Escorts are available Monday - Thursday 5:00pm - 10:30pm. They can be reached either through the duty officer or by dialing #300 from a campus phone.

In case of a fire alarm:

Take your valuables and leave the building. Plan to return to class once the alarm has stopped. Do not return until you have received an all clear from somebody "official," the web or email.

In case of an earthquake:

DROP, COVER, and HOLD. Once the shaking stops, take your valuables and leave the building. Do not plan to return for the rest of the day. Do not return to the building until you have received an all clear from somebody "official," the web or email.

For more information, please refer to the Emergency and Safety Plan prepared by the UWT Safety Committee:

Inclement Weather:

Call (253) 383-INFO to determine whether campus operations have been suspended. If not, but driving conditions remain problematic, call the professor's office number. This number should provide information on whether a particular class will be held or not, and/or the status of pending assignments. If the first two numbers have been contacted and the student is still unable to determine whether a class (es) will be held, or the student has a part-time instructor who does not have an office phone or contact number, call the program office number for updated information.

Assignments

Article Analysis

Throughout the quarter, you will be critiquing six of the assigned readings. The due dates are listed on the course calendar (see syllabus). You will note that only one of your readings is the subject of each article critique; be sure to carefully check which one you are to do.

Your paper will be graded on the following criteria: quality of the writing, logic of your arguments, the depth of your analysis and ideas, and “getting it” (in other words, your work reflects an understanding of the article).

Your article analyses should be **at least** two pages (no more than three), double spaced, 12-point Times New Roman font, with once-inch margins. **Use a cover page for your identifying information, and do not** count the cover pages in your page count.

1. **Explore** the central ideas and themes of the article.
2. Discuss how the key ideas and themes inform your understanding of the men and masculinities.
3. What are the strengths and weaknesses of the article? Think in terms of the quality of argument, how the ideas are presented and explored, and the relationship between the evidence presented and the points the author is trying to make.
4. Connect your work to “themes of the times.” In other words, what other ideas does this connect with? Think in terms of large, social issues.
- 5.

You do not have to use citations unless you bring in outside readings, which are not required, but often helpful.

Article analyses (note, the “chapters” in the book are referred to as “articles”), as with other work, will be marked off 5% per late day.

Group assignment: Teaching the class

You will be working in groups of four or five and teach one of the classes. You are to focus on the topic of that week, and on the chapters that are NOT assigned for the reading. Not only will you teach those chapters, but you must also use other readings to inform your teaching. You may use video, but the videos must be less than 30 minutes in length (total for all group members, not for each of you). You may also conduct class exercises; this must also be less than 30 minutes in length (again, total). Each of you will be responsible also for lecturing about your topic and subtopic. Your entire presentation should be 1:30-2:00 hours long.

You will be graded both as a group, and as individuals. For your group grade, your group members will evaluate your performance as a team member using a form that I will provide you. I will also evaluate the overall quality of experience and how well it all fits together. In class, I will explore the attributes of good group collaboration. For your individual grade you will be evaluated on the quality of your teaching, which will include your actual delivery, the quality of your material, the relationship between your material and the topic, and how well your audience is able to follow you.

Groups will teach the following topics on the corresponding weeks: Men and health, men and work, men and families, men and violence and transforming men.

We will select groups during the second week of class.

Self-reflective final

For your final paper, you are to write a self-reflective paper exploring what you have learned in this class. The goal is for you to draw personal connections between what you have read, the lectures, and other sources of knowledge and your own “lived experience.” As such, it makes sense that you take notes throughout the term not only on the content of the class, but on your “relationship” to the content. In this class, you will also be encouraged to **apply** what you are learning to your personal and professional relationships. These notes and your personal reflections can form the “data” by which you construct your paper.

You must incorporate at least 5 readings in your work. Please use APA format. Your paper must be at least 4 pages long, title and reference pages not counting toward this minimum (double spaced, 12-point Times New Roman).