Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: SOCE 131 **Year: 2023-2024**
Course Title: Introduction to Men's Studies **Credit Hours: 3**

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

A social scientific study of men, and what it means to be a "man," in American society. In a highly engaging forum, the course brings together the many sub-disciplines comprising men's studies: sociology, anthropology, psychology, biology, history, economics, art, literature, women's studies, and religious studies. Students gain an integrated understanding of the ideologies and experiences of men amid the social, cultural, economic and political institutions of contemporary society. Prerequisites: Prior completion or concurrent enrollment in ENGL 101 and RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Occasionally.

Course Context/Audience

In Introduction to Men’s Studies, students will consider how much of their thinking about men’s and gender issues is predetermined by socialization, emotion, and rationality. The course will address several of the TC3 General Education goals and can be used to fulfill a liberal arts or an unrestricted elective requirement.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.
Math: M0 Course requires very little or no math.
Reading: R3 Course may be taken concurrently with RDNG 116.

Course Goals

In the modern industrialized world, the idealization of the individual has become our cultural norm. However, it is less recognized that the societal boon of individuation has too often come at the cost of reintegration back into the "community". It is this loss of reintegration that has damaged the modern male and, all too often, has widened the natural division of our species between males and females into an unnecessary conflict. Students completing this course—both men and women—will have processed in their minds what it means to be a responsible and productive male in the modern world and appreciate their places in it in a healthy way. In this way, archetype can be distinguished from stereotype.

Course Objectives/Topics

Objective/Topic	# Hours
Introduction	3 Hours
Biology	6 Hours
Psychology	6 Hours
History	6 Hours
Sociology	6 Hours
Economics	3 Hours
Literature and the Arts	6 Hours
Women's Studies	3 Hours
Exams	3 Hours
Group work	3 Hours

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to ➢ develop meaningful questions to address problems or issues. ➢ gather, interpret, and evaluate relevant sources of information. ➢ reach informed conclusions and solutions. ➢ consider analytically the viewpoints of self and others.	This goal will be achieved via the group projects and the discussions. Articles will be handed out in class to be discussed in later classes. Films will be viewed in class and discussed. Lectures will weave together salient ideas, and all will be evaluated by essays and group project reports.
SOCIAL/GLOBAL AWARENESS OUTCOMES	**HOW DOES THE COURSE ADDRESS THE OUTCOMES** (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
➢ Students will begin to understand how their lives are shaped by the complex world in which they live. ➢ Students will understand that their actions have social, economic and environmental consequences.	This goal will also be achieved through lecturing and the holistic approach of the course. Specifically, Erik Erikson's generatively concept in the psychosocial development of personality and fathering will be discussed. This goal will also be achieved via the group projects and the discussions.

Instructional Methods

The course format should include discussions of assigned book and chapter readings in an open forum. Group projects,

whether formal debates or presentations of readings, should be incorporated into the course in order to provide opportunities for students to consider the core issues of masculinity and manhood. Other projects include role playing and film and video viewings and critical discussions.

Methods of Assessment/Evaluation

Method	% Course Grade
Discussions	15-25%
Mid-term Exam	15-25%
Final Exam	15-25%
Group Projects	15-25%
Final Essay	15-25%
* The ranges for the percentage that each assessment method counts towards the course grade are intended to be flexible to accommodate the individual instructor's teaching philosophy and style.	

Text(s)

Bibliography

The Life Cycle Completed. Erik Erikson. NY: W.W. Norton, © 1982.

Why Fathers Count. S. Brotherson and J. White. Harriman, TN: Men's Studies Press, © 2007.

Manliness. Harvey Mansfield. New Haven, CT: Yale, © 2006.

Understanding Men's Passages. Gail Sheehy. NY: Random House, © 1998.

The Masculine Journey. Robert Hicks. Colorado Springs, CO: Navpress, © 1993.

Fire in the Belly: On Being a Man. Sam Keen. NY: Bantam, © 1991.

The Making of Masculinities: The New Men's Studies. Harry Brod, ed. Boston, MA: Allen and Unwin, © 1987.

Be a Man—Males in Modern Society. Peter Stearns. NY: Holmes and Meier, © 1979.

Men in Groups. Lionel Tiger. NY: Random House, © 1969.

Why Men Are the Way They Are. Warren Farrell. NY: McGraw-Hill, © 1986.

Other Learning Resources

Audiovisual
Films:
The Cult of the Beautiful Body
Men, Women and the Sex Difference: Boys and Girls Are Different
Brain Sex (series)
Stale Roles and Tight Buns: Images of Men in Advertising (slide show)
Butch Cassidy and the Sundance Kid/Brokeback Mountain (compare and contrast)

Electronic
AMSA (American Men's Studies Association) Journal (a printed and an e-journal)

The Journal of Mens Studies is available electronically through the TC3 library website. Academic Premier is a database that is available on the TC3 website.

Other
At this point, the course is designed to be conducted in any classroom; however, a Smart Room would expedite the planned utilization of various pedagogical venues.
Librarians are available to provide instructional assistance or other help.