



COURSE OUTLINE

WGST 240 Men and Masculinities I

3 CREDITS

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Men and Masculinities I

INSTRUCTOR:	Jillian Deri, PhD
OFFICE HOURS:	Tuesdays 4-5pm
OFFICE LOCATION:	Zoom: https://alexandercollege.zoom.us/my/j.der
CLASSROOM:	Online Program
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DATES:	January 3-April 26, 2023

COURSE DESCRIPTION

What does it mean to be a man? The course sets out to find answers to this question by exploring the social meanings of masculinity. We will examine the creation and negotiation of male identities, in Canada and other countries, in past and contemporary times. From the school yard to the work place, through initiation rites and adult relationships, variations in male experience and behaviours are presented. The framework of readings and multimedia will investigate popular culture, film, fiction, life story, and academic theory. This range of perspectives will illustrate how diverse men “do gender”.

PREREQUISITES

WGST 100. ENGL 100 and ENGL 101 strongly recommended.

RELATED COURSE REQUIREMENTS

Online access to Moodle required.

EQUIVALENCY OR TRANSFERABILITY

UR WGST 2xx
TRU-OL WOST 2XX1 (3)
VIU WOST 2ND (3)
UFV WMST 2XX (3)
UBC WMST 2nd (3)
UBCO GWST 2nd (3)

AU WGST 2XX (3)
Okan WMST 295 (3)
UNBC WMST 2XX (3)
SSDC HUMN 2nd (3)
UVIC GNDR 219 (1.5)
SFU GDST 2XX (3)
TRU SSEL 2XX0 (3)

LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. Understand the relationship between biological and social connections to masculinities
2. *Observe, critically think about, and explain* how gender is portrayed and enacted in Canada's North, others locations in Canada and transnationally
3. Further *develop* their writing, reading, research, critical thinking and self-reflection skills
4. Further *develop* their understanding of challenges experienced by men
5. Further *develop* a a framework to understand a variety of expressions of masculinities

Further intended learning outcomes are listed in the assignment descriptions.

COURSE FORMAT

Distance Education – Online/Moodle

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ASSESSMENTS & EVALUATION:

Weekly Modules	30%	Weekly
Book Review 1	15	February 2
Book Review 2	15	February 16
Creative Project	10	March 12
Proposal/ Outline	5	March 16
Research Paper	25	April 11
TOTAL	100	

Letter Grade	Percentage	Performance
A+	90-100%	Outstanding Achievement
A	85-89%	
A-	80-84%	
B+	76-79%	Above Average Achievement
B	72-75%	
B-	68-71%	
C+	64-67%	Satisfactory/Average Achievement
C	60-63%	
C-	55-59%	
D	50-54%	Marginal Pass
F	0-49%	Failure of the course

REQUIRED TEXTBOOKS AND MATERIAL

No textbook will be used. Multiple readings and media content are included within Moodle's Modules. Two books reviews must be complete from an option of books listed below.

Various media is assigned in the weekly Moodle modules, all of which are available online. Students will be required to view various media through Netflix and Youtube. A membership to Netflix will be required for this class (First month free, \$16.49/month afterwards, which can be cancelled at any time.) If access to Netflix and Youtube is not available to you, please contact your instructor as soon as possible.

ASSESSMENT DESCRIPTION

Weekly Modules:

Each week, student will complete the readings, media, reflections and activities within the Module. Each Module must be completed by Sunday midnight of that week. These activities are designed to a) instruct content, b) practice summarizing content, c) enable comprehension, d) retention of the material & e) practice reading, writing and engagement.

Note: *Weekly modules cannot be completed late.* Late submissions will receive a grade of 0.

Each of the 10 modules will be evaluated as a low-stakes item out of 3% each for a total of 30%. These will be graded based on how thoroughly you complete the content, as well as effort. The instructions, media and activities will be explained within the Module. Students are expected to spend approximately 3-5 hours a week studying for this course.

Book Review

Read and review 2 of the following listed books. Highlight the central ideas described in the book and offer a thoughtful review, and if possible make connections to your own life. Each book review will be 4-7 pages long (double-spaced). The book can be found at a library, rented/ purchased as a Kindle/PDF, and most are available as audiobooks. You will be graded based on: comprehension of material, articulation and reflection of book's contents.

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Note: you do not need to agree with everything you read. Instead you are encouraged to broaden your perspectives. If you would like to choose a book beyond my list, check with your instructor first.

Options for free books:

1. Yukon University Library
2. Your local library or bookstores
3. Z-library z-lib.org
4. Libby App (links through your local library to borrow books for free)

Book Options:

David Buss. 2021. When Men Behave Badly; The Hidden Roots of Sexual Deception, Harassment, and Assault.

David Deida. The Way of the Superior Man: A Spiritual Guide to Mastering the Challenges of Women, Work and Sexual Desire.

Larry Elder. 2018. A Lot Like Me; A Father and Son's Journey for Reconciliation. Regency Publications.

Larry Elder. 2014. Dear Father, Dear Son; Two Lives...Eight Hours

Warren Farrell and John Gray. 2018. The Boy Crisis; Why Our Boys Are Struggling and What We Can Do About It. Blackstone Publishing.

Tim Ferris. 2020. Tools of Titans; The Tactics, Routines, and Habits of Billionaires, Icons, and World-Class Performers.

Viktor Frankl. 2006. A Man's Search for Meaning

Jack Halberstam. 1998. Female Masculinity. Duke University Press.

Christina Hoff Sommers. 2001. The War Against Boys; How Misguided Feminism is Harming Our Young Men. Simon and Schuster

Robert Moore and Douglas Gillette. *King, Warrior, Magician, Lover: Rediscovering the Archetypes of the Mature Masculine*.

Douglas Murray. 2019. *The Madness of Crowds; Gender, Race and Identity*.

Jordan Peterson. 2018. *12 Rules for Life: An Antidote to Chaos*. Random House Canada.

Jordan Peterson. 2021. *Beyond Order; 12 More Rules for Life*. Random House Canada.

Richard V. Reeves. 2022. *Of Boys and Men: Why the Modern Male Is Struggling, Why It Matters, and What To Do About It*. Blackstone Publishing.

Gad Saad. 2020. *The Parasitic Mind: How Infectious Ideas are Killing Common Sense*. Blackstone Publishing.

Thomas Sowell. 2023. *Social Justice Fallacies*. Basic Books.

Creative Project Options: a) Interview b) Self-Authoring Program or c) Contribution to Social Media

****Select *one* project from either Option 1, 2 or 3.****

Option 1: Mentorship Interview

One key reconstructive vision of feminism is *Mentorship*. The idea is people supporting others, especially when it comes to careers and the workplace. For this project, each student will consider a career position they would like to achieve in the future. If you are already working in the field of choice, perhaps consider someone in a lateral position or a senior in your field, or someone you admire in this arena. You may instead choose a volunteer position (such as the Food Bank or the SPCA), or a parental/care role (such as Foster Care providers). I encourage you to go out of your comfort zone and contact someone outside of your social network. The purpose of this exercise is to a) offer you an opportunity to better prepare for your career

after university, b) “Stand on the shoulders of giants” and learn from an experienced individual, c) learn practical information about your line of work and d) experience mentorship.

After acquiring informed consent, the student will interview this person about their career path, or on topics of your choosing. Students may record the conversation, and then write a 5-7 page (double-spaced, longer if you prefer) report about the interview, with various quotes, paraphrased sections, general summary and reflection. Note, you are not submitting the transcription, but instead a report about the interview. Creativity is highly encouraged. The questions and content is up to you to develop, but some questions to consider may include the following:

- Describe significant events that shaped your life and choices?
- How do you manage work-life balance?
- What advice would you give to a person entering your field of work?
- What challenges have you experienced in this line of work? What do you wish you knew when you started your career?
- Was anyone a significant support to you?
- What inspires you to confront challenges? What inspires you to practice your passions?
- What is your favourite part of your job? What is your least favourite part?
- How do you maintain passion and enthusiasm in your career?

Option 2

Self-Authoring Program

The Self-Authoring Program can be found online at selfauthoring.com, and can be accessed for the cost of \$14.95-29.90 USD. This program is designed to help people understand their life course and prepare for one’s future. From their website “The Self-Authoring Suite is a series of online writing programs that collectively help you explore your past, present and future”.

For this assignment, you are to complete any one program of the series. You are not required to submit your responses, but rather demonstrate evidence that you have completed this program by submitted the completion report and/or a one-page description of the experience.

Option 3: Make a Contribution to Social Media

You can make a blog post, meme, video, contribute to Wikipedia or other online content. The content will be related to men or masculinity, or anything broadly connected to course content. The project will be graded based on effort, depth of content and relevance within the chosen media. Creativity is highly encouraged.

*Note: You are welcome but not obliged to post your item online, only to create it. The purpose of this activity is to: a) practice articulating your ideas, b) engage with the public, & c) practice engaging with the medium of choice.

Research Paper

Research papers will engage in-depth with one topic of your choosing, related to men and masculinity, in 6-8 pages double-spaced. *Your paper should address proposed solutions to described social issues.* Proposal/Outline for the paper will be a 1-2 pages, outlining the central topic of analysis, questions you will address and a list of 5 references. The proposal exercise will help you clarify your focus early in the course and allow your instructor to give you extensive feedback on your ideas. You are welcome to submit your proposal early. You are welcome to include questions for your instructor in the proposal. Creativity is highly encouraged.

Research papers will be graded based on the following criteria:

Research

- Sources are relevant to the topic and appropriate for study
- Topic is researched and described in sufficient depth
- Effective synthesis, making logical connections between resources and social issues
- Minimum of *five* references (both peer-reviewed books / journal articles and non-academic resources are welcome (i.e. websites, documentaries,

blogs, etc). Given the vast array of information online, both quality and misinformation, students must discern the quality of the reference.

Content

- Clearly defined focus and arguments
- Fully explore important aspects of the topic in sufficient depth and detail
- Comprehension of research, explained fully, clearly, and accurately
- Reasoned arguments supported with evidence and analysis
- Application of theories to social issues
- Recognition of broader implications of social issues
- Depth of analysis

Writing

- Well-organized, with logical and systematic connections
- Written clearly and comprehensible; convey coherent and intended meanings
- Grammar, accurate and effective sentence structure
- Vocabulary, appropriate for postsecondary level
- Academic tone (avoids slang, etc)
- Effective use of quotations and references
- Personal opinion, *I* statements and subjectivity are welcome and encouraged, (backed up evidence-based knowledge)
- Formal referencing is required. You are welcome to use any formatting style, as long as it is consistent.

Late Policy: 5% a day will be deducted for late assignments. The weekly modules cannot be submitted late. Extensions can be requested for emergencies with appropriate documentation. I encourage you to prioritize health and approach your instructor if any health concern emerges that will influence your learning success.

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the University.

****Note:** Use of Generative Artificial Intelligence/ Large Language Models (such as ChatGPT) are not permitted for this class, and its use will result in a grade of zero on the assignment. While they may be useful for certain tasks, for this course, students are better served independently practicing writing, research and reading skills.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon University recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon University program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukonu.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These

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accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): lac@yukonu.ca.

Course Schedule

**Each week will include Module content, media and activities. See the Module for further instruction. Links to media will be posted within the Module, unless the media is available on Netflix (for which you are required to have access). Pay attention to Course Announcements for any further information.

You are expected to spend approximately 3-5 hours a week completing the modules. The writing exercises are intended to solidify your understanding of the material, strengthen your critical thinking and practice your writing and articulation of concepts.

January 3-7

Week 1: Introduction

Module Complete by January 7 (ungraded)

January 8-14

Week 2: Crisis of Boys, Men and Masculinity

Graded Module 1: January 14

January 15-21

Week 3: Men's Movements

Graded Module 2: January 21

January 22-28

Week 4: Fatherhood

Graded Module 3: January 28

January 29-February 4

Week 5: Testosterone, Health and Fitness

Book Review 1 Due: February 2

Graded Module 4: February 4

February 5-11

Week 6: Sexuality and Relationships

Graded Module 5: February 11

February 12-18

Week 7: Case Study: Circumcision

Media

Book Review 2: Due February 16

Graded Module 6: February 18

****Reading Week: February 19-22** No classes**
****Heritage Day February 23 No Classes**

February 26-March 3
Week 8: Mental Health

Graded Module 7: March 3

March 4-10
Week 9: Positive Role Models

Graded Module 8: March 10

Creative Project due by March 12

March 11-17
Week 10: Female Masculinity, Alternative Masculinities

Proposal/Outline Due: March 16

Graded Module 9: March 17

March 18-24

Week 11: Open Topic

Graded Module 10: March 24 (Final Graded Module)

March 25-31

Week 12: Conclusion

April 2-9

Week 13

Research Paper Due: April 9
