

HDFS 3261 Syllabus – Summer 1

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: Men and Masculinities

Subject & Catalog Number: HDFS 3261

Section: 310

Credits: 3

Modality: Online Asynchronous (OA)

Location: [HuskyCT](#)

Prerequisites: Open to Juniors or Higher

Course Dates: Select start date– Select end date

Instructor: Brian G. Chapman he/him/his – Please address me as “Dr. Chapman”

Email: Brian.Chapman@uconn.edu

Phone: n/a

Office Hours: Please email professor to secure a WebEx Meeting time, M-F

Availability: M-F

Course Materials

Required Materials

- Anderson, E., & Magrath, R. (2019). Men and masculinities. Routledge.

This course also has [equipment and software requirements](#).

Optional Materials

- There are additional assigned readings, in each module, beyond the required textbook. All materials will be linked on HuskyCT within each module

Obtaining Materials

Required course materials should be obtained before the first day of class. Full-time undergraduate students *may* have access to materials through the [Husky Book Bundle](#); refer to program details for term availability, material eligibility, auto-enrollment, and opt-out information. Otherwise, materials are available for purchase and/or rent through the [UConn Bookstore](#) and may be [shipped for a fee](#). Navigate to [Find Course Materials](#) and use the following information to search:

Campus	Term	Department	Course #*	Section
Storrs	Summer	HDFS	3261	310

*Enter the Catalog Number in this field.

Additional instructional materials and resources are available through HuskyCT.

Course Description

From the Course Catalog: Men's gender role socialization over the life span; men's developmental issues, gender role, conflicts, and interpersonal dynamics with women. Theory, research, and personal exploration are integrated.

In this class we will discuss theory, research, and lived experiences regarding men and masculinities, and we will do so using developmental, contextual, and intersectional perspectives. This course explores the interdependent and dynamic nature of gender and its biological and social underpinnings and the influence of gender on men's (and other gender identities') lives. The course will emphasize connections between theory, research, and the "real world" practical implications of expectations regarding men and masculinities for individuals of all genders across the life course, as well as for families and society more broadly.

Course Learning Objectives

Upon completion of this course, students will be able to:

1. Apply theory, research, and lived experiences regarding men and masculinity within the context of various cultures (dominant cultures, Latino, African American, Arabic, etc.) and countries (U.S., U.K., and other countries).
2. Analyze perspectives of masculinity from developmental, contextual, and intersectional perspectives, considering factors such as: historical context, family of origin, cultural and ethnic background, human sexuality, education, social class, and relationship status.
3. Discuss institutional and social influences on the ways in which we view men and the expectations we hold regarding what it means to be "masculine."
4. Evaluate the ways in which men are influenced by societal views and expectations in terms of their physical, emotional, and psychological health; and by their relationships with others (friendships, romantic relationships, and particularly family relationships), within and across cultures and with a focus on intersectionality and structural inequalities.
5. Differentiate how distinct groups (e.g., working class men, men of color, gay men, older men, younger men and boys) and unique intersections of these groups construct different versions of masculinity and how it impacts them.

Alignment with Common Curriculum

This is a [Common Curriculum \(CC\)](#) course, which addresses one or more Topics of Inquiry (TOI) and related Common Curriculum objectives. This course's learning objectives and assessments align to the Common Curriculum objectives as shown in the table below.

The Common Curriculum prepares students to tackle 21st-century challenges by combining coursework across disciplines to expand their worldviews, enhance their range of skills, and develop into critical, creative, emotionally intelligent, and interdisciplinary thinkers. The Curriculum is designed to help students learn to be versatile in a rapidly changing world; combine knowledge in innovative ways; apply learning strategies to new

contexts, including their major; see local and global patterns and the interconnectedness of intellectual work; and appreciate how we need each other to tackle today’s challenges.

The University has defined student learning objectives (what a student should know, be able to do, or attitudes/beliefs they should possess by the end of the course) for each Topic of Inquiry in the Common Curriculum. Each Common Curriculum course aligns to one or more of those objectives. The course’s student learning objectives align to the Common Curriculum objectives; course assessment (assignments, exams/quizzes, etc.) align to both the course learning objectives and the Common Curriculum objectives.

This course meets the requirements for two Common Curriculum Topics of Inquiry: TOI-2 and TOI-3.

TOI-2: Cultural dimensions of human experiences

Human cultures are fluid and interwoven sets of values, shared beliefs, language, customs, and artistic expressions shaped by experience and history. Courses in this topic promote understanding of cultures of groups of people—large or small—through examination of their specific literary and artistic expressions, their ways of thinking and behaving, their achievements and struggles, and their evolving relationships to their past. Cultures change over time due to internal challenges and external contacts. Cultures and groups are not isolated from each other but exist in relation to each other. Historically, these relationships have ranged from coexistence to collaboration and mutual exchange to domination. The nature of the relationships with cultures and groups near and far then shapes cultures as much as their own customs, ways of knowing, and artistic expressions. Courses within this Topic of Inquiry category must meet both of the TOI-2 Learning Objectives:

TOI Learning Objective	Course Learning Objective(s)	Assessments
LO1: Students will be able to analyze the cultures in a given society in their historical, linguistic, and/or sociopolitical context through an understanding of a broad array of historical actors, narratives, artistic forms, power structures, technologies, and/or beliefs.	CLO 2	Discussion posts Reflective journals Weekly discussions Research paper
LO12: Students will be able to engage with a variety of perspectives in the global community, distinguish their own cultural patterns, and, through a process of dialogue and/or critical self-reflection, respond flexibly to multiple worldviews.	CLO 1	Discussion posts Reflective journals Weekly discussions Research paper

TOI-3: Diversity, equity, and social justice

The dynamics of power and privilege produce inequalities at individual, structural, and cultural levels. Human identities develop through cultural values, social group membership, and lived experiences. How societies perceive and manage this cultural, social, and biological diversity can foster or suppress human identity in democratic life, thereby shaping social and individual experiences. Local, national, and global systems contribute to social inequity through structures that privilege select groups over others. Advancement of social

justice through the creation of equitable models, policies, and practices requires an exploration of the ways in which societies perceive and manage cultural, social, and biological diversity; communicate hierarchies of worth; perpetuate injustice; and reflect on people, systems, and cultures beyond one's own. Courses within this Topic of Inquiry category must meet two or more of the TOI-3 Learning Objectives:

TOI Learning Objective	Course Learning Objective(s)	Assessments
LO1: Through dialogic engagement, students will be able to examine cultural, social, and/or biological diversity within national and/or global contexts and the effects power and privilege have on various social group identities.	CLO 1	Discussion posts Reflective journals Weekly discussions Documentary reflection
LO12: Students will be able to recognize and discuss basic issues of social injustice and how their own identities intersect with structural forms of oppression and empowerment, and how to be respectful and responsible allies (and accomplices) to individuals and groups they do not identify with.	CLO 4	Discussion posts Reflective journals Weekly discussions Documentary reflection
LO13: Students will be able to discuss the foundations of social inclusion and democracy and the actions that can create and maintain them within national and/or global contexts.	CLO 5	Discussion posts Reflective journals Weekly discussions Documentary reflection
LO14: Students will be able to recognize and critically investigate the various socio-political forces that have historically and currently excluded individuals from societies across the globe, the structures of various kinds of oppression (e.g. racism, gender discrimination, sexual harassment and violence, etc.), the different levels on which they occur, and the forces that create, maintain, and perpetuate them.	CLO 1, 2, 3	Discussion posts Reflective journals Weekly discussions Documentary reflection

Course Schedule

Course Outline (See Dates in Course Schedule)

1. Module 1: Understanding Masculinities: Definitions, Constructs, and Intersections
2. Module 2: Men, Masculinities, and Well-being
3. Module 3: Socialization, Development, and Ongoing Negotiation of Masculinities
4. Module 4: Men and Masculinities in Societal Contexts
5. Module 5: Men and Masculinities in Relationships
6. Module 6: The Future of Masculinities

Due Dates

Refer to the course schedule for assessments and due dates. Deadlines are based on Eastern Time unless otherwise specified.

The instructor reserves the right to change dates as the term progresses. All changes will be communicated appropriately.

Course Requirements and Grading

Grading Scale

Information on grades and grading can be found as follows:

- [Registrar's Information on Grading Scales](#)
- [University of Connecticut Academic Catalog](#): Undergraduate > Academic Regulations > Grade Information

General Explanation of Grades

Numeric Range	Letter Grade	Explanation (Undergraduate)	Explanation (Graduate)
92.50–100%	A	Excellent	Distinction
89.50–92.49%	A-	Excellent	Distinction
86.50–86.49%	B+	Very Good	Good Quality
82.50–86.49%	B	Good	Good Quality
79.50–82.49%	B-	Good	Good Quality
76.50–79.49%	C+	Good	Below Expected Standard
72.50–76.49%	C	Average	Below Expected Standard
69.50–72.49%	C-	Fair	Below Expected Standard
66.50–69.49%	D+	Poor	Unsatisfactory Quality
62.50–66.49%	D	Poor	Unsatisfactory Quality
59.50–62.49%	D-	Merely Passing	Unsatisfactory Quality
0–59.49%	F	Failure	Failure

Summary of Course Grading

Course Component	Select
Reading Quizzes	30%
Reflective Journals	10%
Discussion Boards & VoiceThreads	30%
Module 6-Final Assignment	30%
Total	100%

Reading Quizzes

Reading Quizzes are included in most modules in order to assess learning outcomes associated with learning activities (text, articles, and videos). Typically, the quizzes are ten questions and multiple-choice format. Modules have one or two reading quizzes; module six (6) does not have a reading quiz.

Reflective Journals

Reflective journals provide an opportunity to communicate directly with the instructor for the purposes of reflection and one-on-one interaction.

Discussion Boards and VoiceThreads

Discussion boards and Voicethreads provide an opportunity to document new learning and synthesis. Additionally, these are critical tools used in the course to engage with and learn from your colleague learners

Module 6—Final Assignment

This final assignment brings together what you have learned throughout the course in a focused and manageable way. You will apply intersectional thinking, analyze emerging ideas about masculinity, and propose a realistic strategy for future possibilities.

Late & Missed Assessment Policy

All course due dates are identified in the [Course Schedule](#) section.

All course due dates are identified in the Course Schedule. Deadlines are based on Eastern Time. If you are in a different time zone, please adjust your submittal times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Assignments are not accepted late. If you believe you have extenuating circumstances, contact the instructor in advance via email as soon as you are aware of an impediment to meeting a deadline (and never at the end of the semester). Substitute assignments are not allowed (unless supported by the Center for Students with Disabilities).

Feedback and Grades

I will make every effort to provide feedback and grades within three business days. To keep track of your performance in the course, refer to the Gradebook in HuskyCT.

Virtual Classroom Guidelines

The online learning environment, much like any other social or learning situation is guided by the principle of respect for everyone in this space. Professional language, scholarly tone, and politeness are expected. All viewpoints are welcome but should be grounded in sound academic discussion. The UConn Student Code of Conduct applies to all interactions within this online learning space.

Please review: [Avoiding Academic Misconduct and Plagiarism](#)

Please remember that the unauthorized recording or sharing of course content may be considered a violation of the law, University policy, and/or The Student Code.

Course Videos: The web-based video delivery of each class in this course is for sole use of the students enrolled in this course. Any other use of these class videos or any pictures or derivatives of the class videos without the written consent of the course's professor is prohibited.

Student Created Videos: The videos created by students as part of this course are for sole use of the students enrolled in this course. Any other use of these videos or any pictures or derivatives of the videos without the written consent of the video creator is prohibited.

Student Authentication and Verification

The University of Connecticut is required to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in, complete the course activities and assessments, and receive academic credit. Verification and authentication of student identity in this course will include:

- Secure access to the learning management system (HuskyCT) using your unique UConn NetID and password.
- Using the tool VoiceThreads throughout to video students.

Students who do not complete the above required authentication steps may be denied access to the course and given an incomplete. Students could lose credit if the identity of the enrolled student completing course activities and assessments cannot be confirmed.

Academic Integrity

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work.

Review these important [standards, policies and resources](#), which include:

- The Student Code
 - Resources on Avoiding Cheating and Plagiarism
- [Academic, Scholarly, and Professional Integrity and Misconduct \(ASPIM\)](#)
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Artificial Intelligence Policy

All students are expected to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. If you have questions about academic integrity or intellectual property, you should consult with me or consult UConn's [guidelines for academic integrity](#). Posting course material on student tutoring and course sharing websites (e.g. Chegg, Course Hero) may be a violation of my copyright and intellectual property and a violation of academic integrity. Many of you may also be aware of the recent release of ChatGPT3, a Large Language artificial intelligence (AI) model that has the capacity to quickly produce text on a range of topics. ChatGPT3 aggregates the ideas and insights of many researchers without giving them credit. Submitting ChatGPT-generated text as your own work would be an act of plagiarism insofar as it would involve passing off

the work of others as your own. For these reasons, you are not allowed to use this ChatGPT or other similar tools to produce essays or other academic work for this class, unless otherwise explicitly permitted to do so. You should also know that the university has AI detection software that distinguishes between AI generated content and human generated content.

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I've recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

Student-Created Videos: The videos created by students as part of this course are for the sole use of the students enrolled in this course. Any other use of these videos or any pictures or derivatives of the videos without the written consent of the video creator is prohibited.

Syllabus Addendum

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Read the [Syllabus Addendum](#), which includes:

1. [University Standards and Policies](#)
 - a. The Student Code & Academic Integrity
 - b. Communication Guidelines
 - c. Credit Hours and Workload
 - d. Course Drop/Withdrawal
 - e. Policy Against Discrimination, Harassment and Related Interpersonal Violence
 - f. Evaluation of Course Experience
2. [Resources and Accommodations](#)
 - a. Support Services
 - b. Students with Disabilities
 - c. Accommodations for Absences Due to Religious Observances and Extracurricular Activities
 - d. Emergency Preparedness
3. [Technical Requirements](#)
 - a. Minimum Equipment Requirements
 - b. Minimum Software Requirements
 - c. Browser Recommendations
 - d. Additional Software Requirements for Some Online Courses
 - e. Proctoring Requirements
 - f. Minimum Technical Skills
 - g. Student Technology Training

Additional Technical Requirements

In addition to the equipment and software requirements required of all online courses at UConn, this course requires the following:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Access PDF files.
- Use a webcam and microphone.

Refer to the [Syllabus Addendum](#) - “Additional Software Requirements for Some Online Courses” section for information on accessibility, privacy, and system requirements.