

Syllabus

The Psychology of Men and Boys (EPSY 4300)

Course Information

Course Title: The Psychology of Men and Boys

Credits: 3

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* The best method for contacting the instructor is by telephone. Once your course begins, use Husky CT mail instead of email.

The developer of this course is Dr. James O'Neil, Professor of Educational Psychology and Family Studies at the University of Connecticut.

Course Description

A survey of men's gender role socialization over the life span focused on men's developmental issues, gender role conflicts, and interpersonal dynamics with women and other men. Theory, research, and personal exploration are integrated through lectures, discussions, and psychoeducation.

Overall Course Objectives

1. Students should be able to describe and discuss the implications and impact of gender role socialization on men and women in our society and recognize how these roles/behavioral expectations evolve throughout the life cycle.
2. Students should be able to personalize what they have learned in class to analyze and gain insights about their own gender role journey.
3. Students should recognize how to empower themselves to resolve any negative consequences of sexism(or any other oppression) that emanate from restrictive gender roles.

Student Objectives

1. Define possible ways to engage the course on men and masculinity both conceptually and personally.
2. Explain what the Psychology of Men and Men's Studies are as disciplines.
3. Assess your own gender role journey including personal, professional and political perspectives that have influenced your gender role socialization. Evaluate, if applicable, the impact of: psychological violence, personal pain, gender role conflict, gender role transitions, and defense mechanisms.
4. Explain the assumptions and critical conceptual frameworks of the course including patriarchy, sexism, stereotypes, gender role socialization, gender role conflicts and transitions, abuse of power, psychological and physical violence, gender role identity, gender role schemas, distorted gender role schemas, self protective defensive strategies, the culture of cruelty, men and women as victims of sexism, positive and affirmative masculinity.
5. Explain the evolving theories about men's gender role socialization from a biological, psychoanalytic, and socially based perspectives as well as the three conceptual paradigms of the course.
6. Explain the multicultural, racial, ethnic, sexual orientation, age, life stage, and other aspects of masculinity in the context of masculine vulnerability.
7. Discuss affirming men and positive masculinity.
8. Explain what is known about men empirically from the Gender Role Conflict (GRC) Research Program and other research programs on men in the context of personal and interpersonal relationships and implications for mental and physical health.
9. Describe men's violence against women from a gender role socialization perspective.
10. Assess your own patterns of gender role conflict
11. Implement empowerment strategies gained through feedback on the gender role journey papers and your personal insights from the class.

Specific Course Objectives Are Found In Appendix A

Course Modules

Module 1: Introduction: Engaging the Course and Psychoeducation Positively

Module 2: What is the Psychology of Men & Men's Studies?

Module 3: Critical Definitions and Conceptual Frameworks for the Course

Module 4: Societal Context for Understanding Men's and Women's Relationships & Assessing Psychological Violence

Module 5: The Gender Role Journey: A Metaphor to Understand the Course and Yourself

Module 6: Working With Pain and the Journey with the Gender Roles

Module 7: Theories About Men's Gender Role Socialization

Module 8: Racial, Ethnic, Sexual Orientation & Contextual Aspects of Masculinity

Module 9: Affirming Men and Positive Aspects of Masculinity

Module 10: Twenty-five Years of Gender Role Conflict Research Program: Implications for Women, Men, and Children

Module 11: Professor's Gender Role Journey: Modeling Disclosure and Telling the Truth About our Lives

Module 12 Men's Violence: The Epidemic Problem That No One Can Explain

Module 13: Patterns of Men's Gender Role Conflict

Module 14: Patterns of Women's Gender Role Conflict and Men's Relationships With Women

Module 15: Gender Role Journey Paper Feedback, Class Closure, Methods of Healing and Next Steps, Course Closure

Calendar Dates

Below are the calendar dates for each module. There is an opening date and a closing date for each module. The opening date means that the module is available for you to work on. The closing date means that the module is over and not available any more. You need to pay close attention to these dates so that you do not get closed out of any module.

During the course, some modules may open up earlier so that students can work ahead at their own pace. I will communicate this through our Vista email.

There will also be a Husky CT calendar that will have the calendar dates.

Calendar Dates

(Unless otherwise noted, all learning activities are due for submission on the module close date.
All close dates are 11:59 P.M. of that date.)

Modules, Exams, and Unique Assignments	Open Date	Close Date
Module 1: Introduction: Engaging the Course & Psychoeducation Positively Needs Assessment Questionnaire	June 1, 2010	June 8, 2010
Module 2: What is the Psychology of Men and Men's Studies?	June 2, 2010	June 8, 2010
Module 3: Critical Definitions and Conceptual Frameworks for the Course	June 4, 2010	June 8, 2010
Module 4: Societal Context for Understanding Men's and Women's Relationships & Assessing Psychological Violence	June 8, 2010	June 11, 2010
Module 5: The Gender Role Journey: A Way to Understand Yourself And the Course	June 11, 2010	June 14, 2010
Module 6: Working With Pain and the Journeying with Gender Roles	June 11, 2010	June 16, 2010
Module 7: Theories About Men's Gender Role Socialization	June 11, 2010	June 19, 2010
Module 8: Racial, Ethnic, Sexual Orientation and Contextual Aspects of Masculinity	June 11, 2010	June 21, 2010
Mid-course Progress Evaluations	June 11, 2010	June 22, 2010
Module 9 Affirming Men and Positive Masculinity	June 11, 2010	June 23, 2010
Midterm Exam	June 24, 2010	June 24, 2010
Module 10: 25 Years of Gender Role Conflict Research Program Implications for Men, Women, and Children	June 24, 2010	June 29, 2010
Module 11: Professor's Gender Role Journey Presentation: Modeling Telling the Truth About Our Lives	June 24, 2010	July 2, 2010
Module 12: Men's Violence: The Epidemic Problem No One Can Explain	June 24, 2010	July 5, 2010
Module 13: Patterns of Men's Gender Role Conflict	June 24, 2010	July 7, 2010
Module 14: Men's Relationships With Women and Patterns of Women's Gender Role Conflict	June 24, 2010	July 8, 2010
Last Day to Turn In the Gender Role Journey Paper		July 8, 2010
Course Evaluations and Instructional Impact Questionnaire	July 4, 2010	July 9, 2010

Module 15 : Gender Role Journey Feedback, Class Closure, Next Steps	June 24, 2010	July 9, 2010
Final exam	July 9, 2010	July 9, 2010

How To Pace This Class, Stay on Schedule, and Not Get Behind

Sometimes students have the perception that online courses: 1) are easy, 2) do not require much time, and 3) are less work than regular classes. All three of these perceptions are not true about this course. This course has as much work (if not a little more) than the in class version, requires discipline and careful planning, and involves critical thinking.

Since this course is for only six weeks, each student has to plan how to complete all assignments before the “close date”. All modules, assignments, discussion postings, quizzes, exams, and assessments will close on a certain date (See above). After these closing dates, you will not be able to back and do them or receive the points. Missing the close dates can affect your grade since the course grades are determined by the number of points you earn. You need to pay close attention to the due dates in the context of your work and family responsibilities.

You will need to spend time every day (or the minimum every other day) on the course modules to keep up. You can work ahead on the upcoming modules if you have an extra busy schedule. I would recommend that you do work ahead of the schedule if possible. If you do work ahead, it is important to remember that you may need to go back and complete discussion postings on other students’ postings to receive full credit for the discussions.

The calendar above, the Vista calendar, and the listings in Appendix A can be used to promote your planning. Please review the entire course in the context of the due dates so that there are no major barriers to completing the modules before they close. Meeting the close dates is your responsibility. My responsibility is to communicate that this course has a moderate amount of work and a specific timetable for things to be done for credit to be assigned to each student.

Course Materials

Required Materials

You must purchase the following materials before the start of the course.

- Kilmartin, C.T. (2007) *The masculine self.*, Third edition. Cornwall-on-Hudson, New York: Sloan Publishing
- Weidlinger, T. (Producer). (2001). *Boys Will Be Men* [Documentary DVD]. Berkeley, CA: Moira Productions.

The course textbook and DVD may be purchased through the UCONN CO-OP Bookstore, Co-op Building, Storrs Campus, 2075 Hillside Rd., Unit 1019, Storrs, CT 06269-1019
<http://www.bookstore.uconn.edu> Telephone Number 860-486-3727

The manuscripts below are provided in the course through the Electronic Course Reserve (ECR).

O'Neil, J.M. (2008) Twenty-five years of research on men's gender role conflict research: New research paradigms and clinical implications. *The Counseling Psychologist*, 36, 358-445.

O'Neil, J.M. (2006). Helping Jack heal his emotional wounds using the gender role conflict diagnostic schema . In M. Englar-Carlson & M.A. Stevens (Eds.) *In the therapy room with men: A casebook about psychotherapeutic process and change with male clients*. Washington, D.C.: American Psychological Association.

O'Neil, J.M. (1981). Patterns of gender role and conflict and strain: Sexism and fears of femininity in men's lives. *Personnel and Guidance Journal*, 60, 203-210.

O'Neil, J.M. & Egan, J. (1992a). Men's and women's gender role journeys: A metaphor for healing, transition, and transformation. In B. Wainrib (Ed.) *Gender issues across the life cycle*. New York: Springer Publishing Co.

O'Neil, J.M. & Egan, J. (1992b). Men's gender role transitions over the lifespan: Transformations and fears of femininity. *Journal of Mental Health Counseling*, 14, 305-324.

O'Neil, J.M. & Egan, J. (1993). Abuses of power against women: Sexism, gender role conflict, and psychological violence. In E. Cook (Ed.) *Women, relationships, and power: Implications for Counseling*. Alexandria, VA: American Counseling Association (ACA Press)

O'Neil, J.M. & Nadeau, R.A. (1999). Men's gender role conflict, defense mechanisms, and self-protective defensive strategies: Explaining Men's Violence Against Women from a Gender Role Socialization Perspective. In M. Harway & J.M. O'Neil (Eds.) *What causes men's violence against women?* Thousand Oaks, CA: Sage Publications.

O'Neil, J.M. & Harway, M. (1997). Multivariate model explaining men's violence against women: Predisposing and triggering hypotheses. *Violence Against Women*, 3, 182-203.

O'Neil, J.M., Egan, J., Owen, S.V., & Murry, V.M. (1993). The gender role journey measure (GRJM): Scale development and psychometric evaluation. *Sex Roles*, 28, 167-185.

Additional Media Provided

These media are provided within the course through electronic reserve, through VISTA, or on a course CD that will be mailed to you.

O'Neil, J. & McCann, L. (Speakers). (1990). Working with Pain [Audio Recording]. Cincinnati, OH: American Counseling Association Meeting

Riener, R. (Director) & King, S. & Gideon, R. (Writers). (1986). Stand By Me [Motion picture]. U.S. Columbia Tri-Star. [3 minute clip]

Russell, K. (Director) & Kramer, L. & Lawrence, D.H. (Writers). (1969). Women in Love [Motion picture]. UK: United Artists. [3 minute clip]

Greenwald, R. (Director). (1984). The Burning Bed [Television miniseries]. U.S.: Metro-Goldwyn-Mayer. [3 minute clip]

Springsteen, B. (1988) Commentary from the Album and the Song "The River"

Course Requirements and Grading

Video Lectures –

There are 15 video lectures in the course. They are designed so the instructor can have direct contact with each of you in the class. The video lectures have numerous goals related to the learning outcomes. The video lectures serve the following purposes: a) provide important contexts for the readings and modules, b) motivate students and provide support, c) provide advance organizers for the course content and process, d) supplement or emphasize content in the modules, e) provides affective emphasis to modules and readings, f) promotes personalization of the content. Listening just to the video lectures is not enough to grasp the course content. Listening to the videos, studying the modules, and doing the required readings are the only way to fully preparing the assignments and doing well on the exams. All three are necessary to be successful in the course.

Self Quizzes

The course contains 14 self quizzes. You can take each self quiz as many times as you need to master the content. However, to earn a complete 4 points credit for each self quiz, you must earn 100% on one of your attempts.

Discussions

There are 8 discussion activities in this course worth 4 points each. To earn a complete 4 points on a discussion activity, you must demonstrate adequate effort, analysis, depth, and personalization on your original post and respond to at least one of your peer's original posts with adequate effort, analysis, depth, and personalization. See discussion information and guidelines below

Assignments/Assessments

There are 10 assignment/assessment activities in this course worth 5 points each. You must meet the articulated criteria for each assignment to earn the maximum points.

Questionnaires

There are 4 questionnaires in this course worth 5 points each. To earn 5 points for each questionnaire, you must complete and submit it within Vista. There are “no right or wrong” answers on these questionnaires.

Midterm and Final Exams

There will a midterm exam and final exam in the course. The midterm will be worth 65 points and the final will be worth 35 points.

The Gender Role Journey Paper (GRJP)

The Gender Role Journey paper is worth 40 points. This paper is designed to promote personal growth in the student using the course concepts. There are many concepts in the course that can be personally applied by the student to their lives. This paper allows the student to use the course content and process to better understand themselves and their lives.

You are to trace your gender role journey and socialization from early infancy to the present time. Use the outline below to organize your paper:

I. Identify any early childhood memories of masculinity and femininity in your family, with your friends, or in school. What gender role schemas did you learn that are part of your gender role identity?

II. Describe the effects of mothers, fathers, brothers, sisters, and others on your gender role development. Have you been negatively affected or victimized because of sexism? Have you learned any distorted gender role schemas?

III. Identify any gender role transitions that you experienced indicating the difficulties and resolutions that occurred.

IV. Describe how sexism has been difficult in your development by identifying any patterns of gender role conflict that you have had or currently experience.

V. Describe any current gender roles conflict. Describe your current distorted gender role schemas. What stage(s) of the gender role journey are you currently experiencing and what are the consequences for you in your personal life? Be specific on how these gender role conflicts limit you from being the person you really want to be. Try to project how this problem will affect you over the next 5 years.

VI. Discuss what resources you need to use in resolving these gender role conflicts. Resources can be inside yourself or in the external world. What resources here at the University of Connecticut can help you make gains with this problem? Think hard about all the resources that could be mobilized to solve these gender related problems.

VII. Describe what present emotions or thought patterns are blocking you from solving these gender problem. Address how you might deal with these feelings and thoughts.

VIII. Describe your next steps with solving your gender role conflicts. Be specific about what you are planning to do to solve this problem. What else do you need to do in your gender role journey?

IX. Provide a summary statement on what it was like for you to write this paper.

This paper is not one that can be worked up over a weekend. It will require each student to (1) examine themselves throughout the course, and (2) take notes on how they are reacting to the nine questions found above. The criteria for good and exceptional papers are the use of the course concepts and personalizing them. You need to know the concepts before you can apply them to your lives.

Instructions For Paper

Your paper should be typewritten (double spaced), font not less than 12 and not exceed 15 pages. Please use APA style of writing and also include a complete bibliography of sources cited.

Calculation of Grades

Summary of Course Requirements and Point Values

Course Component	Possible Points
Self Quizzes (14 @ 4 points each)	56
Gender Role Journey Paper	40
Discussions (8 @ 4 points each)	36
Assignments (10 @ 5 points each)	50
Questionnaires (4 @ 5 points each)	20
Midterm Exam	65
Final Exam	35
TOTAL	302

Total Course Points Conversion to Alpha Grade

Total Course Points Earned	Alpha Grade Equivalent
281 and above	A
275-280	B+
259-274	B
252-258	C+
237-251	C
230-236	D+
215-229	D
Less than 215	F

Criteria and Rubrics for Grading All Assignments, Tests, and Class Activities

- 1) Clarity of writing and thought.
- 2) Factual accuracy of writing and thought.
- 3) Validation of views using the current literature and empirical research available.
- 4) Creativity of thought.
- 5) Synthetic nature of thought and writing.
- 6) Completion of assignments and exams on due dates.
- 7) Personalization of course content.
- 8) Contribution to other class members' learning, knowledge, and growth

You are responsible for acting in accordance with the Student Code, available at http://www.dosa.uconn.edu/student_code.cfm?from=im&fn=Judicial%20Affairs.

Checklists, Assessments, and Assignments Used During Class

NEEDS ASSESSMENT DATA SHEET
PSYCHOLOGICAL VIOLENCE CHECKLIST
GENDER ROLE JOURNEY MEASURE
MIDTERM COURSE EVALUATION
POSITIVE MASCULINITY CHECKLIST
GENDER ROLE RESTRICTIONS, DEVALUATIONS, & VIOLATIONS
QUESTIONNAIRE
GENDER ROLE CONFLICT SCALE (MEN OR WOMEN VERSION)
WOMEN'S GENDER ROLE CONFLICT INVENTORY
INSTRUCTIONAL IMPACT QUESTIONNAIRE

Discussion Guidelines

One of the advantages of taking your course online is that you may be able to engage in online discussions with your instructor and fellow students at times when it is convenient for you. The intention of the course discussions is to encourage lively, informative exchanges about course-related topics that increase your knowledge of those topics--but it's up to you to make this happen.

Post at least one message to each discussion area. There is no upper limit to the number of times you can contribute to a discussion, and you will find that a busy discussion is a good one. Each contribution should be well written and interesting to read, with evidence of originality and considerable reflection. It should also demonstrate that you have read the relevant course materials.

Here are some guidelines for participating in an online discussion:

1. Do more than state agreement or disagreement. Justify and support your opinion. The most persuasive opinions are supported by evidence, examples, reasons, and facts. If you disagree with something, say why. If you really like something that you've read, let people know what makes you think that way.
2. Do the appropriate preparation, such as reading and lesson activity work, before you join the discussion.
3. Keep your comments fairly brief. A paragraph or two is plenty unless you are posting something that by nature has to be longer--a short story, for example.
4. Check your message before you send it. Pay attention to your spelling and grammar, and be sure your message makes the points you want to make in a clear and concise way. Remember, other students and instructors can read your messages.
5. Help move the discussion along. When contributing to a discussion, read other people's comments first. Introduce new ideas, but also build on what others have said ("Piggy-back" on other people's ideas).
6. Keep up with the discussion throughout the course. After you have made your contribution on a topic, check back a few times to find out how the discussion is evolving. Does someone's comment make you think twice about your view?
7. Share your experience with your fellow students. You may be able to offer advice to someone who is newer to the course.
8. Respect others' ideas and opinions. Feel free to disagree, but express your disagreement in a respectful manner. Disrespectful communication is poor communication and not acceptable

What is Psychoeducation?

One dimension to the course is what I call psychoeducation. Psychoeducation is defined as a pedagogical approach that uses psychological principles and processes to facilitate students' personal and intellectual development in classroom, group, or an online setting. Psychoeducation focuses on both the cognitive and affective domains of learning. With psychoeducation, feelings and emotions have equal weight with conceptual and factual knowledge. Emotional intelligence (Goleman, 1995) and academic knowledge are true partners in the psychoeducational process.

With the psychoeducational approach, students both think and feel while learning. The teacher is interactive, personal, and strategic.

What does psychoeducational mean operationally? First, the psychoeducator provides multiple course contexts, allowing students to understand the content personally, professionally, and politically. This psychoeducational approach also establishes norms that promote the sharing of feelings and thoughts as the course develops. The psychoeducator is also an active assessor of student needs and the entire learning process. This assessment helps the instructor to actually know students individually and collectively. Psychoeducation teaching invites students to be involved in the course intellectually and emotionally at their optimal comfort level. The option of intellectual and emotional processing is presented to students as a free choice. There are no judgments about these choices, but encouragement is given to take risks and explore new dimensions of self. Furthermore, this kind of teaching sets positive expectancies for learning. One of the most critical expectancies is helping students view learning, not just as content, but a personal growth. This means helping students personalize the course as much as possible by experiencing both the thoughts and feelings simultaneously.

With an emphasis on emotion in the learning process, the psychoeducator is sensitive to student defenses and resistance to learning. Numerous teaching methods are used to mediate defensiveness and resistance to learning. Stimulating media (slides, overheads, music, music videos, movie clips) are integrated with the teaching to accentuate course concepts and promote personal exploration. The psychoeducator uses stimulus diversity techniques to keep student attention high. This means using multiple teaching modalities to enhance student thinking and feeling.

Psychoeducation also includes interactive teaching and experiential learning that promotes focused discussions. These discussions may activate interpersonal-intrapersonal conflict with students and raise questions about instructor student biases and political correctness. Psychoeducation also implies using self-assessment checklists and groups to help students personalize the course. Furthermore, this approach encourages faculty and students to be real, self-disclosing, and honest about how the course is affecting them. This implies that students and the instructor may fluctuate between personal and professional roles. This makes role flexibility very important for both students and the instructor. From this kind of learning, the psychoeducator helps students understand how the learning dynamics relate to the course content. By connecting the learning dynamics to the course content, the concepts can come to life for students, sometimes right before their very eyes. Psychoeducation also involves helping students work through any painful memories or events that are activated by the course. This

implies being personally available to students, not as a therapist per se, but as a supporter of their healing and growth.

Psychoeducation also relates to how the instructor prepares for the course and develops the interventions. The assumptions made about students are critical to successful psychoeducational interventions. In other words, instructors' knowledge of students' developmental stage, cognitive development, attitudes toward learning, and worldviews are critical to implementing psychoeducational interventions. This kind of teaching also means having positive expectancies for student learning, articulated teaching goals, and energy in the classroom.

Course Process and Dynamics

Most students experience this course as different from their other courses, because the learning process is different or not the norm. There will be attempts to activate the affective side of your mind...your feelings. I am interested in more than just your thoughts about the course content; I am interested in how your emotions are affected. This is called affective education or psychological education.

I will also alternate teaching methods using readings, lecture, discussion, music or video presentation, and also personal assessment, personal dialogue, and periods of reflection.

I believe in the open classroom where academic freedom and intellectual exchange is cherished. If there cannot be the natural flow of diverse opinions in the classroom at the University, then we are not doing a very good job with our instruction. So in my courses, I encourage questions, dialogue, discussions, diverse opinions, different views. Let me go on the record by saying, there is no political correctness or intellectual tyranny in my courses or pedagogy. Ideas are not usually right or wrong here, ideas just are.

Frankly, what I believe about the topics in this course is somewhat unimportant. What is important is what you believe. Getting you to think about your positions, values, and biases is what education should be about. My task is to get you to think and express your views. You are going to need these skills in your work and future lives.

The course motto is:

The mind is a terrible thing to waste. (United Negro College Fund)

The Course as an Experience in Personal Growth

This course can be used as an experience in personal growth. What does this mean? It means that by studying the course material and applying it to yourself, you can grow psychologically and make changes in your life.

The real issue is whether you believe this can happen. Do you understand your own capacity for growth, change, transformation, and renewal? This kind of change may mean dealing with emotions and feelings or trying out new ways to change your behavior.

It can also mean facing childhood and family memories that can help you understand the way you act or feel about life. Learning is not just cognitive; it can also be affective and emotional. The best learning combines the cognitive and affective processes that ultimately result in positive behavioral change.

For this kind of personal growth to occur, you must be open to it. You must be willing to take risks and willing to disrupt your personal paradigms or fixed notions about life, truth, and the pursuit of happiness. It may mean looking at alternatives or options in life. It may mean struggling to learn how to label and process deep emotions. It may mean learning how to regulate feelings, so they are working for you and not against you. It may mean learning how to embrace pain and suffering. Learning how to journey with pain is not denying it, covering it up, wallowing in it, or running away from it. It may mean believing in your innate potential to transform and renew yourself. Do you believe in your ability to transform yourself?

Every single soul in this course has been given all the resources they need to resolve their difficulties and to use their potential. But how do people learn to use their resources and to turn pain and sadness into energy and renewal? I have no prescription for this process for each of you here today, but I'm living proof that it can happen. If you take this course just for the grade, you are missing the major point of the course.

Many times, one has to explore the inner space to find what's wrong, what needs to change, what's out of balance. But what is inner space? Inner space is where you live your life on the inside. It is the interior of the person where introspection and deep reflections occur. To grow and mature, people have to be able to explore the inner space of their thoughts and feelings.

So each of you (and me also) has to decide how you want to access the course. Many of you will decide to take the journey inside as you study the concepts. Some will stay on the fence with your potential and not choose to pursue your intellectual or personal growth. A few of you will have already tuned me out or told yourself I just don't get what he's driving at.... what does this personal growth thing mean? I just want a traditional academic course. All attitudes and feelings are accepted. What is important is that you have options. My role is to give you options. You have to choose to embrace them or not.

The Indifferent and Cynical Students

For those of you who are cynical about higher education or those of you who are angry about learning, I accept your cynicism and anger. I can understand how this might have happened. It is okay to have these feelings. Sometimes anger and cynicism have valid roots. Yet, I hope these feelings will not cancel out your involvement in this course. Maybe, there are ways these feelings can be worked through and used.

For those of you who are alienated from the learning process, I particularly want to capture your attention; I want to hook you into this course process; I want to help you transform the alienation of

being on the outside and hopefully help you find the strength and courage to find meaning in the course.

And I know there are a few of you that I won't touch at all. You will stay indifferent and unreachable. I will have sadness about this because I want every student in my courses to be engaged in the excitement of learning and personal growth. It is an impossible goal, but I have high expectations for myself and for each of you.

And yes, I may be able to tell those who are alienated and angry. I'll see it in what you write and how you discuss the material. It is okay to be alienated or resistant to the learning process. It is inevitable that we feel these things at times in our lives. So if you are indifferent, alienated, or lost, I understand where you are and I accept it as a reality in your life.

What's not acceptable is to stay where you are. To not work through the negativity, cynicism, indifference, fear, and anger that has accumulated... to me that would be unacceptable.

If you are an alienated learner, I hope that the process of breaking through the resistance, the walls, and the blocks can happen for you. I can factually tell you that students in this course have been able to use it to mobilize their resources again and change position. By this, I mean to find meaning again when there has been only been a void and nothingness.

Many students today want courses to touch not just their heads but their hearts and souls. Past students, not all students but many, have reported this course moved them to personal growth and change. Will it for you? I don't know, but I hope that some of you will take an opportunity to look inside and find greater sources of your personal power and potential.

Special Emotional and Personal Consideration in this Course

As the preceding psychoeducational philosophy indicates, this course focuses both on academic content and student's personal, emotional and psychological development. The course content and process is designed to stimulate emotional reactions, promote personal self-assessments, and expand emotional intelligence. For a very few students, who are experiencing personal crises or psychological instability, the course may be inappropriate. These students usually find the emotional aspects of the course and the course process difficult to personally integrate. If you feel that the course material and process is "too close to home" given your present situation, you may want to consider dropping the course during the first few days of class. On the other hand, some students who are in crises during the course have found it to be exactly what they have needed to begin problem solving and personal healing. Please consult with the instructor if you have questions about the appropriateness of the course for you.

Resources for You While You Take This Course

Sometimes students who are taking psychoeducational courses want to know where they can get therapeutic help with personal and career problems. There are counseling resources available to you at UConn. The UConn Counseling and Mental Health Services clinic is one resource and can be reached by calling (860) 486-4705. There are also mental health services available at The Frederick

G. Humphrey Center for Individual, Couple, and Family Therapy. The Humphrey Center can be reached by calling (860) 486-3692. For career related problems, you may contact the Department of Career Services by calling (860) 486-3013.

There are also resources outside the University. A good referral source is INFO LINE (211), and emergency and crises services are available at Manchester Hospital Hotline by calling (860) 647-4766. Please contact me (your instructor) if additional resources or specific referrals are needed.

Software Requirements

The software requirements for this course are enumerated in Husky CT.

Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and the professor's own instructional impact questionnaire.

Appendix A Course Objectives

By the end of the semester, students will be able to:

- 1) Identify the objectives of the course.
- 2) Define psychoeducation.
- 3) Identify areas of your potential psychological growth and change from the course.
- 4) Describe your course expectancies.
- 5) Discuss how to succeed in the course.
- 6) Discuss the three perspectives on the course content.
- 7) Define and list the major defense mechanisms.
- 8) Describe the various groups in the men's movements
- 9) Define men's studies and the psychology of men
- 10) Describe the Society for the Psychological Study of Men and Masculinity
- 11) (SPSMM) of the American Psychological Association
- 12) Define the "culture of cruelty" that boys and men grow up in.
- 13) Explain the course's three conceptual paradigms
- 14) Review the course's definitions and gender role vocabulary
- 15) Discuss the assumptions about men and women's gender role
- 16) socialization
- 17) Identify the Kilmartin's models for understanding masculinity
- 18) Recognize how psychological violence relates to sexism and gender role
- 19) conflict
- 20) Discuss whether you think men and women are victim of sexism
- 21) Describe a societal context to understand men and women's gender roles

- 22) Recognize how psychological violence relates to sexism and gender role
- 23) conflict
- 24) Define psychological violence
- 25) Assess your own past and present psychological violence
- 26) Recognize how lifespan periods and developmental tasks relate to gender role development
- 27) List the 5 phases of the gender role journey
- 28) Define what gender role transitions are
- 29) Define what a defense mechanisms are
- 30) Assess which phase of the gender role journey you are currently in
- 31) Discuss how the gender role journey relates to your life
- 32) Identify the four phases of working with human pain
- 33) Identify the 7 parts of the wounded person cycle
- 34) Assess your own past or present sources of human pain
- 35) Identify Kilmartin's biologically and socially based perspectives on men
- 36) Enumerate the assumptions about men's and women's gender role socialization
- 37) Enumerate the different parts of the conceptual paradigm to understand men's and women's gender role issues over the lifespan
- 38) Identify how race, ethnicity, sexual orientation, class, age, stage of life, and other contextual variables affect men
- 39) Discuss how discrimination and oppression affect men and their vulnerability
- 40) Discuss why positive masculinity is important
- 41) Identify components of Kilmartin's humanistic and existential theories
- 42) Review and assess the positive qualities of masculinity
- 43) Recall the history of the gender role conflict research program
- 44) Identify the patterns of men's gender role conflict
- 45) Summarize the twenty-five years of men's gender role conflict research
- 46) Recognize the professor's gender role journey issues
- 47) Reflect on your own gender role journey in the context of the Professor's self
- 48) disclosures and the Restrictions, Devaluations, and Violations Analysis Exercise
- 49) Identify multiple factors that explain men's violence against women
- 50) Review 10 premises that may explain why men are violent toward women from a
- 51) gender role perspective
- 52) Identify the predisposing and triggering factors that may cause men's violence
- 53) List Kilmartin's 8 violence inhibiting factors and 10 violence encouraging factors
- 54) Identify men's patterns of gender role conflict
- 55) Assess your own patterns of gender role conflict
- 56) Study one of the following: men's mental health problems,
 - a. men's physical health problems, men's problems with work and careers,
 - b. men's problems with their sexuality
- 57) Identify the different contexts of men's relationship with others
- 58) Recognize men's issues with women in friendships and romantic relationships
- 59) Identify women's patterns of gender role conflict
- 60) Assess your patterns of gender role conflict
- 61) Report a reaction to the therapy case study
- 62) Reflect on the meaning of the course personally, professionally, and politically
- 63) Develop an action plan
- 64) Fill out Instructional Impact Questionnaire

