



COURSE OUTLINE

WGST 241

THE STUDY OF MEN AND MASCULINITIES II

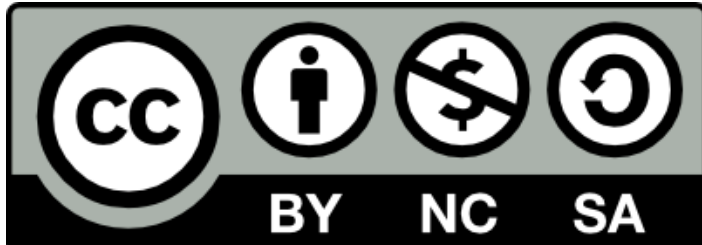
**45 HOURS
3 CREDITS**

PREPARED BY: Shawkat Shareef, Ph.D. DATE: 17 November, 2016

APPROVED BY: Andrew Richardson, Ph.D. DATE:

APPROVED BY ACADEMIC COUNCIL DATE:

RENEWED BY ACADEMIC COUNCIL DATE:



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The Study of Men and Masculinities II

INSTRUCTOR: Shawkat Shareef, Ph.D. **OFFICE HOURS:** Thursdays, 1.00-12.00 pm

OFFICE LOCATION: A2303

CLASSROOM: A 2605

E-MAIL: sshareef@yukoncollege.yk.ca **TIME:** 1.00-4.00 pm

TELEPHONE: (867) 456-8604

DATES: Thursdays
January 5 - April 21, 2017

COURSE CALENDAR DESCRIPTION

This course continues the focus on the social construction of masculinities begun in WGST 240. It examines various aspects of men in their life span: friendships and intimacy, health and mental health, public and domestic work, fathers and fatherhood, aging and widowhood, and frontier masculinities. The framework of readings and multimedia will investigate popular culture, film, fiction, life story and sociological theory on this topic.

COURSE DESCRIPTION

The course continues the focus on the social, political, and cultural construction of masculinities, but in Canadian context. It examines various aspects of Canadian masculinities across different dimensions: creation, meaning, and continuation, relationships on psychological and physical-sexual levels, health, public and literary narratives, sports, politics, religion and culture. A combination of sociological theories and multimedia is used to investigate the broad spectrum of Canadian masculinities along the discourses of popular culture, multiculturalism, globalism, and modernity.

PREREQUISITES

WGST 240 or equivalent

RELATED COURSE REQUIREMENTS

None.

EQUIVALENCY OR TRANSFERABILITY

AU WGST 2XX (3) OR AU SOCI 2XX (3) CAPU WMST 2XX (3) CNC SOCI 225 (3)
KPU SOCI 2XXX (3) SFU GSWS 2XX (3) TRU-OL WOST 2XX1 (3)
UBCO GWST 2nd (3) UFV WMST 2XX (3) OR UFV SOC 2XX (3)
UNBC WMST 2XX (3) UVIC WS 219 (1.5) VIU WOST 2ND (3)

LEARNING OUTCOMES

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

- Develop an understanding about the key components of Canadian masculinities
- Effectively use sociological and gender theories to identify the major areas of Canadian masculinities that shape and perpetuate the thoughts, behaviors, and actions of Canadian men
- Critically analyze their views about the differential aspects of Canadian masculinities in lights of changing Canadian and global socio-cultural and political landscape
- Efficiently demonstrate knowledge and understanding of the feminist literature that deals with the analyses of Canadian men and masculinities

COURSE FORMAT

Classes will consist of lectures on and discussions of the texts, readings and films/video clips specified in the course syllabus.

ASSESSMENTS

Participation

Participation in class is essential to the development of class unity and the learning process for everyone. Group discussion offers students a forum in which to express ideas and be educated through the ideas of others. We will create together a respectful environment where everyone will feel safe and encouraged to speak. This means that students and instructor must monitor their speech so as not to give more than their fair share. When uncertain about something, ask—probably someone else is wondering the same thing.

Students will also write a number of Short Assignments demonstrating their understanding of theories about Canadian masculinities and the practical implications of those theories in the understanding of different aspects/issues of Canadian masculinities. Performance on these short assignments will be added to the overall participation grade. Also, these assignments will help stimulate discussion in class.

Assignments

Students will write one Research Paper on a self-researched topic about any aspect or issue regarding Canadian men and masculinities although a focus on men and masculinities in Yukon is highly encouraged. The paper topic must be approved by the instructor. The paper should be documented and formatted according to APA style and 12 double-spaced pages in length, excluding references.

Deadlines

Marks will be deducted for late assignments: 1 mark, out of 20, per day up to 5 days, at which time the assignment will not be accepted for marking. If delays are unavoidable due to extenuating circumstances (e.g., illness or bereavement), students must consult with the instructor and receive permission for an extension. Illness of over 2 days must be confirmed by a doctor's note.

Paper Submission

The research paper should be submitted to the Applied Arts Office or in the hallway drop box (outside the Applied Arts Office) for after-hours delivery. Office staff will date stamp the receipt of the assignment and make sure it gets to the instructor. Do not slip assignments under the instructor's office door, as they will not be dated and can go missing.

Tests

There are three exams in this course: two mid-terms and the final exam. Examinations will cover lecture material, assigned readings, and possibly some film/video clip content. The mid-term exams may be composed of short questions: true/false, multiple-choice, definitions, and short essay questions. These questions cover the course to that point in the term. The final exam is scheduled during exam week. It covers the course from mid-term to near the end of term and will follow a similar format to the mid-term, covering course content from the mid-term and, possibly, overviews of the course.

Other

None

EVALUATION

Class participation	10	
Mid-term	25	(February 16)
Research Paper	25	(Due March 30)
Final Exam	40	TBA
TOTAL	100	

REQUIRED TEXTBOOK AND MATERIALS

Canadian Perspectives on Men and Masculinities: An Interdisciplinary Reader (2012), Jason A. Laker (ed.). Oxford University Press.

Supplementary materials: Videos, excerpts from peer-reviewed journals, papers, and discussions from various sources will be used in this class. The titles/topics of videos and video clips will be announced in advance in class. Whenever journals and papers are unavailable on the Internet, hardcopies will be distributed in class. If materials are available online, web links will be provided.

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.

Attendance is integral to student success. Discussion and participation are particularly important in this class, and students are expected to attend regularly and punctually. If you miss a class, it is your responsibility to find out what you missed and to complete any work assigned.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper 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 College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College 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 College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see <http://www.yukoncollege.yk.ca/yfnccr>.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in Section 8.0 of the Yukon College Academic Regulations (available on the Yukon College 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) at (867) 668-8785 or lassist@yukoncollege.yk.ca.

TOPIC OUTLINE

WEEK 1:

PART I: BORN AND BECOMING: ON GROWING UP MALE IN CANADA

Readings:

Article 1: Cultivate the Human in the Boy (Michael Landsberg)

Article 2: The Genesis of the Construction of the Male Identity (Gilles Tremblay/Pierre L'Heureux)

- Discussion follows

Week 2: PART I CONTINUED....

Readings: Article 3: Men, Masculinities and Health: Theory and Application (Alexandre Dumas Emily Bournival)

Article 4: Canadian Men's Relationships and Help-Seeking over the Lifespan: The Role of Public Narratives (Peter Cornish and Timothy A.G. Osachuk)

- Discussion follows

Assignment:

What is your understanding of Yukon Men's attitude toward health? Do all men project similar or different qualities/characteristics? Bring 1 page description in the next class.

Week 3: PART I CONTINUED....

Readings:

Article 5: Ending Woman Abuse on Canadian University and Community College Campuses: The Role of Feminist Men (Walter S. DeKeseredy)

Video clip on Violence against Female Students in Canadian Academic Institutions

- Discussion follows

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Assignment:

After the discussions and lectures on Women Abuse on Canadian Universities and College campuses, what are your opinions as to how to end this pathological condition

in academic institutions? Do you have similar experiences by yourself or have knowledge of some one that you know? Please bring 1 page descriptions of your opinions about women abuse in educational environment.

Week 4: PART II: THE NATION'S NARRATIVES: MEN AND MASCULINITY IN CANADIAN IMAGINARY

Readings:

Article 6: Masculinities in Canadian Literature (Jane Tolmie and Karis Shearer)

- Discussion follows

Week 5: PART II CONTINUED....

Readings:

Article 7: Male Hegemony or Male Mythology? Uncovering Distinctions through Some of Canada's Leading Men: The Coureurs de Bois and Professional Hockey Players (Michael A. Robidoux)

Video clip on Violence in the NHL: The Canadian Men

Week 6: PART II CONTINUED....

Readings:

Article 8: Men, Masculinities, and the Male in English-Canadian Traditional and Popular Cultures (Pauline Greenhill)

- Discussion follows

Week 7: MIDTERM, Thursday, FEBRUARY 16

Week 8: Reading Week, no classes

Week 9: PART II CONTINUED...

Readings:

Article 9: Social Representations of Men and Local Heroes in Quebec's Public Sphere and Culture: Another Case of a 'Distinct Society'? (Yves Laberge)

- Discussion follows (do you see any fundamental differences between Francophone and Anglophone men?)
- Video clip on Quebec men

Week 10: PART II CONTINUED...

Readings:

Article 10: Fighting in the Shadow: American and British Cultural Influences on Canadian Military Manhood (Jane McGughey)

- Discussion follows

Assignment:

The soldiers are returning from war. They are having many different kind of problems. PTSD is one of them. Do you think US and Canadian soldiers experience this traumatic conditions differently? Please bring 1 page description of your thoughts on this in the next class.

Week 11: PART II CONTINUED...

Readings:

Article 11: If Canada is a 'Team', Do We All Get Playing Time? Considering Sport, Sporting Masculinity, and Canadian National Identity (William Bridel and Martyn Clarke)

- Immigrants in Canadian Hockey: video clip followed by discussion
- Discussion: Why Canadian National Sport is not really the National Sport?

Week 12: PART III: BORDERS AND CROSSINGS: CANADIAN INTERSECTIONAL MASCULINITIES

Readings:

Article 12: Masculinit(y)ies and Religion(s) in Canada (Siphiwe I. Dube)

Article 13: Racialized Masculinities in Canada (Danielle Kwan-Lafond)

Week 13: PART III CONTINUED...

Readings:

Article 14: Warriors, Healers, Lovers, and Leaders: Colonial Impositions on Indigenous Male Roles and Responsibilities (Sam McKegney)

Article 15: Que(e)rying Canadian Manhood: Gay Masculinity in the Twenty-First Century (James McNinch)

Week 14: Article 16: Negotiating Migration, Destabilizing Masculine Identities (Gillian Creese)

Week 15: Conclusion: Is there a Canadian Masculinity? (Jason Laker)

Week 16: Review

Final Exam: TBA

Other readings and materials may be assigned or advised. A detailed syllabus is provided on the course site and will be discussed in lectures.