



350 New Campus Drive  
 Brockport, New York 14420  
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 senate@brockport.edu  
 brockport.edu/collegesenate

Resolution **2021-22 #1**  
**College Senate**

Supersedes Res #: \_\_\_\_\_



TO: Dr. Heidi Macpherson, College President  
 FROM: The College Senate:  
 RE: → I. Formal Resolution (*Act of Determination*)  
 II. Recommendation (*Urging the Fitness of*)  
 III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **SOC 357: Questioning Masculinity "w" code** (#10\_21-22GE)

Implementation Effective Date\*\*: Spring 2022

Signed:  Date: 12/15/21  
 (Dr. James Spiller, 2021-2022 College Senate President)

Signed:  Date: 12/16/21  
 (Dr. Eileen Daniel, Vice Provost, The College at Brockport)

**\*\*Implementation of resolution requires final approval from SUNY- State Education Department.**  
 \_\_\_ YES  NO

**Please fill out the bottom portion and follow the distribution instructions at the end of this page.**

TO: Dr. James Spiller, College Senate President  
 FROM: Dr. Heidi Macpherson, College President  
 RE: → I. Decision and Action Taken on Formal Resolution (circle choice)  
 a.) Accepted  
 b. Deferred for discussion with the Faculty Senate on \_\_\_/\_\_\_/\_\_\_  
 c. Unacceptable for the reasons contained in the attached explanation.  
 d. Comments:

Signed:  Date: 1/31/22  
 (Dr. Heidi Macpherson, President, The College at Brockport)

**DISTRIBUTION:**  
 The College Senate will forward the resolution signed by the College Senate President to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY-State Education Dept. The Vice Provost will then forward the resolution with that designation to the College President. Upon approval, the College President will forward copies of resolutions to his/her staff who will, in turn, forward copies to their staff and to the College Senate. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.





**COLLEGE SENATE RESOLUTION  
PROPOSAL COVER PAGE**

**DEADLINE FOR SUBMISSIONS: January 31**

**For full consideration during the academic year**

- Your proposal will be made into an ADA compliant PDF, will receive page numbering and a routing number, and will be forwarded onto the appropriate committee chair(s).

<b>Routing Number</b> <i>Routing # assigned by Senate Office</i>	<b>10_21-22GE</b>
<b>This Proposal Replaces Resolution</b>	
<b>Revision Date(s)</b>	
<b>Anticipated Effective Date:</b>	

**Title of Proposal in Title Style**

Request to add W Gen Ed Designation to SOC 357: Questioning Masculinity

**Brief Description of Proposal**

I am seeking approval for SOC 357 to include the W perspective on gender designation.

**Effect on Transfer Students if Applicable**

Will offer another option for satisfying Gen Ed requirements but no other impact.

**Proposer Information**

Kyle Green, Sociology, office: x5655; cell: 612-597-2335, [kgreen@brockport.edu](mailto:kgreen@brockport.edu)

**Senate Office Use Only**

	<b>Forwarded To</b>	<b>Dates Forwarded</b>
<input type="checkbox"/> Executive Committee		
<b>Standing Committee</b>	<b>Standing Committee</b>	
<input type="checkbox"/> Equity, Diversity and Inclusion Committee		10/14/21
<input type="checkbox"/> Engagement & Enrollment Planning & Policies	<b>Executive Committee</b>	
<input type="checkbox"/> Faculty & Professional Staff Policies	<b>Senate</b>	
<input checked="" type="checkbox"/> General Education & Curriculum Policies	<b>Passed GED's go to Vice Provost</b>	
<input type="checkbox"/> Graduate Curriculum & Policies	<b>College President</b>	
<input type="checkbox"/> Student Policies	<b>OTHER</b>	
<input type="checkbox"/> Undergraduate Curriculum & Policies	<b>REJECTED -WITHDRAWN</b>	
<b>NOTES:</b>		

## SOC 357: Questioning Masculinity

Monday, Wednesday, Friday  
9:05-9:55pm / 10:10-11:00pm  
Hartwell 217  
- Kyle Green, Ph.D -

“But by far the worst thing we do to males—by making them feel they have to be hard—is that we leave them with very fragile egos. The harder a man feels compelled to be, the weaker his ego is.”

— Chimamanda Ngozi Adichie, *We Should All Be Feminists* —

- A. Gender roles are often accepted as simply the way things are and have always have been. From this perspective, change goes against biological inclinations and social traditions and is worth resisting.
- B. Masculinity is one half of the gender duality which exists at the foundation of [Western] culture.
- C. Studies of, and courses examining, men and masculinity remain less common within academia.
- D. Masculinity can and is performed by male-bodies, female-bodies, women, and men, and categories resisting the binary model.

This seminar-style course explores the construction and performance of masculinity across both time and space. In doing so we reconsider the idea that gender is a fixed reality. Through engaging with key readings from sociology, geography, and gender studies, we will examine a multitude of institutional and interactional contexts that create, preserve, and alter gender norms in society, including schools, work, sports, and the media. In doing so, we will look at the position of men in society and ways that masculinity both enables certain experiences while limiting others. We will also reflect on the reoccurring idea that masculinity is in crisis. I hope you find *Questioning Masculinity* to be one of the most enjoyable and thought provoking courses at Brockport.

My goal is to have helped you:

- Identify the difference between sex and gender.
- Understand what it means for masculinity to be socially constructed.
- Understand what it means for gender to be a dimension of social stratification and how gender is related to power and inequality.
- Understand why an intersectional framework that takes into account other dimensions of stratification is important for examining the experience of being a gendered being.
- Understand how both men and women are empowered and limited by their gender identities.
- Understand the role of social institutions and organizations in maintaining, challenging, and altering gender ideologies and norms in society.
- Make connections between course materials and your own experiences. Most importantly, this course is an opportunity to think through and discuss difficult issues that continue to shape our country and the people who inhabit it.



## CONTACT INFORMATION and OFFICE HOURS

Please do not hesitate to email, visit during office hours, or make an appointment. I am happy to meet with you! Office Hours are not just for students having problems. However, if something makes it challenging for you to complete coursework on time, or you are having any difficulties, please speak with me *as soon as possible* so I can help.

### **Kyle Green**

206 Hartwell Hall, EMAIL: [kgreen@brockport.edu](mailto:kgreen@brockport.edu)

Office hours: Monday/Wednesday/Friday - 11am to Noon and by appointment

## REQUIRED BOOKS and COURSE WEBSITE

### **The required texts are:**

(1) Exploring Masculinities: Identity, Inequality, Continuity, and Change Edited by C.J. Pascoe and Tristan Bridges

*This book is the best collection of excerpts on men and masculinity studies that I have seen. While I will not assign the section introductions from the book, I recommend reading them. They are short and useful. Also, I recommend checking out some of the unassigned readings.*

**Other required readings** will be made available through Blackboard (or sent via email).

**Audio files:** You will be required to listen to a few podcasts. These will be either posted on Engage or a link will be provided. You can listen to these on your phone, iPod, your computer, or any other device that can play an .mp3 file.

## COURSE REQUIREMENTS

Quizzes & Reflection.....	18%
Discussion Leader .....	17%
Show & Tell.....	7%
Field Notes.....	19%
Content Analysis .....	19%
Final Project.....	20%
Participation in class.....	4%
 TOTAL .....	 104%

### **Final Course Grades:**

A	93% and above	B-	80 - 82%	D+	67 - 69.9%
A-	90 - 92%	C+	77 - 79%	D	63 - 66%
B+	87 - 89%	C	74 - 76%	D-	60 - 62%
B	83 - 86%	C-	70 - 73%	E	0 - 59%

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EXAMS: There are none.

IN-CLASS ACTIVITIES:

*Quizzes:* Quizzes will be at the beginning of class (don't be late) or be take home (due at the beginning of next class). They will be based on the previous lecture and assigned reading. They will not be difficult if you did the reading and paid attention during class.

*Reflection:* There will be a variety of activities designed to give you a chance to reflect on the assigned readings and demonstrate that you took the time to work through the text. They will often involve you applying the ideas to a documentary or a case study. Sometimes you will be asked to bring in examples to work through as a group. Or I will have you discuss a point that you really liked, an argument you disagreed with, or something you were simply confused about. You will not be expected to have mastered the text. However, to receive credit it is necessary to have done the reading and be able to reference it.

*Discussion leader:* Since this course is seminar/book-club style, we need discussion leaders. Each student is responsible for taking the lead with **TWO** classes this semester. The discussion leader is responsible for sharing a short outline of the reading/summary of the argument, their impression of the key takeaway, and three discussion questions.

*Show & Tell:* Examples related to the topics we are covering are all around us. Each student is responsible for bringing in one contemporary example to share with the class. This could be something from popular culture (e.g., a song, music video, standup comedy) or coverage of a recent event (e.g., a news story, an op-ed) or some other contemporary connection you can think of. You will share the example (show) and explain the connection to class (tell). You also need to ask at least two sociological questions to start class discussion. This should be fun and (hopefully) relatively easy.

ASSIGNMENTS:

*Field Notes:* Go out into the world and choose a place to observe the performance of masculinity. If you can, choose some place/something that you are not as familiar with. Take detailed notes. Make sure to include as detailed observations as possible - even the stuff that does not seem initially significant (e.g., who the participants are, what people wear, the setting, the way people interact, how you feel, and everything else you notice). Write 3 pages of vivid description that transports the reader to the site. Highlight what surprised you, what did not, and any sociologically interesting occurrences. Then write 2 pages of analysis. Apply any of the lenses/ideas discussed in this class or another course to try to start to make sense of what you saw and offer some preliminary claims. You will be graded based on the detail of your observation and your connections to class themes. Submit on Blackboard and bring one copy to class.

**\*Due March 8<sup>th</sup>**

*Content Analysis:* This assignment is similar to your field notes with one key exception—you are observing some form of media rather than heading out into the world. Choose a set of commercials (either a type of product, a brand, or commercials aired during a specific event). Take detailed notes using the semiotic analysis coding sheet. As with field notes, make sure to highlight what surprised you, what did not, and any sociologically interesting occurrences. Then write 2 pages of analysis. Apply any of the lenses/ideas discussed in this class or another course to try to start to make sense of what you saw and offer some preliminary claims. You will be graded based on the detail of your observation and your connections to class themes. Submit on Blackboard and bring one copy to class.

**\*Due April 5<sup>th</sup>**

*Final project:* As a class we will choose three or four contemporary issues related to masculinity (e.g., #MeToo, online identities, politics, education, friendship, etc). You will then work individually or in a group of your choosing to create a final project related to this topic.

This is your chance to show off your creativity, both in project choice and your application of theory. The objective of this assignment is to delve more deeply into one of the ideas discussed in class as it relates to your topic and to do so in a way that is exciting to you. This could be making a short documentary, a photo essay, an interview project, examining policy, media analysis, a performance, a well-argued op-ed, or anything else you can think of. Before doing this you must first discuss your idea with me and get approval. Choose something you are excited about and that you will be proud of. Other course members who chose the same topic will provide support and feedback as you each work on your respective projects.

#### **TOP HAT:**

We will be using the Top Hat ([www.tophat.com](http://www.tophat.com)) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message.

Top Hat will also be our main method for taking quizzes, attendance, and completing in-class writing.

You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system.

#### **9 am Section:**

**Register by visiting our course website:** <https://app.tophat.com/e/355876>

**Note: our Course Join Code is 355876**

#### **10 am Section:**

**Register by visiting our course website:** <https://app.tophat.com/e/628731>

**Note: our Course Join Code is 628731**

#### **Writing**

By now you most likely have noticed an emphasis on writing and discussion and the absence of any tests. Sociology is filled with topics and concepts that require time for reflection. Taking your time to compose your thoughts and present them in an understandable manner helps you improve your ability to construct and argument. Writing well is a necessary skill that will have long-term benefits in your personal and professional life. This class offers you an opportunity to become a better writer. Since the majority of your grade will be based on various writing and argument assignments, you should take your writing seriously and not hesitate to ask for help from me, the writing center, or tutoring.

Remember, writing is a process. The final draft of a paper (or syllabus) I write rarely resembles the first draft. Sometimes you will not really understand what you are arguing until you are most of the way done writing. Leave yourself time for changes or revision. I expect a lot and the grades assigned will reflect this. However, it is important to remember, that the point of writing is not just to prove to someone else that you have thought something through. Writing can also help you actually engage in the activity of thinking something through. Thus, homework and paper assignments are not solely for us to assess your progress in the course, they can also be means for you to engage in and practice thinking creatively and critically about social research. Do not feel like you have to hide any uncertainty and do not hesitate to work through ideas in your paper that you are struggling with.

Finally, writing can be fun. This is your chance to share your opinion and know that someone will read it and take it seriously.

#### **Paper Format**

- use normal margins (1 inch margins on the top, bottom, and sides) on the sides)
- use twelve point Times New Roman font and double space your lines
- include your name and a paper title on all your work (that is all the information I need).
- **Save paper, print on both sides and don't include title pages.**

## Concerns

\*\*\*If you have concerns about your grade in this course, you should discuss them with me as soon as possible. I am always willing to explain why you received a particular grade and discuss ways to improve your future scores. Any issues related to grading in general or your grade in particular must be brought to my attention *prior* to the last week of regular classes.\*\*\*

## RULES, RESOURCES, AND THE CLASSROOM

**Cheating:** Don't do it. I detest efforts by students to turn in work that is not their own. I make extra effort to make sure that what you are learning is useful and that you can shape the assignments to relate to something that interests you. By cheating you hurt yourself. In my classes I take an extra effort to make sure that this does not happen. If I find a student has cheated, I will make sure the student is punished to the fullest extent by the Scholastic Conduct Committee. At the minimum, this will result in failing the class.

**Class Procedure:** This class will be pedagogically "mixed method." I recognize that people learn in a variety of ways and my goal is to make it possible for everybody to get the most out of this class. If something is not working let me know—stop by office hours, send an email, or slide an anonymous note under my door. I am willing, if possible, to change the course to make it work for all of you.

This class will be discussion based. *Please come to class prepared to participate in discussions.* I intentionally assign less required reading than other classes at this level. I believe it is more important to do some reading well and than a lot of reading poorly.

**General Classroom Behavior:** I will treat you like adults. I expect you to participate often, engage the material both critically and constructively, and to have the highest respect for others, even if you disagree with what they say. We will discuss difficult and controversial issues. Respect everyone else's opinion during all types of conversations. I want the classroom environment to be comfortable for all students. Our own experiences matter in this course and should stimulate rather than shutdown conversation.

If at any time you feel threatened or uneasy, please bring it to my attention via email, or in person. While it is normal and acceptable for us to disagree with each other, please do keep in mind that personal attacks are inappropriate in a classroom.

I will challenge you to justify your opinion but I will never personally judge you. It is my duty as an instructor to ensure that each student feels safe and respected in the classroom. *Disruptive and disrespectful behavior will not be tolerated.* If problems arise we will not spend class time solving them. You will be asked to leave and we will work on a solution after class. Remember, both learning and teaching require humility. Open yourself up to being changed.

**Title IX:** "Sex and Gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and College policy require the College to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident through resources available at [https://www.brockport.edu/about/title\\_ix/index.html](https://www.brockport.edu/about/title_ix/index.html). Confidential assistance is available on campus at Hazen Center for Integrated Care and RESTORE. Faculty are NOT confidential under Title IX and will need to share information with the Title IX & College Compliance Officer. For these and other policies governing campus life, please see <https://www.brockport.edu/support/policies/student.php>."

**Tardiness is disruptive, so be on time.** If you must arrive late, make as little noise as possible. NO cell phones and NO text messaging. If a phone rings in the classroom I will assume it is an important call for me and will answer it.

Feel free to use your computer to take notes. Avoid checking your email, instagram, sport scores, video game walkthroughs, fashion blogs, and any other site. It is disruptive.

### **Other Issues**

*Late and Makeup Policy:* Tardiness is not accepted in other work environments and will not be accepted in this class. **Late homework and papers will not be accepted unless there is documented illness/other emergency.** If you are worried that you cannot finish an assignment in time, **talk to me before hand and we will figure something out.** If you cannot make it to class, please drop off your homework or paper in my office **BEFORE** class. If it is an emergency, please see me individually. **Homework sent by email will not be accepted.**

*Attendance:* Studies have demonstrated that learning is best achieved through active engagement with material. Attendance is essential to the learning process and contributes greatly to your understanding. I highly recommend that you come to all classes; however, I believe the choice is yours. For this reason, while Brockport requires that daily attendance be taken, it will not be used against your grade.

If you miss any classes, it is *your responsibility* to find out what you missed. Find a responsible fellow classmate whose notes you can borrow.

### **All in class activities and quizzes cannot be made up.**

Excused absences are at my discretion. Absences due to illness, family emergency, college business or similar situations may be excused with appropriate supporting documentation. Persons failing to provide adequate documentation will not be excused from any in-class assignments they may have missed. Letting me know in advance is always better.

*Special Accommodations and Learning Differences:* Students with documented learning differences may be entitled to specific accommodations in this course. Brockport's Office for Students with Disabilities makes this determination. Contact them at x5409 or [osdoffic@brockport.edu](mailto:osdoffic@brockport.edu) to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter and adequate time to provide accommodations (particularly if those accommodations involve assignments and exams). I require at least 2 weeks of advanced notice from a student prior to an assignment if a student is eligible to receive accommodations. Remember, our goal is to work with you to help you in your efforts to master the course content in an effective and appropriate way.

*Emergencies:* In case of emergency, the Emergency Alert System at The College at Brockport will be activated. Students are encouraged to maintain updated contact information using the link on the College's Emergency Information website, <https://www.brockport.edu/support/emergency>. Included on the website is detailed information about the College's emergency operations plan, classroom emergency preparedness, evacuation procedures, emergency numbers, and safety videos. In addition, students are encouraged to familiarize themselves with the Emergency Procedures posted in classrooms, halls, and buildings and all college facilities."

*Incompletes:* I rarely offer incompletes but sometimes they are necessary.

*Disclaimer:* I generally try to stick to the syllabus but sometimes minor changes are necessary. If changes need to be made, I will alert the class in a timely and appropriate manner.

## SCHEDULE + DUE DATES

readings & assignments are listed the day that they are due

### WEEK 1 (January 28/30/February 1): Introducing Men & Masculinity

- **Monday:** Hi.
- **Wednesday:** Invisibilia “The New Norm” [podcast - oil rig section <https://www.npr.org/programs/invisibilia/481887848/the-new-norm>], S. Cacciola “Tyson Fury” [<https://www.nytimes.com/2018/11/28/sports/tyson-fury-deontay-wilder.html>], NYTimes “Challenging Visual Stereotypes of Masculinity” [<https://www.nytimes.com/2018/09/18/lens/challenging-visual-stereotypes-of-masculinity.html>]
- **Friday:** M. I. Black “The Boys are not Alright” [<https://www.nytimes.com/2018/02/21/opinion/boys-violence-shootings-guns.html?module=inline>], N. Choski “What is an Incel” [<https://www.nytimes.com/2018/04/24/world/canada/incele-reddit-meaning-rebellion.html>], J. Valenti “When Misogynists Become Terrorists” [<https://www.nytimes.com/2018/04/26/opinion/when-misogynists-become-terrorists.html>]

### WEEK 2 (February 4/6/8): Introduction Continued

- **Monday:** T. Coates “Between the World and Me” [B], S. Polk “Wall Street Bro Talk” [<https://www.nytimes.com/2016/07/10/opinion/sunday/how-wall-street-bro-talk-keeps-women-down.html>], W.D. Cohan “Wall Street & Sexual Harassment” [<https://www.newyorker.com/news/news-desk/women-say-rigged-system-allows-wall-street-to-hide-sexual-harassment-problem>]
- **Wednesday:** D. Schrock & M. Schwalbe “Men, Masculinity, and Manhood Acts” [B] or S.R. Bird “Welcome to the Men’s Club: Homosociality and the Maintenance of Hegemonic Masculinity” [B]
- **Friday:** *\*Final Project Topic Proposal Due\**

### WEEK 3 (February 11/13/15): Historicizing Masculinity

- **Monday:** G. Bederman “Remaking Manhood through Race and ‘Civilization’”
- **Wednesday:** [2 readings - class choice]
- **Friday:** [2 readings - class choice]

### WEEK 4 (February 18/20/22): Multiplying Masculinities

- **Monday:** R. Connell “The Social Organization of Masculinity, S. Anahita & T.L. Mix “Retrofitting Frontier Masculinity for Alaska’s War against Wolves”
- **Wednesday:** V. Rios & R. Sarabia “Synthesized Masculinities”, P. Willis “Learning to Labour” [B]
- **Friday:** M. Messner “On Patriarchs and Losers: Rethinking Men’s Interests”

### WEEK 5 (February 25/27/March 1): Representations

- **Monday:** Ken Gillam and Shannon R. Wooden “Post-Princess Models of Gender: The New Man in Disney/Pixar”  
\*bring in two examples
- **Wednesday:** K. Myers “‘Cowboy Up!’ Non-Hegemonic Representations of Masculinity in Children’s Television Programming”  
\*bring in two examples
- **Friday:** K. Green & M. van Oort “We Wear No Pants” + GMAC M. van Oort and K. Green

### WEEK 6 (March 4/6/8): Progress?

- **Monday:** No Reading - Content Analysis - workshop day
- **Wednesday:** E. Anderson “Inclusive Masculinities”, A. Adams “‘Josh Wears Pink Cleats’: Inclusive Masculinity on the Soccer Field.” [B]
- **Friday:** Jason Collins Reading or Podcast [TBA]  
*\*Content Analysis Due*

### WEEK 7 (March 11/13/15): Navigating Masculinities

- **Monday:** Final Project Proposal Pt. II + workshop
- **Wednesday:** [class choice]

- **Friday:** [class choice]

**[SPRING BREAK]**

**WEEK 8 (March 25/27/29): Navigating Masculinities Continued**

- **Monday:** [class choice]
- **Wednesday:** K. Green "Tales from the Mat" [Blackboard]
- **Friday:** *Field Notes workshop*

**WEEK 9 (April 1/3/5): Dislocating Masculinities**

- **Monday:** [class choice]
  - **Wednesday:** [class choice]
  - **Friday:** [class choice]
- \*Field Notes Due**

**WEEK 10 (April 8/10/12): Dislocating Masculinities Continued**

- **Monday:** CJ Pascoe "Dude, You're a Fag" [B]
- **Wednesday:** CJ Pascoe "Dude, You're a Fag" [B]
- **Friday:** CJ Pascoe "Dude, You're a Fag" [B]

**WEEK 11 (April 15/17/19): Crises**

- **Monday:** H. Rosen "The End of Men."
- **Wednesday:** M. Kimmel & A. Ferber "White Men are this Nation': Right-Wing Militias and the Restoration of Rural American Masculinity"
- **Friday:** Hidden Brain "The Lonely American Man" [podcast - <https://www.npr.org/2018/03/19/594719471/guys-we-have-a-problem-how-american-masculinity-creates-lonely-men>]

**WEEK 12 (April 22/24/26): Intimacy, Sex, & Power**

- **Monday:** C. Evers & K. Green "Surfing and Fighting for Intimacy"
- **Wednesday:** [class choice from Unmasking Masculinities]
- **Friday:** #MeToo readings [TBA]

**WEEK 13 (April 29/May 1/3): Masculinity & the Movies**

- **Monday:** *1 movie from the list*
- **Wednesday:** *1 movie from the list*
- **Friday:** **\*Bring Movie Reflection to class (ICx2)**

**WEEK 14 (May 6/8/10): Final Thoughts and Presentations**

- **Monday:** Presentations
- **Wednesday:** Presentations
- **Friday:** Presentations

***FINAL PROJECT DUE DURING FINAL EXAM BLOCK***

**ADD W, Y, D, OR O – PERSPECTIVES ON WOMEN / ORAL  
COMMUNICATION/ DIVERSITY / WORLD CIVILIZATIONS STUDENT  
LEARNING OUTCOMES CHECKLIST  
December 2020 VERSION**

This form is being submitted to register:

Additional outcomes, W, WY, Y, D, and/or O, for a General Education Knowledge Area course.

A course to carry the “W”, “WY”, or “Y” as stand alone codes.

*Please check any student learning outcomes for which you are requesting approval. In the space provided below that/ those checked outcome(s), describe how course instruction will be designed to achieve these outcomes. Also, state briefly how you will assess that particular student learning outcome in your course. You may append additional information if needed. The “O” and “D” student learning outcomes may be attached to any General Education Knowledge Area course but may not stand alone nor be attached to a Contemporary Issues course. The “W” or “WY” for Perspectives on Gender may be appended to any other course.*

**Perspectives on Gender “W”:**

Students will demonstrate knowledge of scholarship on women within a relevant knowledge area, with such scholarship constituting a central or major theme of the course, as opposed to a peripheral or occasional consideration. Scholarship on women is defined as a critical awareness of gender issues within the knowledge area. **Courses are coded “W.”** Additional oral communication outcome is not required.

*Questioning Masculinity is fundamentally a course about gender-related issues. This seminar-style course explores the construction and performance of masculinity across both time and space. In doing so we reconsider the idea that gender is a fixed reality. Through engaging with key readings from sociology, geography, and gender studies, we will examine a multitude of institutional and interactional contexts that create, preserve, and alter gender norms in society, including schools, work, sports, and the media.*

*In this course, I also seek to help students:*

- *understand why an intersectional framework that takes into account other dimensions of stratification is important for examining the experience of being a gendered being. • Understand how both men and women are empowered and limited by their gender identities.*
- *Masculinity can and is performed by male-bodies, female-bodies, women, and men, and categories resisting the binary model.*

*Students will be asked to perform a content analysis of gender in movies, advertising, and music. Students will also be required to conduct an ethnographic observation of how gender roles are performed in a site/community of their choosing.*

**Oral communication outcomes in “WY” courses:** In addition to the above outcomes, courses coded “W” may also meet the oral communication outcomes. Please describe how this course will provide students with the opportunity to develop proficiency in oral discourse AND evaluate an oral presentation according to established criteria.

**Diversity “D”:**

Students will demonstrate an understanding of 1) how systems of power and privilege and histories of oppression and activism have informed current social identities, 2) how identity categories and systems of

power intersect, and 3) how bias impacts political, economic and social practices. Courses are coded "D."  
**The "D" code can only be attached to courses that carry a Knowledge Area General Education code. This code may not stand alone.**

**World Civilizations "O":**

- Students will demonstrate knowledge of either a broad outline of world history **OR** the distinctive features of the history, institutions, economy, society and culture of one non-Western civilization  
AND

Students will compare the perspective of at least one non-Western, third world or developing society with their own.

Courses coded "O." **The "O" code can only be attached to courses that carry a Knowledge Area General Education code. This code may not stand alone**

**Oral Communication "Y"**

Please describe how this course will provide students with the opportunity to develop proficiency in oral discourse AND evaluate an oral presentation according to established criteria.

The College at Brockport  
Course Registration Form

1. Discipline  Course No.  (To be assigned by Registrar for new courses)

Official Title

Abbreviated course title (limit to 18 Characters)

New Course

Current Content Revised

Title Change (Previous Title)

Number Change (Previous Number)

Inactivation of course (course will not be offered in the near future) Effective Term

Topics Course (If checked, complete item 2)

Other (describe)

2. Topics Course Only

a. Generic Course Number: Discipline  Course No.

b. Generic Course Title:

c. Topics course Title

d. Topics course offered : Semester  Year

3. Semester Hours of credit assigned to course (Invariable):

Variable Credit Range  to  credit hours

Is this course repeatable for credit?

4. Grading (Check any that apply)

a. Letter Grade  Pass/Fail (S/U Only)  Approved for a PR (In-Progress) grade

b. Course requires a minimum grade of  for General Education/major/minor/certification.

5. Is this a Liberal Arts Course?

6. General Education Information: (Complete only for General Education courses) \*See last item.

a. General Education Knowledge Area (choose one if applicable):

b. Additional student learning outcomes: (check all that are currently approved)

Contemporary Issues (I)

Scholarship on Women (W)

Diversity (D)

Other World Civilization (Non-Western) (O)

7. Cross listed Course: Discipline

Course No.

8. Prerequisites: Discipline

Course No.

9. Corequisites: Discipline

Course No.

Submitted by:

Date:

Chairperson's Approval: 

Date:

Dean's Approval: \_\_\_\_\_

Date: \_\_\_\_\_

Vice Provost's Approval: \_\_\_\_\_

Date: \_\_\_\_\_

(Only required for General Education Courses)

10. Swing Course Number:  Only for courses offered in the same discipline at both the undergraduate and graduate levels, please give number (i.e. 428/528)

Note: If this is a Swing course, list additional requirements required for the graduate level.

11. Frequency (Check only one)

- Every Semester
- Every Fall
- Every Spring
- Every Summer
- Every Other Year
- Irregularly
- By Special Arrangement

12. Relationship to Degrees/Programs: Required  Elective

13. For all courses please attach the following

- a. Objectives
- b. Outline of course
- c. Methods of Assessing Student Performance
- d. Material Required (Films, Readings, etc...)
- e. Additional work required of graduate level students if course is a "swing course"

14. If this course requires any additional scheduling arrangements with regard to time or room/space, please explain below:

15. Write a brief course description for the College Catalog. Reflect content as accurately as possible using 65 words or less (about 500 characters). Use Action verbs and omit "This course covers..." or similar phrases.

Sociologists of men and masculinities study the cultural meanings of masculinity, who has access to masculinity (and who is denied), as well as the ways that our understandings of masculinity both structure and are structured by the societies in which they emerge. Students will examine the historical origins of masculinity and its influence throughout and impact on contemporary social life.

\*For General Education courses only, attach:

Supplemental General Education Course Registration Form/Student Learning Outcomes Checklist (for specific codes requested).



Continued

11. Swing Course Number: Only for courses offered in the same discipline at both the undergraduate and graduate levels, please give number (i.e. 428/528)

Note: If this is a 'Swing Course' list additional requirements required for graduate level.

12. Frequency (Check only one)

Every Term       Every Fall       Every Spring   
Every Summer       Every Fall & Spring       Every Year   
Every Other Year       Irregularly       By Special Arrangement

13. Relationship to Degrees/Programs: Required

Elective       Other       Degree/Major/Program

14. For all courses, please attach the following information:

- a. Objectives
- b. Outline of Course
- c. Methods of Assessing Student Performance
- d. Materials required (Films, Readings, Etc..)
- e. Additional work required of graduate level students if course is a "swing course"

15. If this course requires any special scheduling arrangements with regard to time or room/space, please explain in the space provided:

16. Write a brief course description for the College Catalogs. Reflect content as accurately as possible using 65 words or less (about 500 characters). Use action verbs and omit "This course covers..." and similar phrases.

\*For General Education courses only, also attach:

*Supplemental General Education Course Registration Form  
Student Learning Outcomes Checklist (for specific codes requested).*

## Men and Masculinity course for fall 2015

Dowe, Peter

**Sent:** Thursday, January 22, 2015 2:48 PM

**To:** Ford, Julie; LeSavoy, Barbara

Julie,

We are wrapping up processing the 1st round of the fall 2015 schedule and a course listed as SOC 335 Men and Masculinity was listed on your department's spread sheet. This course does not exist in Banner so a course registration form is needed.

Women and Gender Studies indicated that this course would be cross listed with WMS 335 but that can't happen because WMS 335 is already cross listed with PHL 335 as Feminism and Philosophy.

I will get a number assigned once the course registration form is received.

Peter Dowe  
Registrar  
Brockport, NY 14420  
585-395-2531

*Barb  
LeSavoy.  
cross listed*

**GENERAL EDUCATION PROGRAM  
SUPPLEMENTAL COURSE REGISTRATION FORM**

REVISED EFFECTIVE FALL 2016, UPDATED SPRING 2019

**COURSE NUMBER:** SOC 357      **COURSE TITLE:** Questioning Masculinity  
**COURSE NUMBERS FOR ANY CROSSLISTINGS:** WMS 357  
**SUBMITTED BY:** Kyle green      **DEPARTMENT/PROGRAM:** Sociology  
**DATE:** 10/6 /21      **ESTIMATED SEATS/SEMESTER?** 35  
**NEW COURSE?**     YES     NO      **HYBRID OR ONLINE?**     YES     NO  
**RE-REGISTRATION OF EXISTING COURSE?**     YES     NO  
**UPPER-DIVISION KNOWLEDGE AREA EXCEPTION FOR TRANSFERS**  YES     NO

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**DEPARTMENT CHAIR'S APPROVAL** Denise Copalton 10/6/21      **DATE:** / /  
Required before General Education Committee Action  
**SCHOOL DEAN'S ACKNOWLEDGEMENT** \_\_\_\_\_      **DATE:** / /  
Required before General Education Committee Action. Signature from this office indicates that the proposal is complete and ready to be reviewed by the College Senate General Education Committee.

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**GENERAL EDUCATION COMMITTEE APPROVAL** \_\_\_\_\_      **DATE:** / /  
Required after General Education Committee Approval  
**ACADEMIC AFFAIRS ACKNOWLEDGEMENT** \_\_\_\_\_      **DATE:** / /  
Required after General Education Committee Approval

▪ All items listed below must be received in order for the committee to act on the proposed course. All materials submitted must be typed or printed. Submissions that are incomplete or incorrect will be returned without being evaluated by the committee.

- A copy of the standard College *Course Registration Form* signed by the chair and dean.
- The Student Learning Outcomes Checklist(s) as appropriate for requested code(s).
- A course syllabus that includes a list of the student learning outcomes for the course and provides a topical outline. [This is required by SUNY General Education.]
- A list of textbooks to be used and a current course bibliography, all with full bibliographic citations.

▪ Check below the General Education code(s) being requested and attach a completed Student Learning Outcomes Checklist(s) for each:

- |  |  |
|--|--|
| <input type="checkbox"/> Fine Arts ("F")                   | <input type="checkbox"/> Contemporary Issues ("T")               |
| <input type="checkbox"/> Fine Arts Performance ("P")       | <input checked="" type="checkbox"/> Perspectives on Gender ("W") |
| <input type="checkbox"/> Humanities ("H")                  | <input type="checkbox"/> World Civilization (Non-Western) ("O")  |
| <input type="checkbox"/> Natural Sciences ("N")            | <input type="checkbox"/> Diversity ("D")                         |
| <input type="checkbox"/> Natural Sciences Laboratory ("L") | <input type="checkbox"/> Oral Communication ("Y")                |
| <input type="checkbox"/> Social Sciences ("S")             | <input type="checkbox"/> Mathematics ("M")                       |
| <input type="checkbox"/> Foreign Language ("R")            |  |

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**Committee Action:**

- Approved as requested. Course will be filed with Registrar's Office.
- Not approved. If not approved for inclusion in General Education Program at this time, please see comments below:

***[IMPORTANT: This page is only for informational purposes; it does not need to be submitted.]***

PLEASE NOTE: After SUNY Brockport's General Education Committee has approved a course, the additional approval of the SUNY Provost's office is required for any course submitted for one of the "SUNY 10" outcomes. This includes all of Brockport's General Education Knowledge Area courses. Obtaining SUNY approval requires additional time after College approval of the course. SUNY approval of Brockport's "local" General Education course requirements ("D" "O" "W" "Y" "I") is not required.

PLEASE NOTE: All student learning outcomes as appropriate for the code must be assessed in the General Education courses. Please state in the checklists the means by which each outcome will be assessed in the course.