

Arizona State University
Barrett, the Honors College
HON 394: Men and Feminism
Spring 2020

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Office Hours: Tuesdays and Thursdays, 2:00-3:00pm, or by appointment

Office Hours Instructions and Policies:

Barrett students: please book your appointments by clicking [here](#) and ensure that your ASU calendar is set for Arizona time **OR** email me to schedule an appointment outside of office hours by 7:00pm the night before you would like to meet. Those who book an appointment take priority over drop-ins, and drop-ins may not be seen if time does not permit. MRC students: please contact the liaison to reach me.

Course Description:

This course examines how the patriarchy oppresses men, cultivating a culture of violence, which ultimately harms everyone in society. We will explore the relationships between masculinity, violence and its cultures, gender, and how feminism can cure the social issues that arise from these interconnections. More specifically, we will investigate the role that media and other forms of cultural socialization play in the enforcement of patriarchy, by means of documentaries and academic texts, taking an interdisciplinary approach, including women's studies, gender studies, sociology, psychology, philosophy, and neuroscience. Most classes will be held at the Maricopa County Re-entry Center in north Phoenix. Transportation will be provided. Only 10 Barrett students will be admitted to the course via an application process. 10-12 more students will be selected from the resident population at the Maricopa Re-entry Center. This course builds on skills learned in the Human Event and continues to develop skills necessary for success as an upper-level honors student.

Course Objectives:

- To improve the student's ability to reason critically and communicate clearly.
- To cultivate the student's ability to engage in intellectual discourse through reading, writing, and discussions.
- To broaden the student's historical and cultural awareness and understanding.
- To deepen awareness of the diversity of human societies and cultures.
- To instill intellectual breadth and academic discipline in preparation for more advanced study.

Required Texts:

hooks, *Feminism is for Everybody*. (2014), South End Press: ISBN 978-1138821620

hooks, *The Will to Change*. (2004), Washington Square Press: ISBN 978-0743456081

Bola, *Mask Off: Masculinity Redefined (Outspoken)*. (2019), Pluto Press: ISBN: 978-0745338743

All other texts are provided on Canvas for ASU students. Books and photocopies of articles will be provided to MRC students. NOTE: You are **NOT** permitted to use electronic versions nor other editions of the texts.

Fedock syllabus draft only, last updated 1/26/2020

Resources:

[A Pocket Style Manual, 6th Edition](#)

[Purdue Online Writing Lab \(OWL\)](#)

Writing Center: The Barrett Writing Center is available to assist Barrett students with their papers for all their classes. Directed by BHC faculty and staffed by BHC writing tutors who themselves have completed both semesters of The Human Event, the Barrett Writing Center offers individual tutoring on writing papers for the Human Event and your other courses. Its goal is to help you improve your lifelong writing and critical thinking skills, so please take advantage of its services. Go to the BWC [website](#). Here, you can access tutoring schedules, appointment information, and academic background on the staff. I *strongly* encourage you to utilize this resource.

Course Time Commitment:

According to ABOR (Arizona Board of Regents) policy, a three-credit course requires approximately 135 hours of student work. Expect to spend about *10 hours each week* preparing for and actively participating in this course.

Grading Procedures:

Text Reflections, 300-600 words: 2.5% each x 4 = 10%

Journals, 150-300 words per class meeting = 10%

Group Presentation (10%) and Paper (10%), 1200-2100 words = 20%

Group Process Reflection, 450-900 words = 5%

Final Course Reflection, 600-1000 words: 5%

Participation: 50%

Grading Scheme:

100-98%=A+	89-87%=B+	79-77%=C+	69-60%=D
97-94%=A	86-83%=B	76-70%=C	59-0%=E
93-90%=A-	82-80%=B-		

- A-level work will demonstrate mastery of the material and will go far beyond the minimum requirements of a particular assignment; in addition, there will be few or no mistakes.
- B-level work will exceed the requirements of an assignment and demonstrate strong competency with the material; some mistakes, but no egregious errors.
- C-level work will meet the requirements of an assignment, but demonstrate only basic comprehension of the material; some mistakes and potentially a major error.
- D-level work will fail to meet the requirements of an assignment and demonstrate little or no content comprehension; many mistakes and more than one major error.
- E-level work will fail to meet the requirements of an assignment and have little merit as a demonstration of knowledge or ability.
- Incompletes and Withdrawals must be discussed with the instructor in person.

Course Requirements:

Participation: You are required to participate in course discussions on a *daily basis*; participation requires that you come to class prepared, having read the assigned material carefully and critically, with questions and comments ready, and the *required* text(s) available for referencing. Participation involves not only sharing your ideas, posing questions to fellow students or the instructor, and active listen, but doing so in a critical, reasoned, thoughtful, respectful, and balanced manner. In other words, do not dominate the conversation, however, offering only one comment or question during each class is not sufficient. Also, simply expressing your agreement or disagreement is *never* sufficient. You must always explain why you agree or disagree or hold a particular position with reasons. Any display of distracted behavior or unpreparedness will result in a loss of participation points for the day. Please see the “Participation” link in Canvas for more specific information on how participation is graded.

- **Attendance:** ONE absence is permitted. If you miss more than one class, you will lose five percentage points for each day missed, reflected in your participation grade. So if your participation grade is a 90%, it will be an 85% after two absences, 80% after three absences. However, you cannot pass the course if you miss more than three classes. Arriving late (after I have started class) or leaving early counts as an absence. Excused absences are rare. Please contact me for details.
 - [ASU’s policy regarding missed classes due to University-sanctioned activities.](#)
 - [ASU’s policy regarding accommodations for religious practices.](#)

Text Reflections: These reflections require you to engage closely with the course materials, while offering thoughtful and critical analyses, based on textual evidence. DO NOT SIMPLY SUMMARIZE THE TEXTS. I expect reflections to be insightful, persuasive, clearly organized, and refined, adhering to the conventions of grammar and academic style. You should aim to write at least 300 words, 600 max, for the day’s assigned readings (not each assigned text). Only 4 text reflections will count towards your final grade, chosen at random. Reflections are due at the beginning of class in hard copy form, unless noted otherwise. Late reflections are not accepted.

Journals: Write a 150-300 word reflection after each class meeting. Write about whatever moves you, or annoyed you, what stood out to you, what was boring, etc. Whatever you want! These reflections should focus upon in-class discussions rather than the texts. Journals will be collected on the last day of class when ASU and MRC students meet separately.

Group Presentation and Paper: Assigned groups are required to design an engaging 10-minute presentation based on a 1200-2100 word, group-written paper. An additional 5 minutes will be spent on a Q&A session post-presentation. The paper and presentation should address the following question: what do issues surrounding toxic masculinity look like locally in our community and what can we do about it? Each group member is required to contribute EQUALLY to both the oral presentation as well as the written component.

Group Process Reflection: As the title states, you should articulate your reflections about the process of working together on the group project and presentation (individually). Explain who did what, what decisions were made, who made decisions, why, how, etc. - explain how your group worked together to complete the project. Did you like the group project? Why or why not? (450-900 word)

Final Course Reflection: This 300-1000 word paper should describe your overall experience in the course, including, but not limited to, in-class discussions, assignments, and activities. Your reflection should include your most valuable and least valuable experiences, what you have learned, and what you will take away from this course. When offering critiques, please provide specific suggestions for improvement.

Late Work:

No late submission are accepted. Any assignment submitted after the deadline will receive a 0. If a student is absent on the day of their group presentation, they will receive a 0 for their presentation score. Please refer to ASU's policy (above) on absence due to University-sanctioned events and accommodations for religious practices.

Academic Integrity:

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work must be the product of independent effort, unless otherwise instructed. Students are expected to adhere to ASU's Code of Academic Integrity, which states, "Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments." Failure to do this may result in a grade of XE (failure due to academic dishonesty), and possibly expulsion from the Honors College and ASU. If you are unsure about academic integrity please consult: <http://libguides.asu.edu/integrity>.

ASU's academic integrity policy can be found at:

<https://provost.asu.edu/index.php?q=academicintegrity>

All assignments will be submitted to me in hard copy form. If you are caught plagiarizing in any form once, you will receive a 0 for the assignment as a MINIMUM punishment. If you are caught plagiarizing more than once, you will fail the course.

Statement of Ethics:

The Barrett community is committed to upholding values of academic, professional, and personal honesty of the highest order. We believe that ethical and respectful behavior is one of the most important measures of the worth of an individual and, as such, the overall integrity of our community as a whole.

Classroom Environment:

Remember, this class is a safe haven for expressing reasoned views. Using racial, gender, sexual orientation, political or religious slurs, however veiled, have no place in formal intellectual discussion. This is an adult environment in which we discuss adult themes. You are an adult and so are all of your classmates. Be respectful of others in the classroom.

Policy against threatening behavior, per the *Student Services Manual*, [SSM 104-02](#), "Handling Disruptive, Threatening, or Violent Individuals on Campus."

John Stuart Mill, in his *On Liberty*, provides sound reasons for the preservation of freedom speech, while advocating for respectful dialogue:

First, if any opinion is compelled to silence, that opinion may, for aught we can certainly know, be true. To deny this is to assume our own infallibility. Secondly, though the silenced opinion be an error, it may, and very commonly does, contain a portion of truth; and since the general or prevailing opinion on any subject is rarely or never the whole truth, it is only by the collision of adverse opinions, that the remainder of the truth has any chance of being supplied. Thirdly, even if the received opinion be not only true, but the whole truth; unless it is suffered to be, and actually is, vigorously and earnestly contested, it will, by most of those who receive it, be held in the manner of a prejudice, with little comprehension or feeling of its rational grounds. And not only this, but, fourthly, the meaning of the doctrine itself will be in danger of being lost, or enfeebled, and deprived of its vital effect on the character and conduct: the dogma becoming a mere formal profession, inefficacious for good, but cumbering the ground, and preventing the growth of any real and heartfelt conviction, from reason or personal experience...

In general, opinions contrary to those commonly received can only obtain a hearing by studied moderation of language, and the most cautious avoidance of unnecessary offence, ... unmeasured vituperation employed on the side of the prevailing opinion, really does deter people from professing contrary opinions, and from listening to those who profess them. For the interest, therefore, of truth and justice, it is far more important to restrain this employment of vituperative language ... condemning every one, on whichever side of the argument he places himself, in whose mode of advocacy either want of candour, or malignity, bigotry, or intolerance of feeling manifest themselves ... giving merited honour to everyone, whatever opinion he may hold, who has calmness to see and honesty to state what his opponents and their opinions really are, exaggerating nothing to their discredit, keeping nothing back which tells, or can be supposed to tell, in their favour. This is the real morality of public discussion.

Electronic Devices:

No electronic devices are permitted. Notes must be taken in a notebook.

Course Communications:

MRC Students: I will convey any necessary information through the liaison. Please contact the liaison to get in touch with me outside of class time. Barrett students: it is your responsibility to ensure that you have a functional ASU email account for correspondence and that you check it regularly. No excuses will be tolerated for missing messages sent out to your ASU email and/or on Canvas. The instructor will respond to emails regarding academic matters as soon as possible, Monday-Friday, during regular business hours. If you do not receive a response in 24-48 hours, please resend your message. Expect emails sent over the weekend to receive a response on the following day class is in session.

Multicultural Statement:

Barrett, the Honors College at Arizona State University, is committed to creating a multicultural learning environment, which is broadly defined as a place where human cultural diversity is valued and respected. Barrett courses integrate multicultural and diversity issues in ways that are designed to enhance students' honors experience and promote learning goals. We hope that our students will contribute their unique perspectives to this effort by respecting others' identities and personal life histories and by considering and raising issues related to multiculturalism and diversity as appropriate to individual course content.

Disability Accommodation for Students:

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the DRC. For more information, visit <https://eoss.asu.edu/drc/>

Title IX:

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

SUBJECT TO CHANGE: Information contained in the course syllabus, other than ASU and Barrett policies, may be subject to change with advance notice, as deemed appropriate by the instructor.
Course Calendar:

Day	Title/Author	Activities
	Brief Introduction to Feminism	
1/13 & 1/14	Introduction: syllabus, student orientation Recommended: read half of hooks’s, <i>Feminism is for Everybody</i> Required: Kraybill, “Roadmap After Trauma: Six Stages to Trauma Integration” SEPARATE SESSIONS: Barrett students meet at ASU Downtown (Mercado B Conference Room) 1/13, MRC students meet 1/14	Course info and procedures, Guidelines for dialogue, why are you taking this course?
1/15	hooks, <i>Feminism is for Everybody</i> FIRST COMBINED MEETING WITH MRC STUDENTS AND BARRETT STUDENTS AT MRC	Introductions, Icebreakers Word association: masculine and feminine

	Masculinity and Violence	
1/22	Coastan, "The Intersectionality Wars" The Feminist in Cell Black Y (film) Newsom, The Mask You Live In (film) Guante, "Ten Responses to the Phrase 'Man Up'" (video) Bloom, "The Root of all Cruelty"	Mask Exercise
1/27	Howes, The Mask of Masculinity: the Aggressive Mask Bola, JJ, Mask Off: Masculinity Redefined	Breakout Session Reflections thus far: written and shared
1/29	Cheung, "Art Spirituality and the Ethic of Care: Alternative Masculinities in Chinese American Literature" Lewis, "The Modern Athlete, Hip-Hop, and Popular Perceptions of Black Masculinity" Lennes, "Constructing, Negotiating, and Performing Chicano Manhood as a Borderland Masculinity" Lee, <i>Diné Masculinities</i>	Breakout Session Brainstorm: why do people commit acts of domestic violence? How do we end intimate partner violence? How do we help people heal?
	Rape Culture	
2/3	Smith, "Here's How Toxic Masculinity Feeds Rape Culture" (video) Consent, Sweden's definition Herman, "Rape Culture" Anonymous, "I thought I was one of the good guys." Doshi, "A woman interviewed 100 convicted rapists in India. This is what she learned." Pascoe, Hollander, "GOOD GUYS DON'T RAPE: Gender, Domination and Mobilizing Rape" Phillips, "What's a young woman (not) to think? Sifting through early messages about hetero-relations"	Safe/Unsafe situations exercise
2/5	Newsom, <i>Miss Representation</i> (film) Lily Myers, "Shrinking Women" (video) Our Story of Rape and Reconciliation (video) Kukla, "Sex Talks"	Reflections on Harm Exercises Brainstorm: how would you define rape culture and what can we do about it?
	Feminism: the Solution	
2/10	hooks, <i>Communion</i> (selections) hooks, <i>The Will to Change</i> (Preface-Ch 5)	Breakout Session

2/12	hooks, <i>The Will to Change</i> (Ch 6-11)	Groups assigned for project and paper: decide on topic, delegate tasks, be mindful of resources
2/17	Group Project Work	Bring a rough draft of your contribution to the paper.
2/19	Group Project Work	Bring a refined draft of your contribution to the paper. Revise to make a cohesive whole. Write the intro and conclusion together with your group.
2/24	Group Project Work/Prepare for Closing	Iron out the final details of your group project and presentation. Rehearse and track the time of your presentation. 10 minutes only!
2/26	Closing Ceremony, Group Presentations FINAL COMBINED CLASS	GROUP PAPER DUE
3/2 & 3/3	Debriefing SEPARATE SESSIONS: Barrett students meet at ASU Downtown (Mercado B Conference room) 3/2, MRC students meet 3/3	JOURNALS COLLECTED GROUP PROCESS REFLECTION DUE FINAL REFLECTION DUE