# UNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page scroll over blue text to see further important [instructions](#3fwokq0): please read.

**N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| A.1. [Course](#gjdgxs)  | **GEND 351 – MEN AND MASCULINITIES** |  |
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| A.2. [Proposal type](#2et92p0) | **Course: creation** **Program: revision (adding course to elective list)** |
| A.3. [Originator](#3dy6vkm) | **Leslie Schuster** | [Home department](#1t3h5sf) | **Gender & Women’s Studies** |
| A.4. [Context and Rationale](#4d34og8)  | **This course has been taught twice in the Gender and Women’s Studies program as a GEND 350 Topics course****. We would like to make it a regular part of the Gender and Women’s Studies curriculum as an elective to be offered every 18 months.** **This course is intended to provide an introduction to the interdisciplinary field of Men’s Studies within a feminist context. Specifically, it is about examining and deconstructing how patriarchy works to both help and harm men; debunking and unsettling the notion of a “singular masculinity” in favor of one that acknowledges “multiple masculinities” informed by the social locations of class, race, ethnicity, sexuality, ability, nation, and religion, and gender identity; exploring how masculinities are created, embodied, and performed; and investigating men’s lives in light of boyhood & adolescence, friendships, family & relationships, health and body issues, work, violence, media & the arts, and men’s organizations, among other topics.****Upon successful completion of this course, students will have done the following: acquired an understanding of the theoretical concepts involved in various schools of thought in Men’s Studies and Feminist theory; used intersectional analysis to explore the bases of social inequalities, including perspectives from biology, cultural and media studies, political science, sociology, psychology, anthropology, education, history, the arts, and the humanities; obtained the ability to identify gendered dimensions of social, economic, cultural, historical, and political processes on men in ways that lay the groundwork for constructive social change; gained a clearer picture of their own location within existing ideologies and institutions.****The course is simply being added to a list of possible electives, so section C. has not been completed.** |
| A.5. [Student impact](#2s8eyo1) | **Making this a regular option in the program will broaden the opportunities for students in Gender and Women’s Studies.** |
| A.6. [Impact on other programs](#1v1yuxt)  | **NA** |
| A.7. [Resource impact](#4f1mdlm) | [*Faculty PT & FT*](#2u6wntf): NA |  |
| [*Library*:](#19c6y18) *NA* |  |
| [*Technology*](#3tbugp1) NA |  |
| [*Facilities*](#28h4qwu): NA |  |
| A.8. [Semester effective](#26in1rg) | **Fall 2019** | A.9.  |  |

B. [NEW OR REVISED COURSES](#nmf14n)  **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

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|  | Old ([for revisions only](#37m2jsg))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| B.1. [Course prefix and number](#lnxbz9)  |  | **GEND 351** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#1ksv4uv)  |  | **Men and Masculinities** |
| B.4. [Course description](#44sinio)  |  | **Students examine how patriarchy helps and harms men, replacing a “singular masculinity” with “multiple masculinities” informed by class, race, ethnicity, sexuality, ability, nation, religion, and gender identity.** |
| B.5. [Prerequisite(s)](#2jxsxqh) |  | **GEND 200 or consent of program director** |
| B.6. [Offered](#1mrcu09) |  |  **| As needed.** |
| B.7. [Contact hours](#3j2qqm3)  |  | **4** |
| B.8. [Credit hours](#1y810tw) |  | **4** |
| B.9. [Justify differences if any](#4i7ojhp) |  |
| B.10. [Grading system](#2lwamvv)  |  | **Letter grade |**  |
| B.11. [Instructional methods](#2xcytpi) |  | **Lecture | Seminar | Small group | Individual | Hybrid** |
| B.12.[Categories](#1ci93xb) |  | **Restricted elective for major/minor |**  |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#3whwml4)N.B. Connections must include at least 50% Standard Classroom instruction. |  |  **NO**  |
| B.15. [How will student performance be evaluated?](#2bn6wsx) |  | **Attendance | Class participation | Exams | Presentations | Papers |** **Class Work | Interviews | Projects |**  |
| B.16. [Redundancy statement](#qsh70q) |  |  |
| B. 17. Other changes, if any |  |

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| B.18**.** [**Course learning outcomes**](#3as4poj)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#1pxezwc)**, if relevant** | [**How will each outcome be measured**](#49x2ik5)**?** |
| Acquired an understanding of the theoretical concepts involved in various schools of thought in Men’s Studies and Feminist theory,  |  | Class participation Class Discussion Facilitation - from each reading develop list of key ideas, outline, create questions for discussion.Analytical EssayReading Men in the Media (analyzing 2 media texts) |
| Used intersectional analysis to explore the bases of social inequalities, including perspectives from biology, cultural and media studies, political science, sociology, psychology, anthropology, education, history, the arts, and the humanities. |  | Class participationClass Discussion Facilitation Analytical EssayReading Men in the Media (analyzing 2 media texts) |
| Obtained the ability to identify gendered dimensions of social, economic, cultural, historical, and political processes on men in ways that lay the groundwork for constructive social change  |  | Assignment - Family Portrait: History of MasculinityClass ParticipationClass Discussion Facilitation Analytical EssayReading Men in the Media (analyzing 2 media texts) |
| Gained a clearer picture of their own location within existing ideologies and institutions |  | Class Discussion Facilitation Analytical EssayReading Men in the Media (analyzing 2 media texts) |

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| B.19. [**Topical outline**](#2p2csry)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| I. Multiple Masculinities a. Raced & Classed Masculinities b. Trans Masculinities II. Boyhood/On Being A Boy a. The Boy Code b. Learning To Wear The Mask III. Men & Relationships/Families a. Fatherhood b. Friendships IV. Men’s Bodies/Sexualities a. Sexual & Emotional Intimacy b. Cultural Male Body Standards V. Men In Trouble/Men & Violence a. Media Representations b. Domestic Violence VI. Men’s Health/Ability a. Men’s Mental Health b. Men With Disabilities |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

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| Name | Position/affiliation | [Signature](#_3l18frh) | Date |
| Leslie Schuster | Program Director, Gender and Women’s Studies |  |  |
| Earl Simson | Dean of Arts and Sciences |  | Tab to add rows |

##### D.2. [Acknowledgements](#2grqrue): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

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| Name | Position/affiliation | [Signature](#vx1227) | Date |
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