



University of Maryland School of Public Health

FMSC 190

Man Up? Health, masculinities, families, & inequality

Semester: Spring 2023
Section: 0101
Class Meeting: MWF 10-10:50 am, ATL 1114
Course webpage: <https://umd.instructure.com/courses/1339419>
Instructor: Kevin Roy, Wed 11-12 noon, SPH 1142T, kroy@umd.edu
TA: Sun Cho, cho0710@umd.edu

Course Description

Man Up is a class-based exploration of the rapidly changing masculinities in contemporary families. Risks to men's health, confusing pathways through work, and new configurations of partnering and parenting have transformed the lives of multiple generations of men around the world. But how do men's decisions and behavior reflect these expectations?

We examine men's physical, emotional and mental health challenges over the life course; shifting masculinities for Black, White, and Latino men, in the face of structural racism; emerging sexualities that broaden our consideration of traditional masculinity; low-income fathering for men on margins of families and work; and incarceration, exposure to violence, and risky contexts for young men in families; and the meaning that men create in their roles as providers and caregivers. We address topics such as artificial reproductive technology; social policies on child support and paternity establishment; commodification and branding of men's products; and toxic on-line masculinity.

Course Learning Objectives:

Upon completing this course, the student will be able to:

- To evaluate your own experiences and perspectives on men's roles in diverse family configurations;
- To compare and assess theories for understanding masculinities from family science, public health, sociology, psychology, women's studies, and public policy;
- To formulate a critical consciousness by integrating changing health status; social construction of race, gender, and sexuality; socioeconomic dynamics; systemic influences such as structural racism; and historical experiences of men in families, in the US and around the world, within an intersectional framework;
- To design an educational and health literacy project to inform the public about men's healthy development.

Program Competencies Addressed in this Course:

The following competencies for the Department of Family Science are addressed in this course:

1. Evaluate policy and programmatic interventions to address social and behavioral factors that influence family health and well-being.
2. Analyze and critique the range of social structures and systems such as (health care, legal, and economic) that affect family health and well-being.

Required Texts and Other Readings:

Baldoni, J. (2021). *Man enough: Undefined my masculinity*. New York: Harper One. 0063055597

Other required readings will be available on the Canvas website, under the “files” section and the “readings” folder.

Course Communication

Canvas and Zoom

Online course management for FMSC 190 Section 0101 will be done through Canvas, the Enterprise Learning Management System (ELMS) being used by the University of Maryland. To log onto ELMS, direct your web browser to <http://elms.umd.edu> (notice there is no “www” before the address) and log in using your university directory ID and password (the same login you use for your UMD e-mail).

Class sessions may be recorded (e.g. Zoom, Panopto, etc.) for classroom use by enrolled students and instructors as needed for absences and related reasons. The recordings will not be used for any other purpose and will only be accessible by students and instructors in the password-protected ELMS classroom site.

There will be many tasks that you can accomplish through the Canvas system. First, you should regularly examine the “announcements” page and the course calendar on Canvas in order to keep yourself apprised of news in the course, changes to the syllabus, changes in your instructor’s office hours, etc. Announcements made in class will be posted on Canvas before or after each class. All papers and assignments will be submitted through Canvas in Microsoft Word format. Papers submitted in other formats will not be accepted and will be considered late.

You may download PowerPoint files from Canvas, which you may then print and bring with you to lecture to assist you in taking notes. These files will be available throughout the semester. These notes are not sufficient information from which to study; you must still watch lectures, participate in discussions, and further fill in the notes in order to get the information you will need to be successful on writing assignments and exams. Canvas may also be used to look at your grades on each assignment and your total course grade. Your instructor will make every effort to keep the grades on Canvas as up-to-date as possible. Any specific questions about grades should be addressed via e-mail or in-person during office hours.

Email

Email to the instructor will be checked twice each day between 9am and 3pm, Monday through Friday. There is no guarantee that student e-mails will be answered on weekends. You should expect up to a two-day response time for replies for student communication to your instructor, although every effort will be made to answer e-mails as quickly as possible.

Your instructor welcomes inquiries about course content and assignments. When you e-mail your instructor about a course-related issue, it is helpful if you include “190” somewhere in the subject line (e.g., “190 – Question about Monday’s assignment”). An e-mail that informs the instructor of your absence is appreciated, but it does not serve as an excused absence from class, nor does it make up for missed participation exercises. To find out about lecture notes or work that was assigned or due during a missed class, students should consult a) the syllabus, b) Power Point notes on Canvas, or c) fellow classmates. Unfortunately, your instructor cannot review advance drafts of written assignments for class

via e-mail; however, students are welcome to bring drafts to the instructor during in-person office hours for review and feedback.

Please note that email correspondence should follow guidelines for professional communication. Use proper forms of address (e.g., Professor Roy, not “hey, Kevin”). Students should use correct grammar and complete sentences. When students receive a response from an instructor, they are encouraged to reply with a short “thank you” email to confirm receipt of response.

Course Requirements and Expectations

For this semester, we will meet Mondays, Wednesdays and Fridays. Your instructor considers consistent attendance important; therefore attendance at every class is expected. If you plan to miss a class due to a religious holiday, please notify your instructor through written note or e-mail prior to missing the class. Notifying the instructor after the fact will result in an unexcused absence.

For every medically necessary absence from class, a reasonable effort should be made to notify the instructor in advance of the class. If a student is absent from more than **1** class, the instructor requires documentation signed by a health care professional. If a student is absent on days when tests or papers are due [or other such events as specified in the syllabus] he or she is required to notify the instructor in advance, and provide documentation of the illness, signed by a health care professional.

Should you be absent from the class— regardless of the reason for the absence—it is your personal responsibility to obtain class notes from another class member and to find out if there have been any changes to the syllabus. Additionally, the instructor generally makes announcements during the first few minutes of class. Therefore, it is beneficial for students to be punctual to avoid missing announcements about changes to the syllabus, upcoming exams, clarifications about assignments, etc.

Major Graded Assignments

Participation Exercises (10 activities at 15 pts each)

Active participation is important and necessary for success in this class. As such, participation points will account for 15% of your final grade. During one of the three class sessions each week, a participation exercise will be given. At the end of the semester, the ten highest participation scores will be retained (i.e., you can afford to miss 3 without it having a negative impact on your grade). Participation exercises will vary in format, substance, and complexity.

Discussion Responses (5 responses at 30 pts each):

In addition to course readings, lectures, and film, class discussions offer an important vehicle for engaging the material presented. Throughout the semester, there will be discussion sessions in which students will have opportunities to dialogue about the themes highlighted in the course.

In order to facilitate these discussions, students will submit 5 *written* Discussion Responses prior to the date of these structured discussions. Prior to the discussion, the instructor will post prompts to guide these responses. To earn full credit, each response should be at least **300 words**, be thoughtful and relevant, and include original/critical thought. The point of the responses is NOT for students to simply provide a summary of the issue at hand; rather, you are to think critically about the issue, form and state an opinion, and create a coherent argument to support your perspective.

Several films will be used to illustrate the concepts introduced in this course. Each of these films will be available streaming through the web or other sources. Students are expected to view every film and will be responsible for participating in class discussions and/or discussion responses around the issues presented therein. Therefore, students who are unable to view the film within the given windows for any reason must obtain these materials through the University library or other resources.

Exams (Midterm, 100 pts; Final, 200 pts):

The two exams given in this course - a combination of true/false, multiple choice, and matching; and short answer essays. The exams will be based on class lectures and discussions, assigned readings, activities, and videos. The exams are cumulative, and students should keep in mind that much of the course material builds on previous material, and therefore ideas from previous modules may appear on later exams. Students are on their honor to complete exams independently! Any student found doing otherwise will be subject to the maximum university penalties.

Do not miss an exam! Students who miss an exam **must** present a university-approved excuse with verifiable documentation, and must notify the instructor prior to, or on the day of the exam. Students who fail to comply with these guidelines will receive a score of 0 on the exam, thus decreasing the highest possible course grade by 15% for each missed exam (i.e., missing one exam means you can get a maximum of 85% (B) in the course; missing two exams means you can get a maximum of 70% (C-) in the course).

Research Brief (150 pts)

Students will choose an empirical article on men's health in the domains of criminology, sociology, health, psychology, sexuality, and family. Journal selections will be offered to the class. They will develop a doubled spaced 2-2.5 page summary of an empirical study published in an academic journal, on a topic related to fathering, men's health, or related issues.

Grading for the project is based on thorough discussion of the selected topic; insightful introduction and conclusion that includes references to how the study relates to material from the course; consideration of study methods, findings, and limitations.

Life History Interview Paper (150 pts)

Students will select a family member or older adult who is a father (biological and/or social) and invite him to participate in two-hour life history interview. They will use a life history protocol to record the interview and collect data on the changing meaning of fatherhood over the life course. Themes for exploration may include:

- personal turning points, such as challenges to physical or mental health, birth of children, job loss or gain, and marriage and divorce;
- intergenerational role modeling regarding healthy social behavior;
- significant historical events, such as economic shifts, wars, changing cultural/social norms;
- shifts in personal meaning of the father role, from childhood through young adulthood and mid life.

Students will transcribe the interview and assess the text as data in a case study. They will use grounded theory methodology for analysis. They will present their findings in a double-spaced 5-6 page paper, citing quotations and including a methodology section.

Men's Health Literacy Poster Project (150 pts)

Students will work in teams of five to select a relevant public health issue related to fathers or men's development. These issues will also be selected to be appropriate for health literacy purposes and for application in program outreach. In short, these topics should be engaging and informative.

They will research this issue and present a poster to the SPH community, via posting on a wix website. In this public space, the class will engage with participants with a variety of cutting-edge and urgent issues, such as the effects of violence on communities – and the role that men may play in perpetuating and protecting against such violence.

Students may use video links, handouts, surveys, or other media to engage faculty, students, and staff. Their assessments will be based on how innovative and creative they can be in engaging participants; how they adapt material for literacy purposes; and how participants respond to the projects, through short survey assessment (questions such as "Did you find this project to be effective in conveying information?").

Use of Course Assistance Websites and Online Group Forums: Course assistance websites, such as ChatGPT, CourseHero and others, are not permitted resources for SPH courses, unless the professor explicitly gives permission for you to use one of these sites. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and more generally stifle the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME, WeChat, etc.). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited. Examples include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Additional information on academic integrity is found in **University Course Related Policies**, below.

University Course Related Policies

All University of Maryland-approved course policies are provided at the following website:

<http://www.ugst.umd.edu/courserelatedpolicies.html>

Policy descriptions, resources, and links to official policy documents are provided for:

Academic Integrity: What is cheating? What is plagiarism? What is the Honor Pledge?

Code of Student Conduct: What behavior is prohibited?

Sexual Misconduct: What to do in case of sexual harassment or sexual assault.

Non-Discrimination: Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.

Accessibility: Information about disability support services (DSS) and accommodations.

Attendance, Absences, or Missed Assignments: The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.

Student Rights Regarding Undergraduate Courses: What should I find in the course syllabus?
Am I allowed to see my exams after they are graded?

Official UMD Communication: Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.

Mid-Term Grades: Provided for 100 and 200 level courses, and all student athletes.

Complaints About Course Final Grades: Questions about course grades should first be addressed to the course instructor.

Copyright and Intellectual Property: Who owns the work that I produce in class?

Final Exams: Final exams are scheduled by the University.

Course Evaluations: The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.

Campus Resources: ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.

Course Procedures and Policies

Late Work

Your instructor expects all assigned work to be turned in on time for full credit. "On time" means that work is submitted *on or before* the deadline. For assignments submitted electronically, students should note that Canvas enables the instructor to see the precise date and time that a student uploads an assignment to the server; please do not try to convince me that you turned it in at a time other than what Canvas displays. Students who submit late work will lose 10% (one letter grade) for each weekday (including non-class days) that the assignment is late. So, if an assignment is due by midnight on Tuesday, and a student turns it in at 5:00PM on Thursday, 20% will be deducted from the total possible points the student may earn. When turning in late assignments, it is the students' responsibility to ensure that papers are still submitted to Canvas, where they are time stamped.

Inclement Weather / University Closings / Emergency Procedures:

In the event that the University has a delayed opening or is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies.

Grading Procedures

Each student's grade will be weighted as follows:

a. Participation Exercises (10 exercises at 15 pts each)	15% of total grade
b. Discussion Board (5 responses at 30 pts each)	15% of total grade
c. Mid term Exam (100 pts each)	10% of total grade
d. Research Brief (150 pts)	15% of total grade
e. Life History Interview Paper (150 pts)	15% of total grade
f. Men's Health Poster Project (150 pts)	15% of total grade
g. Final Exam (150 pts)	15% of total grade
Total - 1000 points	100% of grade

Students will be evaluated on participation and the completion of all assignments. Students will be graded on the *quality* of their contributions to the class—their creativity, the degree to which their effort to understand and grow from the class activities is demonstrated, the degree to which they work to share and develop their thinking, and their timeliness in completing assignments.

This course is not graded on a curve. Your final course grade will be based on an objective evaluation of your performance throughout the semester. During this course, you may track your progress in the class by using the “Grades” feature on Canvas, which will be kept up-to-date for this purpose. Final grades will be assigned based on the scale below

92.0000% --- 100%	A (4 GPA points)
90.0000% --- 91.9999%	A- (3.7 GPA points)
88.0000% --- 89.9999%	B+ (3.3 GPA points)
82.0000% --- 87.9999%	B (3 GPA points)
80.0000% --- 81.9999%	B- (2.7 GPA points)
78.0000% --- 79.9999%	C+ (2.3 GPA points)
72.0000% --- 77.9999%	C (2 GPA points)
70.0000% --- 71.9999%	C- (1.7 GPA points)
65.0000% --- 69.9999%	D+ (1.3 GPA point)
60.0000% --- 64.9999%	D (1 GPA point)
55.0000% --- 59.9999%	D- (0.7 GPA point)
≤ 54.9999%	F (0 GPA points)

Unless a computational error has been made, grades will not be changed after the end of the semester. Please do not come to my office with “extenuating circumstances” for why your grade should be changed. Unless a student can demonstrate that near catastrophic events have led to a case of extreme hardship, grades of “Incomplete” will not be given for FMSC 190. Additionally, University of Maryland policy states that “incomplete” grades may be given only in cases where a student has made satisfactory progress over the course of the semester and has completed a majority of total assignments. For further information, please see www.faculty.umd.edu/teach/grading.htm

CALENDAR: Please note that this course calendar is tentative and subject to change based on a number of variables (e.g., if we don't finish a topic on a given day, presentation challenges, etc.). It is your responsibility to find out what you missed in class (including any changes to the syllabus) if you are absent.

Week	Date	Topic	Film discussions	Assignments
# 1	1/25-27	Defining masculinities		
# 2	1/30-2/3	Men's personal development	<i>Mask we live in</i>	
# 3	2/6-10	Latino and Black masculinities		
# 4	2/13-17	Asian and White masculinities	<i>Roll red roll</i>	
# 5	2/20-24	Criminalization & politicization		Research brief
# 6	2/27-3/3	Power, violence and trauma		
# 7	3/6-10	Mental health equity and manosphere		Exam 1
# 8	3/13-17	Physical health disparities and aging	<i>Of men and war</i>	
	3/20-24	SPRING BREAK		
# 9	3/27-31	Reproductive health and body image		
# 10	4/3-7	Expanding masculinities and branding		
# 11	4/10-14	Father involvement and bonding		Father interview
# 12	4/17-21	History of fathering and masculinities	<i>Between world</i>	
# 13	4/24-28	Coparenting and kinwork		
# 14	5/1-5	Project work	<i>Minding the gap</i>	
# 15	5/8-10	Project work		Literacy project
	5/10	Men's health literacy symposium		
	5/13-19	Final exam		Exam 2

Week 1 Defining Masculinities	1/25-27
<p>Topics "Crisis" of toxic masculinity Hegemonic masculinity & patriarchy</p> <p>Materials Modern Masculinity, <i>What Makes a Man?</i> (video) Baldoni, <i>Man Enough</i>, Ch 1, 3, 4</p>	
Week 2 Men's Personal Development	1/30-2/3
<p>Topics Boyhood and adolescence Young men and emerging adulthood</p> <p>Materials Colleges have a guy problem (<i>Atlantic</i>) Kimmel, <i>Guyland</i> (excerpt)</p>	

Assignments	
Discussion of <i>Mask We Live In</i> , due 2/3	
Week 3 Latino and Black Masculinities	2/6-10
Topics	
Latino masculinities and race defined Black masculinities and structural racism	
Materials	
Colombia's antimachismo hotline (NYT) Joseph, <i>Patriarchy Blues</i> (excerpt)	
Week 4 Asian and White Masculinities	2/13-17
Topics	
East Asian and Southeast Asian masculinities White masculinities and grievance	
Materials	
What's the Deal with White Men? (video) Baldoni, <i>Man Enough</i> , Ch 4	
Assignments	
Discussion of <i>Roll Red Roll</i> , 2/17	
Week 5 Criminalization and politicization	2/20-24
Topics	
Criminalization of young men of color Politicization of men and masculinities	
Materials	
Preventing Prison Recidivism by Unlearning Toxic Masculinity (video) Jones, <i>The Chosen Ones</i> (excerpt)	
Assignments	
Research brief, due 2/26	
Week 6 Power, Violence and Trauma	2/27-3/3
Topics	
White supremacy Violence and trauma	
Materials	
Violence against women (Katz, TED, video)	

Smith Lee, homicide survivorship (AJPH)	
Week 7 Mental Health	3/6-10
<p>Topics Mental health The Manosphere</p> <p>Materials Roy and Allen, Reconceptualization of masculinities (<i>JFTR</i>) Addis, <i>Invisible Men</i> (excerpt)</p> <p>Assignments Exam 1, Mar 10</p>	
Week 8 Physical health and aging	3/13-17
<p>Topics Aging issues for men Men's health equity Gendered health disparities</p> <p>Materials Bearman, Why are men so obsessed with sex? (blog)</p> <p>Assignments Discussion of <i>Of men and war</i>, due 3/17</p>	
Week 9 Reproductive health and body image	3/27-31
<p>Topics Men's reproductive health Body image and masculinities</p> <p>Materials Guest speaker, Dr. Kerri Thurman Baldoni, <i>Man Enough</i>, Ch 2, 7</p>	
Week 10 Expanding masculinities and branding	4/3-7
<p>Topics Expanding masculinities Branding masculinities Gay and trans dads</p> <p>Materials Trans man in Mexico forges own path (NYT video)</p>	

Trans dad (LB Hannahs, TED video)	
Week 11 Father Involvement and Bonding	4/10-14
<p><u>Topics</u> Father involvement and nurturance Children's bonds with men</p> <p><u>Materials</u> Silverstein & Auerbach, Essential fathering (<i>American Psychologist</i>) Goldberg, <i>Gay Dads</i> (excerpt)</p> <p><u>Assignments</u> Father interview, due 4/16</p>	
Week 12 History of Fathering	4/17-21
<p><u>Topics</u> History of fathering, 1800-1940 History of fathering, 1940-2020</p> <p><u>Materials</u> Baldoni, <i>Man Enough</i>, Ch 9 Raising son as a single mother (<i>Post</i>)</p> <p><u>Assignments</u> Discussion of <i>Between the world and me</i>, due 4/21</p>	
Week 13 Coparenting and Kinwork	4/24-28
<p><u>Topics</u> Coparenting and copartnering Kinwork in extended families Providing, paternity establishment and child support</p> <p><u>Materials</u> Baldoni, <i>Man Enough</i>, Ch 6, 8</p>	
Weeks 14-15	5/1-10
<p><u>Assignments</u> Discussion of <i>Minding the gap</i>, 5/5 Literacy project, due 5/10</p>	