

STEVE HICKS SCHOOL OF SOCIAL WORK
The University of Texas at Austin

SPRING 2018

UT Signature Course: UGS 302

Unique Number: 61935

Mentoring Boys into Men

Meeting Schedule: Wednesdays, 9:30 am-12:30 pm

Classroom: SSW 1.214

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I. COURSE DESCRIPTION

Students in this course explore what it means to be a man, how boyhood experiences may shape understandings of masculinity, and how a current generation of college-aged men and women may best serve as mentors to the next generation of men by helping boys become the men they desire to be. Many boys and young men, and those who care about them, are unclear about what masculinity means and requires. In this course, students consider questions, struggles, and opportunities relating to masculinity by exploring various historical and contemporary perspectives on masculinity in North America. Particular attention is given to social constructions of masculinity and to the bio-psycho-social development of boys and men. Emphases include: racial, ethnic, religious, educational, and socioeconomic influences on masculinity; how women and girls (e.g. mothers, sisters, aunts, and girlfriends) may influence boys' and men's development and identities, relationships, and experiences; male bodies, friendships, and intimate and sexual relationships; men's occupational and professional lives; and the threats of male violence, depression and anxiety, substance abuse, homophobia, sexism, and misogyny. A guiding goal throughout the course is to equip students for mentoring boys to help them develop into healthy and responsible persons who embrace more complex and nuanced understandings of masculinity.

II. COURSE OBJECTIVES

1. Explore a variety of historical and contemporary perspectives on masculinity in North America
2. Broaden students' understandings of how gender is constructed
3. Educate students on how biological, psychological, and sociocultural factors influence men's self-perceptions and others' perceptions of them

4. Enhance awareness of problems that boys and men experience and/or perpetuate (e.g. violence toward one another and toward women; depression and anxiety; substance abuse; and homophobia, sexism, and misogyny)
5. Acquaint students with supports and resources for ameliorating problems that boys and men experience and/or perpetuate
6. Encourage students to consider the role of young adults, especially men, in mentoring boys and in supporting their development as healthy and responsible persons

III. METHODS OF INSTRUCTION

This course is designed to include a variety of teaching and learning methods to achieve the course objectives. These methods include readings, writing assignments, discussions, lectures, guest speakers, videos, in-class group activities, student presentations, self-reflection, and community experience.

IV. REQUIRED TEXTS

Judy Chu, *When Boys Become Boys: Development, Relationships, Masculinity* (New York: New York University Press, 2014).

Michael Kimmel, *Guyland: The Perilous World Where Boys Become Men* (New York: HarperCollins, 2008).

Niobe Way, *Deep Secrets: Boys' Friendships and the Crisis of Connection* (Cambridge, MA: Harvard University Press, 2011).

V. COURSE SCHEDULE

Date	Topic	Assignments
1-17-18	Introductions and Syllabus Review	<ul style="list-style-type: none"> • Video: Unmasking Masculinity, Ryan McKelley: http://tinyurl.com/janlfpm • Video: Tackling the Boy Crisis, Michael Kimmel http://tinyurl.com/hh9lxvs
1-24-18	Young Boys: Experiences, Challenges, Opportunities & Needs	<ul style="list-style-type: none"> • Read Chu, Introduction, Chs. 1 and 2
1-31-18	Young Boys: Experiences, Challenges, Opportunities & Needs	<ul style="list-style-type: none"> • Read Chu, Chs. 3, 4 and 5
2-7-18	Young Boys: Experiences, Challenges, Opportunities & Needs	<ul style="list-style-type: none"> • Read Chu, Ch. 6 and Conclusion • Conversation with Dr. Judy Chu

2-14-18	Adolescent Boys: Experiences, Challenges, Opportunities & Needs	<ul style="list-style-type: none"> • Read Way, Chs. 1 and 2 <div style="background-color: #ADD8E6; padding: 5px; text-align: center;"> <p>Paper #1 Due We will discuss papers in class</p> </div>
2-21-18	Adolescent Boys: Experiences, Challenges, Opportunities & Needs	<ul style="list-style-type: none"> • Read Way, Chs. 3, 4 and 5 • Conversation with Julia Cuba Lewis of GENaustin
2-28-18	Adolescent Boys: Experiences, Challenges, Opportunities & Needs	<ul style="list-style-type: none"> • Read Way, Chs. 6 and 7
3-7-18	Adolescent Boys: Experiences, Challenges, Opportunities & Needs	<ul style="list-style-type: none"> • Read Way, Chs. 8 and 9 • Conversation with Dr. Niobe Way
3-14-18	SPRING BREAK	
3-21-18	Young Men: Experiences, Challenges, Opportunities & Needs	<ul style="list-style-type: none"> • Read Kimmel, Chs. 1, 2, 3, 4 • Conversation with Dr. Ryan Sutton of the African American Male Research Initiative (AAMRI)
3-28-18	Young Men: Experiences, Challenges, Opportunities & Needs	<ul style="list-style-type: none"> • Read Kimmel, Chs. 5, 6, 7, 8 <div style="background-color: #ADD8E6; padding: 5px; text-align: center;"> <p>Paper #2 Due We will discuss papers in class</p> </div>
4-4-18	Young Men: Experiences, Challenges, Opportunities & Needs	<ul style="list-style-type: none"> • Read Kimmel, Chs. 9, 10, 11, 12 <div style="background-color: #ADD8E6; padding: 5px; text-align: center;"> <p>Mentoring Presentations Group A</p> </div>

4-11-18	Young Men: Experiences, Challenges, Opportunities & Needs	<ul style="list-style-type: none"> • Read Lerner, et al. "Mentoring and Positive Youth Development" (Canvas) • Guest: Dr. Michael Lauderdale, Longhorn Leaders
4-18-18	Mentoring Boys and Young Men	<ul style="list-style-type: none"> • Conversation with Dr. Michael Kimmel • Read Keller, "Youth Mentoring: Theoretical and Methodological Issues" <div style="background-color: #ADD8E6; padding: 5px; text-align: center;">Mentoring Presentations Group B</div>
4-25-18	Mentoring Boys and Young Men	<ul style="list-style-type: none"> • Read Liang and Grossman, "Diversity and Youth Mentoring Relationships" (Canvas) <div style="background-color: #ADD8E6; padding: 5px; text-align: center;">Mentoring Presentations Group C</div>
5-2-18	Mentoring Boys and Young Men	<div style="background-color: #ADD8E6; padding: 5px; text-align: center;">Mentoring Presentations Group D</div> <div style="background-color: #ADD8E6; padding: 5px; text-align: center;">Revised Papers Due We will discuss revisions in class</div>

VI. GEMS OF THE UNIVERSITY

Students will learn more about the Longhorn Leaders youth outreach program (www.longhornleaders.com) from Dr. Michael Lauderdale, Professor in the School of Social Work at The University of Texas at Austin, who developed the program in conjunction with the Greater Austin Crime Commission. Dr. Lauderdale will be a guest lecturer for one of the class meetings.

VII. ASSIGNMENTS

All written assignments should be submitted using Canvas and are due by 9:30 a.m. unless otherwise noted.

1. University Lectures

The School of Undergraduate Studies will host the University Lecture Series in spring of 2018 at the Blanton Museum of Art. Details about the lectures may be found here:

<https://ugs.utexas.edu/uls>.

All students must attend one of these lectures to satisfy the expectations for this course. If you are unable to attend in person, you may view the video-taped lectures or find a comparable university lecture, if approved by the professor, to substitute.

Students are to write a brief paper (2 pages) that answers these two questions:

What did you learn from the lecture?

How will you make use of what you learned?

These papers are due no later than May 2, 2018 at 5:00 p.m.

2. Papers

- Paper #1: Describe your understanding of masculinity, including how it is informed by biological, psychological, and sociocultural factors. Draw from the assigned readings and class discussions from weeks 1-4 and integrate these with your own personal experiences. (5 pages, 12 pt. font, standard margins)
- Paper #2: Assess a challenge that boys or men face, including causes and potential solutions or possibilities for amelioration. If you want to write about a challenge that was not considered in the course, you must have the instructor's permission. (5 pages, 12 pt. font, standard margins)
- Paper #3: Revise Paper #1 or #2 in light of instructor comments, peer feedback, and subsequent learning.

3. Mentoring Education

In teams of three, consult with a local agency or organization that supports boys through mentoring programs. Possible organizations include but are not limited to:

Big Brothers Big Sisters of Central Texas (www.bigmentoring.org)

Seedling Foundation (www.seedlingfoundation.org)

Austin Partners in Education (www.austinpartners.org)

Communities in Schools (www.communitiesinschools.org)

Youth Advocacy (www.youthadvocacy.org)

Partnerships for Children (www.partnershipsforchildren.org)

Research the agency and its particular mission and focus. Interview one or more of the following: a trained mentor; one who conducts training for mentors; or a supervisor of

mentors/mentoring programs. Include questions relating to the history and mission of the agency or organization, the mentoring program(s), and the approaches/models utilized for mentoring. Inquire about what informs these approaches/models—that is, why do they take one approach and not others? Inquire, too, about both the successful and unsuccessful aspects of these programs, meaning what works well and what does not. Also ask the interviewee what she or he thinks college-aged students who want to serve as mentors for boys or young men need to know in order to do this work most effectively, and how best to pursue a greater understanding of and facility with mentoring.

Group Presentation

In a twenty minute group presentation, present your interview/agency findings, including how these findings are integrated with course content to inform your own understanding of best practices in mentoring boys or young men. You may take any approach to the presentation that helps you best convey your findings and understandings.

VIII. CRITERIA FOR GRADING

A. Papers:

Each paper will be graded using the following criteria:

1. Adherence to the instructions for the assignment
2. Quality of the writing: organization, clarity, syntax and grammar, spelling and punctuation, and economy of writing, i.e., an ability to express information and arguments succinctly
3. Quality of material chosen to support positions/claims articulated in the paper
4. Appropriate referencing
5. Quality of the ideas presented
6. Originality of the ideas presented

B. Presentations:

Each group presentation will be graded using the following criteria:

1. Adherence to the instructions for the assignment
2. Quality of the interview, research, and synopsis
3. Content and organization of ideas presented
4. Facilitation of class input

C. Calculation of Final Grades

<u>Requirement</u>	<u>% of final grade</u>
University Lectures	5%
Paper 1	20%
Paper 2	20%
Paper 3	25%
*Oral Presentation	20%
**Class Participation	<u>10%</u>
TOTAL	100%

* The instructor reserves the right to award students within the same group different grades on the group project. This may occur when a member of the group fails to participate actively in the group, consistently misses deadline for assigned tasks, or produces work that is below the quality standards expected for the project. In other words, if a student's individual performance is consistently below par and jeopardizes the grades of the other members of the group, the instructor reserves the right to assign that student a lower grade.

**Class participation includes class discussions and attendance, as well as attendance at a lecture in the University Lecture Series

Grading of all written assignments will take into account the quality of the writing as well as the content. Students should utilize either *The Publication Manual of the American Psychological Association (APA)*, 6th edition; *The Chicago Manual of Style*, 16th edition; or the standard style guide in the student's major. Written material should be carefully proofread and errors (punctuation, typographical, grammar, spelling, etc.) corrected.

IX. COURSE REQUIREMENTS

1. Students are expected to attend class sessions promptly and regularly.
2. Students are expected to **complete the readings prior to class**, and should be prepared to participate in discussions and experiential learning assignments.
3. Failure to attend class and to demonstrate through discussions a comprehension of the readings will be considered when assigning the final grade.
4. Students will be allowed no more than **two unexcused absences**. In cases when a student exceeds two absences, the professor reserves the right to lower that student's final grade. Students are to notify the professor when an absence is planned or occurs. Students are responsible for any material missed due to absences.
5. Except in the case of emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Students are expected to turn in all required assignments on the assigned due date **at the beginning of class**. Assignments turned in after class starts will be considered late. If accepted, late assignments will be assessed point penalties at the rate of **3 points each day late**. If the due date is a problem, then the student should see the professor and determine another due date well in advance.
6. If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades *prior to the end of the semester*. **Final grades assigned in the course are not negotiable.**
7. Small groups are expected to resolve challenges within their group context. The professor is willing to serve as a consultant if group members are unable to resolve their differences.
8. Course materials, discussions, and assignments can prompt a convergence of perspectives, understandings, experiences, and values, all of which may affect students' emotions and relationships. The professor and students have the ethical responsibility to their colleagues to see that the class environment is maintained as a respectful and confidential setting.

X. UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the

university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. More information may be found at <http://diversity.utexas.edu/disability/>.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/conduct/>).

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to

minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such,

sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://operations.utexas.edu/units/csas/bcal.php>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+

64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F