

University of Wisconsin—Madison
School of Social Work
1350 University Avenue
Madison, WI 53706
SW 672-001: Greek Men for Violence Prevention (GMVP)
Spring 2017

Instructor: Professor Tracy Schroepfer
Office: 302 Social Work Building
Phone: (608) 263-3837
E-Mail: tschroepfer@wisc.edu
Office Hours: By Appointment

Instructor: Molly Zemke
Office: 333 East Campus Mall (UHS)
E-Mail: mzemke@uhs.wisc.edu
Office Hours: By Appointment

Facilitator: Christo Raines
Office: 333 East Campus Mall (UHS)
E-Mail: crraines@uhs.wisc.edu
Office Hours: By Appointment

Student Facilitator: Dom Ricci
Office: 333 East Campus Mall (UHS)
E-mail: djricci@uhs.wisc.edu
Office Hours: By Appointment

Course Location: 2637 Humanities

Course Time: Wednesdays, 6:00-8:00pm

I. Course Overview:

Social Work 672-001, Greek Men in Violence Prevention (GMVP) is a class facilitated by students in fraternities and violence prevention professionals from University Health Services. Course content, readings, activities and assignment are focused on participants understanding and learning about issues of masculinity, the fraternity community and violence against women. Students learn strategies for combating sexism in their own lives and work to understand the links between unhealthy expressions of masculinity and violence. This course is a 2-credit course through the School of Social Work.

II. Course Objectives:

Participants will:

- ~ Reflect on their own masculine identity development
- ~ Gain skills and confidence to express their thoughts and feelings about gender
- ~ Critically deconstruct cultural norms of masculinity and heterosexism and its connection to the use of violence
- ~ Critically examine the culture of fraternities on college campuses
- ~ Discuss the links among Fraternity culture(s), the expression of masculinity, and their impact on women
- ~ Acquire the skills to recognize and interrupt language, behavior, and situations that support social norms around gender, sex, and dating/hooking up
- ~ Learn the prevalence and dynamics of dating violence, sexual assault, and stalking
- ~ Learn skills for supporting survivors in their life and the available resources in the Madison area

III. Course Content:

This course is focused on fraternity men's experiences, involvement, and leadership roles in ending violence against women. Participants will discuss gender, masculinity, homophobia, fraternity culture(s) and bystander intervention.

The schedule and guest lecturers are subject to change. Students will be notified in advance of any changes.

Week 1: Wednesday, January 18

Topic: Introductions and Foundations

Week 2: Wednesday, January 25

FRATERNITY POST #1 DUE 1/25 AT NOON

FRATERNITY COMMENTS #1 DUE 1/27 AT NOON

Topic: Dominant Stories

Application Presentation: Instructors

Sample Core Concepts from this week's reading: Guy Code, Real Men, Bannon's (1976) 4 Basic Rules of masculinity, origins of masculinity, manly front, homophobia, unmanliness, "Be a man" box, proving masculinity, Freud's view of masculine development, 3 cultures of Guyland: entitlement, culture of silence, and culture of protection; male relationships; be a man

Required Readings:

- ~ Kimmel, M. (2008). "Bros before hos": The guy code. *Guyland: The perilous world where boys become men* (pp. 44-69). New York: Harper.
- ~ Lee, J. (2005). The Man Date. *New York Times*. Retrieved from <http://www.nytimes.com/2005/04/10/fashion/10date.html>.
- ~ National Public Radio. (2014). Be a man. The 3 scariest words a boy can hear. Retrieved from <http://www.npr.org/series/323986426/men-in-america>.

Week 3: Wednesday, February 1

REACTION AND REFLECTION PAPER #1 DUE 2/1 AT NOON

Topic: Counter Stories

Application Presentation: Instructors

Required Readings:

- ~ McClain, D. (2013) Being 'masculine of center' while black. *Colorlines*. 1-6.
- ~ National Public Radio. (2014). Art of manliness. Retrieved from <http://www.npr.org/series/323986426/men-in-america>.
- ~ Pascoe, C.J. (2005). "Dude, you're a fag:" Adolescent masculinity and the fag discourse. *Sexualities*, 11, 124-136.

Week 4: Wednesday, February 8

MY MASCULINITY VIDEO #1 DUE 2/8 AT NOON; COMMENTS DUE 2/10

Topic: Gender as a Social Construct

Application Presentation: Instructors

Required Readings:

- ~ Baum, J. & Westheimer, K. (2015). Sex? Sexual Orientation? Gender Identity? Gender Expression? *Teaching tolerance*. 35-38.

- ~ Marguiles, J. (2008). Straight guys can dance, too. In Tarrant, S. (Ed), *Men speak out: Views on gender, sex and power* (pp. 80-83). New York: Routledge/Taylor & Francis.
- ~ Kilmartin, C. (2010). Socially-based theoretical perspectives on males and gender. *The Masculine Self*, 4, 79-97.

Week 5: Wednesday, February 15

Topic: Masculinity and Male Privilege

Application Presentation:

Required Readings:

- ~ Einschlag, N. (2008). Stepping out of bounds. In Tarrant, S. (Ed), *Men speak out: views on gender, sex and power* (pp. 217-222). New York: Routledge/Taylor & Francis.
- ~ Osayande, E. X. (2008). Redefining manhood, resisting sexism. In Tarrant, S. (Ed), *Men speak out: Views on gender, sex and power* (pp. 75-79). New York: Routledge/Taylor & Francis.
- ~ Kimmel, M. (2008). Sports crazy. *Guyland: The perilous world where boys become men* (pp. 123-143). New York: Harper.

Week 6: Wednesday, February 22

REACTION AND REFLECTION PAPER #2 DUE 2/22 AT NOON

Topic: Gender in the Media

Application Presentation:

Required Readings:

- ~ Johnson, A. (2005). Unraveling the gender knot. *The Gender Knot: Unraveling Our Patriarchal Legacy*, 50, 613-621.
- ~ Kimmel, M. (2008). Boys and their toys: Media in guyland. *Guyland: The perilous world where boys become men* (pp. 144-168). New York: Harper.
- ~ National Public Radio. (2014). Who's the man? Retrieved from <http://www.npr.org/series/323986426/men-in-america>.

Week 7: Wednesday, March 1

Topic: Hooking up, Sexual Assault and Dating Violence

Application Presentation:

Required Readings:

- ~ Kimmel, M. (2008). Hooking up: Sex in guyland. *Guyland: The perilous world where boys become men* (pp. 190-216). New York: Harper.
- ~ Flood, M. (2008). Men, sex, and homosociality: How bonds between men shape their sexual realations with women. *Man and Masculinities*, 10, 339-359.

Week 8: Wednesday, March 8

Topic: Survivors and Perspective Taking

Application Presentation:

Required Readings:

- ~ Raising Voices. (2002). Eight University of Wisconsin-Madison students tell personal stories of dating violence. www.uhs.wisc.edu/assault/documents/raising_voices.pdf

- ~ Kimmel, M. (2008). Predatory sex and party rape. *Guyland: The perilous world where boys become men* (pp. 217-241). New York: Harper.
- ~ [AAU Climate Survey Executive Summary]. (2015). UW Madison Climate Survey on Sexual Misconduct and Sexual Assault.

Week 9: Wednesday, March 15

REACTION AND REFLECTION PAPER #3 DUE 3/15 AT NOON

Topic: Resources for Victims at UW-Madison (Guest panel)

Required Readings:

- ~ Domritz, M. (Ed.). (2005). Ben. *Voices of courage: Inspiration from survivors of sexual assault*. Awareness Publications.
- ~ Domritz, M. (Ed.). (2005). Caroline. *Voices of courage: Inspiration from survivors of sexual assault*. Awareness Publications.
- ~ Domritz, M. (Ed.). (2005). Julliette. *Voices of courage: Inspiration from survivors of sexual assault*. Awareness Publications.

Week 10: Wednesday, March 22

SPRING BREAK, NO CLASS

Week 11: Wednesday, March 29

Topic: Sexualized Violence in Media

Application Presentation

Required Readings:

- ~ Kimmel, M. (2008). Babes in Boyland: Pornography. *Guyland: The perilous world where boys become men* (pp. 169-189). New York: Harper.
- ~ Anderson, C. (2012). The impact of pornography on children, youth, and culture. Holyoke, MA: NEARI Press.

Week 12: Wednesday, April 5

MEDIA ANALYSIS ASSIGNMENT DUE 4/5 AT NOON; COMMENTS DUE 4/7 AT NOON

Topic: Bystander Intervention

Application Presentation:

Required Readings:

- ~ Banyard, V. L., Moynihan, M. M., & Grossman, M. T. (2009). Reducing sexual violence on campus: The role of student leaders as empowered bystanders. *Journal of College Student Development*, 50(4), 446-457.
- ~ Bortnichak, Greg. (2008). The Starbucks intervention. In Tarrant, S. (Ed), *Men speak out: views on gender, sex and power* (pp. 80-83). New York: Routledge/Taylor & Francis.
- ~ Levy, D. (2016). Man up. *The players' tribune*. 1-6.

Week 13: Wednesday, April 12

No class held on April 12; attendance is instead required at April 13 campus event featuring Marc Grimmett (<https://ced.ncsu.edu/people/magrimme/>), details to be provided (contact the instructors for alternative options if you have a significant conflict)

Week 14: Wednesday, April 19

MY MASCULINITY VIDEO #2 DUE 4/19 AT NOON

Topic: Prevention

Application Presentation:

Required Readings:

- ~ Flood, M. (2015) Work with men to end violence against women: A critical stocktake. *Culture, Health, and Sexuality*, 17, 159-176.
- ~ Lee, D. S., Guy, L., Perry, B., Sniffen, C. K., & Mixon, S. A. (2007). Sexual violence prevention. *The Prevention Researcher*, 14(2), 15-20.
- ~ Kiselica, M. S., & Englar-Carlson, M. (2010). Identifying, affirming, and building upon male strengths: The positive psychology/positive masculinity model of psychotherapy with boys and men. *Psychotherapy: Theory, Research, Practice, Training*, 47(3), 276-279.

Week 15: Wednesday, April 26

FRATERNITY POST #2 DUE 4/26 AT NOON

FRATERNITY COMMENTS #2 DUE 4/28 AT NOON

Topic: Fraternities (Guest speaker)

Application Presentation:

Required Reading:

- ~ Kimmel, M. (2010) The rites of almost-men: Binge drinking, fraternity culture, and the elephant walk. *Guyland: The perilous world where boys become men* (pp. 95-122). New York: Harper.
- ~ Ray, R. & Rosow, J. (2010) Getting off and getting intimate: How normative institutional arrangements structure black and white fraternity men's approaches toward women. *Men and Masculinities*, 12(5), 523-546.
- ~ National Public Radio. (2014). Freemasonry still alive. Retrieved from <http://www.npr.org/series/323986426/men-in-america>.

Week 16: Wednesday, May 3

FINAL PAPER DUE WEDNESDAY, MAY 10

Topic: Reflection and Leadership

Application Presentation:

Required Reading:

- ~ Kimmel, M. (2008). Abandoning the barricades: Or how I became a feminist. In Tarrant, S. (Ed), *Men speak out: views on gender, sex and power* (pp. 249-262). New York: Routledge/Taylor & Francis.
- ~ Wantland, R. (2008). Our brotherhood and your sister: Building anti-rape community in the fraternity. *Journal of Prevention and Intervention in the Community*, 36, 57-73.

IV. Texts, Readings, and Materials for the Course

Please plan to purchase this book (a paper copy is strongly recommended)

Kimmel, M. (2008). *Guyland: The perilous world where boys become men*, New York: Harper.

All other texts will be available in a course reader and on Learn@UW.

Several media clips are included as required readings in several weeks. These files will be posted to Learn@UW. If you have issues with any of the clips, please contact Molly Zemke or Christo Raines via email.

V. Evaluation of Student Outcomes: Assignments, Grading and Methods

Grading Scale & Standards

Points	Grade	What the point totals & subsequent grade generally indicate
94-100	A	Outstanding, excellent work in all areas
88-93	AB	Outstanding, excellent work in many areas
82-87	B	Meets expectations in all areas
76-81	BC	Meets expectations in most areas; below in others
70-75	C	Below expectations in most areas; not acceptable work
64-69	D	Below expectations in all areas
<64	F	Course failure

Assignments

Assignment	Points/Percentages
Fraternity Discussions	5 points
Reaction Papers (3 @ 10 points each)	30 points
Application Assignment & Presentation	10 points
Media Analysis	10 points
My Masculinity Videos (2) & Discussion	15 Points
Final Paper	25 points
Course Participation	5 points
Total Points	100 points

1. Attendance

In order for you and your fellow classmates to benefit from this course, attendance is required. Attendance will be taken at the beginning and end of each class and your level of participation will be noted.

If you are unable to attend class, you must email instructor Molly Zemke or Christo Raines prior to class so that you can receive an excused absence; you may receive one excused absence per semester without penalty. Two points will be deducted from your grade for each unexcused absence. You must email this information; we will not accept verbal notice or text messages.

2. Participation

You are expected to arrive to class fully prepared for discussion. You are further expected to be actively engaged with course material, your classmates, and course activities during class. Your participation will be tracked by the course instructor and the facilitators. Five points of your final grade will be based on your consistent attendance, meaningful engagement in discussions, and constructive contributions.

3. Your Fraternity Discussion (2 posts @ 1.5 point each; 4 comments at .5 point each) 5 points total

- ~ Post #1 due noon on Wednesday, January 25 (1.5 point)
- ~ Two comments due by noon on Friday, January 27 (0.5 point each)
- ~ Post #2 due by noon on Wednesday, April 26 (1.5 point each)
- ~ Two comments due by noon Friday, April 28 (0.5 point each)

Post your reactions to all of the questions posted in the discussion section of Learn@UW about the history and evolution of your fraternity. You must also respond to at least two of your classmate's posts or comments. You are not required to share anything about your fraternity that is not public since these posts will be seen by all members of the class.

4. Reaction and Reflection Papers (3 papers @ 10 points each) 30 points total

- ~ #1 Due noon on Wednesday, February 1
- ~ #2 Due noon on Wednesday, February 22
- ~ #3 Due noon on Wednesday, March 15

You are required to write four reaction papers that will require you to answer questions based on the assigned required readings. In responding to these questions, you will be called upon to think critically and synthesize the course material, your own life experiences, and class discussions/activities. These papers are to be no less than three full pages in length. Be sure that you adhere to the Writing Assignment Policy presented below. Instructions can be found for each paper on Learn@UW. Papers are to be uploaded to the Learn@UW dropbox by noon on the date due.

4. Application Assignment and Presentation 10 points

Due on an on-going basis throughout semester

This assignment involves identifying **4 core concepts** from your assigned week's reading and then creatively applying them to a real life situation/scenario, event/experience, or a cultural artifact (to be discussed in class). You will then facilitate a class discussion using best practices discussed in class on the chosen core concepts. Instructions for this assignment will be discussed in class and can be found ahead of time on Learn@UW.

5. My Masculinity Video Assignments 15 points

- ~ Video #1 due noon on Wednesday, February 8 (6 points)
- ~ Comments on video #1 due Friday, February 10 (2 @ 0.5 point each)
- ~ Video #2 due noon on Wednesday, April 19 (8 points)

Video #1: You must record and upload a 3-5 minute video of you responding to the questions listed in the assignment on Learn@UW. The video must be posted to Learn@UW under the discussion thread (Learn@UW allows you to record directly to it with a webcam under the discussion thread). You must also comment on two classmates' videos by Friday, February 12th by noon. Discuss how you relate to their story or what you found unique about it.

Video #2: You must submit a 5-7 minute video detailing the counter story you have developed as a man. Discuss how your perceptions have or have not changed since your first video. You must use the prompts posted on Learn@UW in your video. You do not need to share with the rest of class. Please upload to the dropbox by noon on Wednesday, April 19th.

Both videos can be taken with a webcam or other recording device as long as they incorporate audio and video. If you have issues posting your video, please contact either Molly Zemke or Christo Raines via email.

6. Media Analysis Assignment 10 points

- ~ Television analysis paper due noon on Wednesday, April 5 (7 points)
- ~ Print ad or commercial spot post due noon on Wednesday, April 5 (2 points)
- ~ Comments due noon on Friday, April 7 (2 @ 0.5 point each)

You must perform an in-depth media analysis of one 30-minute segment of primetime television AND one printed advertisement or 30-second commercial. The paper should be no less than two full pages and no more than three. You must also post your print ad or commercial and analysis to the Learn@UW discussion board as well as comment on at least two classmate's posts. Instructions for this assignment can be found on Learn@UW.

7. Final Paper (25 points)

Due 11:59pm on Wednesday, May 10

You are required to write a final paper based on course readings, videos, class discussion, your personal reflections and experiences as a fraternity man, any assignments you completed in the class, and the prompt questions provided. Instructions can be found for this paper on Learn@UW. This final paper is to be not less than five full pages in length and not more than six pages.

VI. Policies

Reading Assignment Policy:

You are required to read all assigned readings prior to class, and to be prepared to discuss these readings in class.

Late Assignment Policy:

The assignments listed above are due in the drop box by noon on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact Molly Zemke

prior to the due date. **Unapproved late assignments will be marked down three points for each day they are late.**

Written Assignment Policy:

Papers Must:

- ~ Be typed or computer-generated
- ~ Use not greater than 1.25 inch margins
- ~ Use a 12-inch, Times New Roman font
- ~ Be double-spaced and each new paragraph indented ½ inch
- ~ Use APA style when citing other materials
- ~ Use page numbers
- ~ Be spell and grammar checked
- ~ Include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned in, course number and course title

Paper Organization:

- ~ Each paper should have a logical flow from the introduction, to a coherent and in-depth discussion of the questions in the body of your paper, to the conclusion
- ~ Each paragraph should have a clear and concise topic sentence that reflects the content of the paragraph it introduces
- ~ Paragraphs should have smooth transitions from one to the next
- ~ A consistent tense should be used throughout the paper

Tips:

- ~ Triangulation: Incorporate lectures, discussion, relevant readings and experiences from practice/actual facilitations (triangulation). These class reaction papers provide an opportunity to demonstrate your ability to incorporate all aspects of the course into one reaction
- ~ Be specific. Avoid neutral criticisms such as “The speaker was good”
- ~ Use your critical thinking skills

Do Not:

- ~ Use contractions (for example: don't, can't)
- ~ Place final punctuation *outside* the quotation marks.
CORRECT: Tommy said, “The dog ate dinner.”
INCORRECT: Tommy said, “The dog ate dinner”.
- ~ Number your responses. Your paper should be structured as an essay and flow from one point to the next with transition statements.
- ~ Use quotes from articles, unless a 2-3 word phrase is not easily put into other words.
- ~ Be repetitious in your writing
- ~ Place any headings on the body of the paper
- ~ Use run-on sentences
- ~ End sentences in prepositions (for example: with, of, at)

Student Behavior Policy

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

Use of Technology in the Classroom: No laptops, no cell phones

In order to learn, you must be respectful to your fellow classmates, guest speakers, and the peer educators by not using technology in the classroom. Please turn off your cell phones at the start of class, do not send or receive text messages and do not use laptops. If you use your cell phone or laptop, or send and/or receive text messages during class, you will be asked to leave the classroom immediately and will need to meet with the instructor in order to be allowed to return the next class period. Use of technology can also impact your participation grade.

Students with Disabilities

If you require accommodations to obtain equal access to this class or to any assignments given, please contact either Molly Zemke or Christo Raines.

Sexual Assault, Sexual Harassment, Dating/Domestic Violence, and Stalking

Experiences of sexual assault, sexual harassment, dating/domestic violence, and stalking can undermine students' academic success. UW-Madison is committed to fostering a safe, productive learning environment and offers a variety of resources and options for students impacted by violence. Students can contact University Health Services End Violence on Campus (EVOG) for confidential support and information about resources and options. Learn about the free, confidential services available on campus and in the community by visiting www.uhs.wisc.edu/assault.

Hate and Bias Incidents

We value each member of our community. Hate and bias incidents distract from our classroom community and negatively affect your and your classmates' ability to learn, feel welcome, and feel safe. Hate and bias incidents will not be tolerated in this classroom. Please intervene in incidents of hate and bias when you can, and report incidents to me—if you feel comfortable—and/or to the UW-Madison hate and bias reporting system: students.wisc.edu/reporthate. The University and I are dedicated to addressing reports of hate and/or bias seriously, promptly, confidentially, and sensitively. Reports can include, but are not limited to, crimes such as vandalism or physical assault; non-academic misconduct such as online or verbal harassment or disruptive behavior; and/or microaggressions such as derogatory or demeaning speech from another student, TA, or faculty/staff member. A Hate and Bias Incident Team member will respond to your report and provide you with options meet your needs. You can also report anonymously. For more information, support, and resources regarding addressing hate and bias on campus, please visit www.students.wisc.edu/reporthate.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. University Health Services is available to help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608)265-5600 or visiting www.uhs.wisc.edu. Help is always available.