

**University of Wisconsin—Madison**  
**School of Social Work**  
**1350 University Avenue**  
**Madison, WI 53706**  
**SW 672-001: Greek Men for Violence Prevention (GMVP)**  
**Spring 2018**

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Class Day: Tuesday                      Time: 6:00-8:00pm  
Credits: 2                                      Location: Humanities 2631  
Instructional Mode: Face-to-Face

Canvas Course URL: <https://canvas.wisc.edu/courses/87718>

## **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 assignments are focused on participants understanding and learning about issues of masculinity, the fraternity community, and power-based personal violence. 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. Learning Outcomes**

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 masculinities, heterosexism and their connection to the use of violence
- < Critically examine the culture of fraternities on college campuses
- < Discuss links among Fraternity culture(s), expression of masculinities, and impact on women
- < Acquire the skills to recognize and interrupt language, behavior, and situations that support problematic 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 available resources in the Madison area
- < Demonstrate the ability to lead and engage in discussions on course topics

### 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: Tuesday, January 23<sup>rd</sup>, 2018**

Topic: Introductions and Foundations

#### **Week 2: Tuesday, January 30<sup>th</sup>, 2018**

**FRATERNITY POST #1 DUE 1/25 AT NOON**

**FRATERNITY COMMENTS #1 DUE 1/27 AT NOON**

Topic: Dominant Stories

Weekly Reading Leaders: Instructors

Sample Core Concepts from this week's reading: Guy Code; Real Men; Any one of Brannon's (1976) 4 Basic Rules of masculinity: no sissy stuff, sturdy oak, big wheel, or give 'em hell; manly front; homophobia; unmanliness; "Be a man" box; Freud's view of masculine development; any one of the 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: Tuesday, February 6<sup>th</sup>, 2018**

**REFLECTION PAPER #1 DUE 2/6 AT NOON**

Topic: Counter Stories

Weekly Reading Leaders: Instructors

Required Readings:

- ~ McClain, D. (2013) Being 'masculine of center' while black. *Colorlines*. 1-6.
- ~ Pascoe, C.J. (2005). "Dude, you're a fag:" Adolescent masculinity and the fag discourse. *Sexualities*, 11, 124-136.

#### **Week 4: Tuesday, February 13<sup>th</sup>, 2018**

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

Topic: Hooking up, Sexual Assault and Dating Violence

Weekly Reading Leaders: Instructors

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 relations with women. *Man and Masculinities*, 10, 339-359.
- ~ [AAU Climate Survey Executive Summary]. (2015). UW Madison Climate Survey on Sexual Misconduct and Sexual Assault.

**Week 5: Tuesday, February 20<sup>th</sup>, 2018**

Topic: Prevention

Weekly Reading Leaders: Instructors

Required Readings:

- ~ Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist*, 58 (6-7), 449-456.
- ~ Lee, D. S., Guy, L., Perry, B., Sniffen, C. K., & Mixon, S. A. (2007). Sexual violence prevention. *The Prevention Researcher*, 14(2), 15-20.
- ~ Grove, J. (2011). A Framework for Engaging Average Joe. *Partners In Social Change*. 14(2). 7-10.

**Week 6: Tuesday, February 27<sup>th</sup>, 2018**

**REFLECTION PAPER #2 DUE 2/27 AT NOON**

Topic: Bystander Intervention and Intervention Strategies

Weekly Reading Leaders: Instructors

Required Readings:

- ~ Bortnichak, G. (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.
- ~ Carlson, M. (2008). I'd rather go along and be considered a man: Masculinity and bystander intervention. *The Journal of Men's Studies*, 16(1), 3-17.
- ~ Levy, D. (2016). Man up. *The players' tribune*. 1-6.

**Week 7: Tuesday, March 6<sup>th</sup>, 2018**

Topic: Gender as a Social Construct

Weekly Reading Leaders: 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 8: Tuesday, March 13<sup>th</sup>, 2018**

Topic: Masculinity, Patriarchy, and Male Privilege

Weekly Reading Leaders: Instructors

Required Readings:

Johnson, A. (2005). Unraveling the gender knot. *The Gender Knot: Unraveling Our Patriarchal Legacy*, 50, 613-621.

~ hooks, b. (2000). Feminist masculinity. Feminism is for everybody. (pp 67-71).

~ 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.

**Week 9: Tuesday, March 20<sup>th</sup>, 2018**

**REFLECTION PAPER #3 DUE 3/20 AT NOON**

Topic: Survivors and Perspective Taking

Weekly Reading Leaders:

Required Readings:

~ Raising Voices. (2002). Eight University of Wisconsin-Madison students tell personal stories of dating violence.

~ Kimmel, M. (2008). Predatory sex and party rape. *Guyland: The perilous world where boys become men* (pp. 217-241). New York: Harper.

**Week 10: Tuesday, March 27<sup>th</sup>, 2018**

**SPRING BREAK, NO CLASS**

**Week 11: Tuesday, April 3<sup>rd</sup>, 2018**

Topic: Sexualized Violence in Media/Pornography

Weekly Reading Leaders: Instructors

Required Readings:

~ Kimmel, M. (2008). Babes in Boyland: Pornography. *Guyland: The perilous world where boys become men* (pp. 169-189). New York: Harper.

~ Taormino, T. (2013). Calling the shots: Feminist porn in theory and practice. *The feminist porn book: The politics of producing pleasure*. (pp 255-264).

**Week 12: Tuesday, April 10<sup>th</sup>, 2018**

**MEDIA ANALYSIS ASSIGNMENT DUE 4/10 AT NOON; COMMENTS DUE 4/12 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 13: Tuesday, April 17<sup>th</sup>, 2018**

Topic: Fraternities (Guest Speaker)

Weekly Reading Leaders:

Required Readings:

- ~ 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.
- ~ 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.

**Week 14: Tuesday, April 24<sup>th</sup>, 2018**

**MY MASCULINITY VIDEO #2 DUE 4/19 AT NOON**

**The Mask You Live In** Screening Location TBD. No Class This week. The screening is from 7p-9p. You will not need to come to class from 6p-7p but will be expected to stay from 7pm until 9pm. Note below is the citation for the film for your reference, you are not expected to watch it ahead of time.

- ~ Newsom, J. S., Congdon, J., Anthony, J., Scully, R. K., Ehrmann, J., Kimmel, M. S., Heldman, C., ... (2015). *The mask you live in*. The Representation Project.

**Week 15: Tuesday, May 1<sup>st</sup>, 2018**

**FRATERNITY POST #2 DUE 5/1 AT NOON**

**FRATERNITY COMMENTS #2 DUE 5/4 AT NOON**

**FINAL PAPER DUE TUESDAY, 5/11 AT NOON**

Topic: Men's Engagement

Weekly Reading Leaders:

Required Readings:

- ~ Flood, M. (2015) Work with men to end violence against women: A critical stocktake. *Culture, Health, and Sexuality*, 17, 159-176.
- ~ Piccigallo, J. R., Lilley, T. G., & Miller, S. L. (2012). "It's Cool to Care about Sexual Violence" Men's Experiences with Sexual Assault Prevention. *Men and Masculinities*, 15(5), 507-525.
- ~ 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.

**Texts and Reading Material for the Course**

**A number of chapters from the book below will be used in the course. The book is optional and available on reserve in the School of Social Work Library or online at Amazon.**

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

Course readings, aside from the course text, will be available on Canvas.

Media clips are included as required readings and can be found on the Canvas course site.

## V. Evaluation: 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 instructors Ashley Schmuecker or Christo Raines prior to class. You may receive one excused absence per semester without penalty. Beyond this excused absence, two points will be deducted from your grade for each missed class. 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. Fraternity Discussion Posts (2 posts @ 1.5 point each; 4 comments at .5 point each) 5 points total

- ~ Post #1 due noon on Tuesday, January 25 (1.5 point)
- ~ Two comments due by noon on Friday, January 27 (0.5 point each)
- ~ Post #2 due by noon on Tuesday, 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 Canvas 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. Reflection Papers (3 papers @ 10 points each) 30 points

- ~ #1 Due noon on Tuesday, February 6
- ~ #2 Due noon on Tuesday February 27
- ~ #3 Due noon on Tuesday, March 20

You are required to write three reaction papers that will require you to answer questions based on the assigned 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 Canvas. Papers are to be uploaded to the Canvas by noon on the date due.

5. 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 identifying and sharing an application of the core concept to an article, video, or other form of media and presenting this to the class in a powerpoint presentation. You will then facilitate a class discussion using best practices discussed in class on the chosen core concepts and the application. Instructions for this assignment will be discussed in class and can be found ahead of time on Canvas.

6. My Masculinity Video Assignments 15 points

Video #1 due noon on Tuesday, February 8 (6 points)

- ~ Comments on video #1 due Friday, February 10 (2 @ 0.5 point each)

Video #2 due noon on Tuesday, 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 Canvas. The video must be posted to Canvas under the discussion thread (Canvas 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 12<sup>th</sup> 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 Canvas in your video. You do not need to share with the rest of class. Please upload to the Canvas by noon on Tuesday, April 19<sup>th</sup>.

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 Ashley Schmuecker or Christo Raines via email.

7. Media Analysis Assignment (10 points)

- ~ Television analysis paper due noon on Tuesday, April 10 (7 points)
- ~ Print ad or commercial spot post due noon on Tuesday, April 10 (2 points)
- ~ Comments due noon on Friday, April 12 (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 Canvas discussion board as well as comment on at least two classmate's posts. Instructions for this assignment can be found on Canvas.

8. Final Paper (25 points)

Due 11:59pm on Tuesday, May 11

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 Canvas. This final paper is to be not less than five full pages in length and not more than six pages.

## **VI. Course Policies**

### Student Behavior Policy & Classroom Climate

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 that will serve to enhance the learning of their colleagues. In this time we share together over the semester, please honor the uniqueness of your 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.

Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly and diverse viewpoints shared. On the first day of class, we will discuss creating a brave space in the classroom, the art of dialoguing, and the establishment of community guidelines. I want to insure

that our classroom is an inclusive space free from discrimination, harassment, bullying and victimization.

The success of this Student Behavior Policy & Classroom Climate relies on all of us accepting the responsibility not to be offensive to each other nor participate in or condone harassment or discrimination of any kind. Should you experience or witness such behavior, please schedule an appointment with me so that together we can discuss and address the issue.

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 unless specified otherwise. Students who believe they have a legitimate reason for turning in a late assignment should contact Ashley Schmuecker or Christo Raines 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. 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:

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

#### 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. Use of technology can also impact your participation grade.

#### Students with Disabilities

Students requiring accommodations pursuant to the Americans with Disability Act should disclose their needs to the instructor as soon as possible. The McBurney Center provides services and classroom accommodations to students with disabilities. These disabilities might include vision and hearing difficulties, learning difficulties and mental health disorders. The Center is located at 701 West Johnson Street. For more information, call 608-263-2741 or go to the website at <http://mcburney.wisc.edu>

#### 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 (EVOC) 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](http://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/reporthathe](http://students.wisc.edu/reporthathe). 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/report-hate](http://www.students.wisc.edu/report-hate).

### 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](http://www.uhs.wisc.edu). Help is always available.