



ISEA Professional Development Academy
In partnership with Iowa Safe Schools

Course Syllabus: The Barriers of Boyhood & Masculinity

Number of Credits: 1*

Course Instructors: Mark Busch

Course Description:

At schools around the country, questions about the “problems” of boyhood keep cropping up. Why are boys more likely to drop out of school? Why are boys diagnosed with ADHD at a higher rate? Why are boys suffering scholastically compared to girls, far more likely to end up in juvenile detention facilities and prison, and far more likely to take their own lives? Utilizing some new theoretical constructs as well as a historical and systemic overview of masculinity, we'll discuss these pernicious aspects of boyhood and masculinity, as well as concrete approaches to overcoming the barriers and connecting with boys and young men. Activities in this course will include discussions on gender and masculinity, the myths and realities of boyhood, a survey of contemporary and historical research, the importance of addressing the root problems creating gendered barriers, and possible interventions (both on the individual and cultural level) to create safer, more fruitful learning environments for all youth.

Learning Objectives:

Upon completion of this course, students will be able to:

- Understand gender as a social construction;
- Articulate the differences between gender expression and gender identity (e.g., the difference between being masculine and being a boy);
- Accurately identify myths and realities of boyhood and the gendered issues facing youth;
- Identify institutional and individual barriers preventing boys from being reached in any given situation;

- And implement strategies to create safer, more inviting learning environments for students of all genders

*** Course Requirements:**

To receive full credit for the course, participants must complete ALL assignments and respond to specific questions outlined in each assignment. Failure to complete all assignments will result in a disqualification in the course and a failing grade.

Other Course Information:

Getting Started

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

Participation

- You are not required to be present (i.e. online) specific days or times. You will work at your own pace. The course is structured in 3 Weekly Units, however all assignments will not be due until the final day of the course.
- All responses will be posted online. Large documents, files, photographs or PowerPoint presentations may be attached as part of your response by using the “Submit A File” option.
- You may work collaboratively and submit similar responses on all assignments except for quizzes which must be done individually.

INTASC Standards that are addressed in this course:

- 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- 4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving and performance skills.
- 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
- 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Assignment Checklist

Week	Topic/Activity	Time	Total Time
1	<u>Gender, Masculinity, & Boyhood</u>		
	Introductions: Stereotypical Life Story -	1 hour	
	Discussion: What is Gender	1 hour 30 minutes	2 hours 30 minutes
	Discussion: How is Sexuality Related??	1 hour 30 minutes	4 hours
	Discussion: Why are boys like boys?	1 hour 30 minutes	5 hours 30 minutes
2	<u>Naming the Barriers of Boyhood & Masculinity</u>		
	Discussion: I'm not going to be a girl	1 hour 30 minutes	7 hours
	Discussion: The school to prison pipeline	1 hour 30 minutes	8 hours 30 minutes
	Discussion: Masculinity across cultures	1 hour 30 minutes	10 hours
	Challenging Casonova	1 hour	11 hours

		30 minutes	30 minutes
3	<u>Reaching Boys, Overcoming the Barriers of Masculinity</u>		
	Discussion: Solving the boyhood problem	1 hour 30 minutes	13 hours
	Final Assignment	2 hours	15 hours

Coursework

Participants can earn up to 115 points total for the course. The following table depicts the breakdown of points possible for the required coursework

Activity	Points
Introduction	10
8 Discussions (10 points each)	80
Final Assignment	25
Total	115

Grading Scale – Graduate Credit

100-90% (115-103 points)	A
89-80% (102-92points)	B
79%-70% (91-80 points)	C
69%-60% (79-69 points)	D
79%-Below (<68 points)	F

Grading Scale – License Renewal/Paraeducator Credit

100-80% (100-92 points)	P
<79% (<91 points)	NP

Student Requirements

Students are required to:

- Participate in all discussion forums and complete all assignments
- Complete a final assignment

Americans with Disabilities Act:

If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please see the instructor to discuss your accommodation needs.

Grading Rubrics for Individual Activities

Introduction/Discussion Forums (90 points possible)

Discussion Forums are asynchronous ways to engage in class discussions. They require you to submit an answer to a question and respond to the posts of other peers. Because they are an integral part of sharing strategies, analyzing research, and sharing ideas, discussion forums in this course comprise a significant percentage of your final grade. It's highly recommended that you read and respond to more than the required two peer postings because greater participation will facilitate a greater depth of understanding. Additionally, it's important to make posts in a timely manner to benefit from peer responses.

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real life that are supported by reference(s) and example(s)	1
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
	Discusses Overall Implications	1
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	1
Participation (Responses to at least 2 peer posts)	Responses state clearly supported opinion(s)	1
	Responses relate to the original post	1

	Responses ask questions or makes comments that further discussion or thought	1
Total Points Possible		10

Final Assignment (25 points possible)

Participants must complete a final assignment according to the instructions on the course page. It is an opportunity to demonstrate learning and submit a project that you can use in your own school or community. The rubric below is used to grade the final assignment.

Grading Rubric for Reflections/Implementation Plan		
		Points
Critical Thinking	Highlights any new knowledge gained as a result of research/course	3
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	3
	Discusses Overall Implications	4
Assignment Specific Criteria	Addresses all parts of the assignment, cites sources	2
Mechanics	Writing is clear, well developed, and organized, No or few grammar and spelling errors	1
Directions	Completes assigned length of assignment	3
	Completed assignment on time (by final date of course)	3
Total Points Possible		20

