

# JSB280 Engaging Men

Queensland University of Technology, 1<sup>st</sup> semester, 2021

Unit convenor: Michael Flood

## Table of contents

Introduction .....	2
Overview of JSB280 Engaging Men.....	2
Assessment.....	2
Assessment 1: Position Paper .....	2
Assessment 2: Evidence Brief .....	2
Assessment 3: Campaign Proposal .....	3
Week-by-week topics and readings.....	4
Module 1: Men, masculinities, and gender (Weeks 1-3).....	4
Week 1: Introduction to gender.....	4
Week 2: Men, masculinities, and gender .....	4
Week 3: The social organisation of men's lives and relations.....	5
Module 2: Working with men (Weeks 4-9) .....	5
Week 4: Why work with men?.....	5
Week 5: Principles and practices for male engagement.....	5
Week 6: Men, masculinities, and crime .....	6
Week 7: Forms of work with men and boys .....	6
Week 8: Work with fathers .....	7
Week 9: Work with perpetrators.....	7
Module 3: Issues and challenges in engaging men (Weeks 10-13).....	8
Week 10: Reaching and inspiring men .....	8
Week 11: Working across difference and diversity .....	8
Week 12: Resistance and backlash.....	8
Week 13: The future of work with men.....	9

## Introduction

This document provides an overview of the unit “Engaging Men”, written and taught by Dr Michael Flood at the Queensland University of Technology (first semester 2021). The document notes the unit content, week-by-week topics and readings, and assessment, but omits the lesson plans, discussion questions, and guidance on each assessment item also prepared for the unit.

## Overview of JSB280 Engaging Men

This unit explores the field of efforts to work with men, across such areas as domestic violence and crime, parenting and care work, and sexual and reproductive health. In Australia and internationally, there has been rapid growth in programming and policy focused on men and boys and aimed at building gender equality, fostering health, and ending violence. This unit will equip students with a comprehensive understanding of the ‘engaging men’ field, the elements of effective practice, and key challenges and directions in this work. The unit is relevant for careers in health, welfare, and social services, crime and justice, education, social work, public health, and other areas of policy, programming, and advocacy.

### Search engine description

There are growing efforts to involve men in ending domestic violence, sharing parenting, and promoting health and wellbeing, and this unit explores the ‘why, what, and how’ of this work.

### Search terms

Gender, Masculinity, Violence, Health, Social justice

## Assessment

Assessment for this unit is both formative and summative.

### Assessment 1: Position Paper

Position Paper: Make the case for the need to engage men and boys. You will assume the role of a researcher commissioned by a community organisation, agency, or government to identify why it should engage men or boys in the work it does on sexual and reproductive health, parenting, domestic work, domestic violence, sexual violence, or health. You will communicate your account in the form of a short Position Paper.

Due: March 26 (Week 4)

800 words

Weight: 20%

Type: Literature Review

### Assessment 2: Evidence Brief

Evidence Brief: Working as a researcher for the same organisation as before, now write an Evidence Brief on how to address a particular issue or challenge in engaging men, from a set list. This may include: Engaging men from diverse cultural backgrounds; Working across diverse sexualities and genders; Working in partnership with women; Minimising resistance and backlash. Make recommendations for effective ways to address this issue or challenge, drawing on evidence, and submitting this as an Evidence Brief.

Due: April 23 (Week 7)

1,200 words

Weight: 30%

Type: Literature Review

### **Assessment 3: Campaign Proposal**

Campaign Proposal: Develop a proposal for a campaign aimed at increasing male engagement in a particular domain of health promotion or prevention. The campaign may focus on a particular strategies or include a range of strategies (such as education, outreach, training and professional development, media, community development, mobilisation, policy reform, and so on). Your proposal may include campaign materials (social media, print, audio, or video) or proposals for them.

Due: June 4 (Week 13)

2,000 words or equivalent

Weight: 50%

Type: Proposal

## Week-by-week topics and readings

The unit is organised into three modules:

- 1) Men, masculinities, and gender
- 2) Working with men
- 3) Issues and challenges in engaging men

Each week's topic and readings is detailed below.

### Module 1: Men, masculinities, and gender (Weeks 1-3)

How are men's lives shaped by gender norms and gender relations? This module introduces gender, men and masculinities, and explores how masculinities are linked to areas including health, parenting, and violence.

#### Week 1: Introduction to gender

##### Required readings

Coffey, Julia, and Akane Kanai. (2019). Gender and Sexualities. Chapter 12 in John Germov and Marilyn Poole, (eds.) *Public Sociology: An introduction to Australian society* (pp. 265-282). 4th edition Sydney: Allen & Unwin.

Flood, Michael, Dean Peacock, Orly Stern, Gary Barker, and Alan Greig. (2010). [Gender: a brief overview](#). In *World Health Organization Men and Gender Policy Brief: Policy approaches to involving men and boys in achieving gender equality and health equity*. Sonke Gender Justice Network, Johannesburg.

Willis, Olivia. (2019). ['Traditional masculinity' and mental health: Experts call for gendered approach to treatment](#). ABC News, Feb. 5.

Ruiz, Rebecca. (2019). [The masculinity revolution is a quiet one. Don't trust its loudest critics](#). *Mashable Australia*, Jan. 26.

Jacobson, Roni. (2019). [Psychologists Seek a Broader, Healthier Definition of 'Masculinity'](#). *Undark*, Feb. 13.

##### Other useful reading

Bibliography: [Introductions to and overviews of gender](#), including both chapter-length and book-length introductions.

#### Week 2: Men, masculinities, and gender

##### Required readings

Kimmel, Michael. (2004). Masculinities. In Michael Kimmel and Amy Aronson (Eds.). *Men & Masculinities: A social, cultural, and historical encyclopedia*, Vol. II (pp. 503-507). Santa Barbara, CA: ABC Clio.

Connell, R.W. (2003). Australian masculinities. In Stephen Tomsen and Mike Donaldson, (eds.). (2003). *Male Trouble: Looking at Australian Masculinities* (pp. 9-21). Sydney, Pluto Press.

##### Other useful reading

Bibliography: [The best reading on men & masculinities](#)

Bibliography: [Short introductions to scholarship on men and masculinities and the terms](#)

'masculinity' and 'masculinities'

### **Week 3: The social organisation of men's lives and relations**

#### Required readings

Flood, M. (2018). [Men and the Man Box – A commentary](#). In The Men's Project & Flood, M, *The Man Box: A Study on Being a Young Man in Australia*. (pp. 46-53). Melbourne: Jesuit Social Services.

Tyler, Matt. (2020). [Does COVID-19 force us to re-think the 'Man Box' rules?](#) Probono Australia, August 24.

#### Other useful reading

Whitehead, Stephen M., and Frank J. Barrett. (2001). The Sociology of Masculinity. In Stephen M. Whitehead and Frank J. Barrett, (Eds). *The Masculinities Reader* (pp. 1-26). Cambridge: Polity Press.

Bibliography: [The best reading on men & masculinities](#)

Bibliography: [Short introductions to scholarship on men and masculinities and the terms 'masculinity' and 'masculinities'](#)

### **Module 2: Working with men (Weeks 4-9)**

This module explores the rationale for working with men and boys and the politics of this work. The module then examines contemporary efforts to engage men, both in Australia and internationally, focusing on areas including violence, families and parenting.

#### **Week 4: Why work with men?**

**Note:** Assessment 1, the Position Paper, is due this week.

#### Required readings

Flood, Michael. (2007). [Involving Men in Gender Practice and Policy](#). *Critical Half*, 5(1), pp. 8-13.

Featherstone, Brid, Mark Rivett, and Jonathan Scourfield. (2007). The Politics of Masculinity. Chapter 3, pp. 22-38, in *Working with Men in Health and Social Care*. Sage.

#### Other useful reading

ICRW. (2018). [Gender Equity and Male Engagement: It Only Works When Everyone Plays](#). Washington DC: International Center for Research on Women (pp. 9-16).

MenEngage. (2014). [Men, Masculinities, and Changing Power: A Discussion Paper on Engaging Men in Gender Equality from Beijing 1995 to 2015](#). New York: UNFPA.

Pease, Bob. (2016). Engaging men in feminist social work: Theory, politics and practice. In S. Wendt & N. Moulding (eds.), *Contemporary feminisms in social work practice*. New York: Routledge.

Bibliography: [Working with men](#)

### **Week 5: Principles and practices for male engagement**

This week focuses on the practice of developing initiatives and campaigns aimed at men and boys and the principles that should guide this work. This will be valuable preparation for the next two assessment items.

### Required readings

Pulerwitz, J., Gottert, A., Betron, M., & Shattuck, D. on behalf of the Male Engagement Task Force, USAID Interagency Gender Working Group (IGWG). (2019). *Do's and don'ts for engaging men & boys*. IGWG.

Wells, L., Flood, M., Boutilier, S., Goulet, S., & Dozois, E. (2020). *Supporting Best Practices: Guidelines For Funding Programs that Engage and Mobilize Men and Boys in Violence Prevention*. Alberta, Canada: Shift: The Project to End Domestic Violence and Alberta Council of Women's Shelters.

### Other useful reading

ICRW. (2018). *Gender Equity and Male Engagement: It Only Works When Everyone Plays*. Washington DC: International Center for Research on Women ("Emerging best practices" etc., pp. 88-97).

Bibliography: [Working with men](#)

Bibliography: [Working with boys and young men](#)

## **Week 6: Men, masculinities, and crime**

What do crime and deviance have to do with men and masculinities?

### Required readings

Messerschmidt, J., and S. Tomsen. (2018). Masculinities and crime. In *Routledge handbook of critical criminology*, Eds. W.S. DeKeseredy and M. Dragiewicz (pp. 83-95). Routledge.

### Other useful reading

Bibliography: [Men, prisons, criminology, the law](#)

## **Week 7: Forms of work with men and boys**

**Note:** Assessment 2, the Evidence Brief, is due this week.

### Required readings

Featherstone, Brid, Mark Rivett, and Jonathan Scourfield. (2007). Practice Models 2: Working With Men in Groups, Families and Communities. Chapter 5, pp. 57-75, in *Working with Men in Health and Social Care*. Sage.

ICRW. (2018). *Gender Equity and Male Engagement: It Only Works When Everyone Plays*. Washington DC: International Center for Research on Women ("The state of male engagement programming", pp. 17-26).

### Other useful reading

Featherstone, Brid, Mark Rivett, and Jonathan Scourfield. (2007). *Working with Men in Health and Social Care*. Sage.

Bibliography: [Working with men](#)

Bibliography: [Working with boys and young men](#)

## Week 8: Work with fathers

### Required readings

Bronte-Tinkew, J., Burkhauser, M., & Metz, A. J. (2012). Elements of Promising Practices in Fatherhood Programs: Evidence-Based Research Findings on Interventions for Fathers. *Fathering: A Journal of Theory, Research, and Practice about Men as Fathers*, 10(1): 6-30.

### Other useful reading

Pfitzner, N., Humphreys, C., & Hegarty, K. (2017). Research Review: Engaging men: a multi-level model to support father engagement. *Child & Family Social Work*, 22(1), 537-547.

Scourfield, J. (2015). Fathers and Fathering: Social Work Perspectives. In Wright, James D. (ed.). *International encyclopedia of the social & behavioral sciences*. 2<sup>nd</sup> edition.

Fletcher, R., May, C., St George, J., Stoker, L., and Oshan, M. (2014). *Engaging fathers: Evidence review*. Canberra: Australian Research Alliance for Children and Youth (ARACY).

Bibliography: [Working with fathers](#)

## Week 9: Work with perpetrators

### Required readings

ECAV. (2017). *Interrupting Male Violence with Men who use Domestic and Family Violence*. Sydney: Education Centre Against Violence (Lizette Twisleton, Diane Coleman, and Lyla Coorey).

Topsfield, J. (2021). Do behaviour change programs stop men being violent? *The Age*, March 27. <https://www.theage.com.au/national/victoria/do-behaviour-change-programs-stop-men-being-violent-20210326-p57e9p.html>

### Other useful reading

News clippings:

Stewart, R., and B. Wright. (2020). More funding promised to men's behaviour change programs, but we're still not sure they work. *The Conversation*, Feb 24 2020. URL: <https://theconversation.com/more-funding-promised-to-mens-behaviour-change-programs-but-were-still-not-sure-they-work-132254>

Hegarty, K., M.A. Hameed, and S. Tassone. (2019). How can we make families safer? Get men to change their violent behaviour. *The Conversation*, Mar 15 2019. URL: <https://theconversation.com/how-can-we-make-families-safer-get-men-to-change-their-violent-behaviour-113451>

Gleeson, H. (2018). The only way violent men can change is if they want to. *ABC News*, Nov. 25. URL: <https://www.abc.net.au/news/2018-11-24/for-violent-men-behaviour-change-programs-can-be-life-changing/10509934?nw=0>

Reports:

Australia's National Research Organisation for Women's Safety. (2019). *Men's behaviour change programs: Measuring outcomes and improving program quality: Key findings and future directions*. Sydney, NSW: ANROWS.

Centre for Innovative Justice. (2015). *Opportunities for early intervention: Bringing perpetrators of family violence into view*. Melbourne: RMIT.

Day, A., Vlasis, R., Chung, D., & Green, D. J. (2019). *Evaluation readiness, program quality and*

*outcomes in men's behaviour change programs.* Sydney, NSW: ANROWS.

Mackay, E., Gibson, A., Lam, H., & Beecham, D. (2015). *Perpetrator interventions in Australia: Key findings and future directions.* ANROWS Compass, PP01/2015.

Bibliography: [Working with perpetrators or offenders](#)

### **Module 3: Issues and challenges in engaging men (Weeks 10-13)**

This module explores key issues including engaging men in positive change, working across diversity, and dealing with resistance.

#### **Week 10: Reaching and inspiring men**

##### Required readings

Flood, Michael. (2019). Reaching and Engaging Men. Pp. 144-173 in *Engaging Men and Boys in Violence Prevention.* Palgrave Macmillan.

##### Other useful reading

Greig, Alan (2018). *Strengthening Prevention Work with Men and Boys in Community Settings.* Practice Brief, The Prevention Collaborative.

Institute of Development Studies (IDS), Promundo-US, and Sonke Gender Justice. (2015). *Lessons in good practice from work with men and boys for gender equality.* Practice Brief, EMERGE (Engendering Men – Evidence on Routes to Gender Equality), November. Bibliography: [Working with men](#)

#### **Week 11: Working across difference and diversity**

##### Required readings

Flood, Michael. (2018). Working with Diverse Populations. Chapter 11 in *Engaging Men and Boys in Violence Prevention.* Palgrave Macmillan.

##### Other useful reading

Bibliography: [Masculinity, race and ethnicity – introductions](#)

Bibliography: [Masculinity, race and ethnicity – further works](#)

Bibliography: [Working with indigenous men](#)

#### **Week 12: Resistance and backlash**

##### Required readings

Pease, B. (2020). The rise of angry white men: Resisting populist masculinity and the backlash against gender equality. In *The Challenge of Right-wing Nationalist Populism for Social Work* (Chapter 5, pp. 55-68). Routledge.

##### Other useful reading

Bibliography: [Critiques of 'men's rights' and backlash](#)

Flood, Michael. (2004). *Backlash: Angry men's movements.* In S. E. Rossi. (ed.), *The battle and backlash rage on: Why feminism cannot be obsolete* (pp. 261-278). Philadelphia, PA: Xlibris Press

Flood, Michael. (2018). Dealing with Resistance. Chapter 10 in *Engaging Men and Boys in Violence Prevention.* Palgrave Macmillan.



Flood, M., O'Donnell, J., Brewin, B., and Myors, B. (2020). *Engaging Men: Reducing Resistance and Building Support*. Melbourne: Eastern Health, Eastern Domestic Violence Service (EDVOS), and Queensland University of Technology (QUT).

### **Week 13: The future of work with men**

**Note:** Assessment 3, the Campaign Proposal, is due this week.

#### Required readings

ICRW. (2018). *Gender Equity and Male Engagement: It Only Works When Everyone Plays*. Washington DC: International Center for Research on Women ("Recommendations for innovations in research and programming", pp. 94-97)

Greig, A., and M. Flood. (2020). *Work with Men and Boys for Gender Equality: A Review of Field Formation, the Evidence Base and Future Directions*. UN Women ("Future directions", pp. 45-51).