

College Men's Gender Identity Development



Practical Applications

Keith E. Edwards, PhD

Macalester College

THE CHRONICLE

of Higher Education.

January 26, 2007 • \$3.
Volume LIII, Number 1

<http://chronicle.com>

The Case of the Missing Men

Enrollments of males are down, but experts disagree over how much to worry: **A36**



"Provocative and controversial... Sommers's voice is impassioned and articulate."
—Marilyn Gardner, *The Christian Science Monitor*

The War Against BOYS

[HOW MISGUIDED
FEMINISM IS HARMING
OUR YOUNG MEN]

Christina Hoff Sommers
Author of Who Stole Feminism?

THE EXPLOSIVE INTERNATIONAL BESTSELLER
from the author of

Women Can't Hear What Men Don't Say

Warren Farrell, Ph.D.

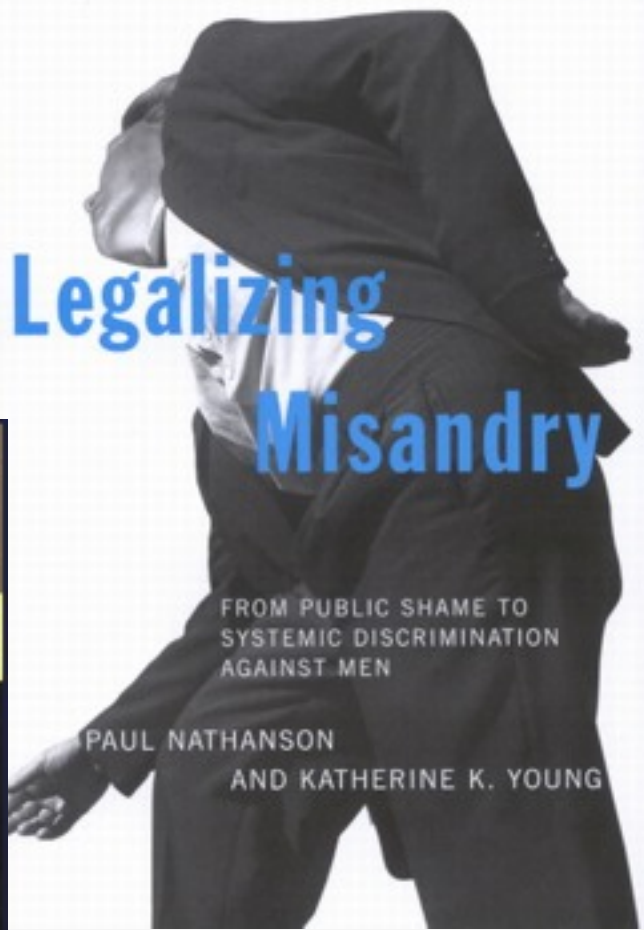
The Myth of Male

Power

"A deeply liberating work that empowers both
sexes and dispenses love...**READ IT, PLEASE!**"
—bestselling author Harold Bloomfield, M.D.

"A BOMBHELL... Forces us to see our everyday
world from a fresh perspective."
—Camille Paglia, *The Washington Post*

UPDATED
INTRODUCTION
BY THE AUTHOR

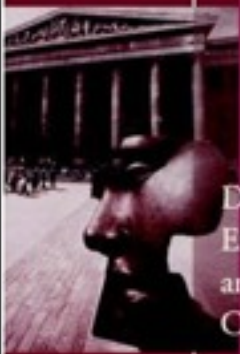


Legalizing Misandry

FROM PUBLIC SHAME TO
SYSTEMIC DISCRIMINATION
AGAINST MEN

PAUL NATHANSON
AND KATHERINE K. YOUNG

New Directions for Student Services

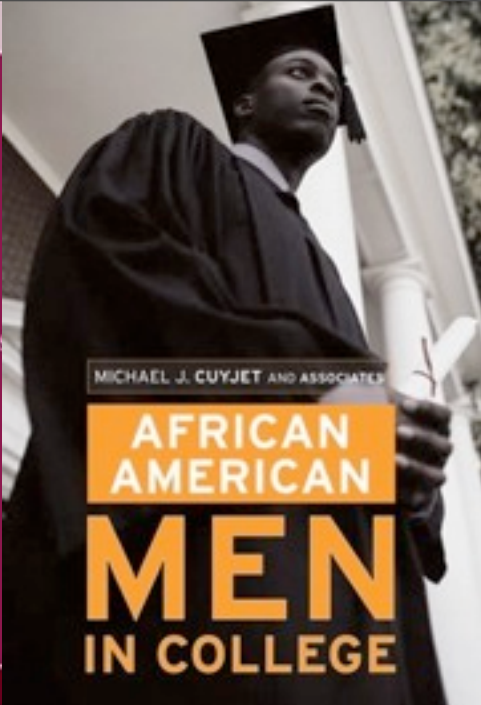


Developing Effective Programs and Services for College Men

Gar E. Kellom
Editor

Number 107 • Fall 2004

The journal is available online. See us at: drs.



MICHAEL J. CUYJET AND ASSOCIATES


AFRICAN AMERICAN MEN IN COLLEGE

Just as *Boys' Lives* introduced readers to the culture of teenage girls, *Guyland* takes us to the land of young men.

—*Booklist*, 10/20/03, *winner of Best Young Adult Nonfiction*

GUYLAND

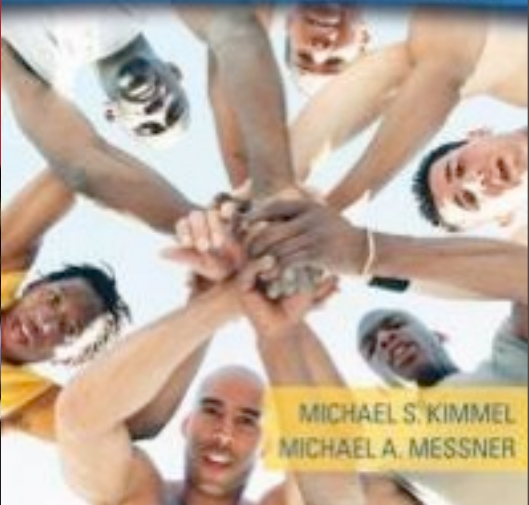
THE PERILOUS WORLD WHERE BOYS BECOME MEN
UNDERSTANDING THE CRITICAL YEARS BETWEEN 16 AND 25



MICHAEL KIMMEL
AUTHOR OF *MANHOOD IN AMERICA*


MEN'S LIVES

EIGHTH EDITION

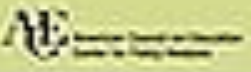


MICHAEL S. KIMMEL
MICHAEL A. MESSNER

Gender Equity



In Higher Education: 2006



The Gender Gap IN COLLEGE


Maximizing the Developmental Potential of Women and Men

Linda J. Sax

Foreword by Alexander W. Austin and Helen S. Austin

COLLEGE MEN AND MASCULINITIES


Theory, Research, and Implications for Practice




Shaun R. Harper and Frank Harris III
Editors

MASCULINITIES IN HIGHER EDUCATION

Theoretical and Practical Considerations




EDITED BY JASON A. LAKER AND TRACY DAVIS

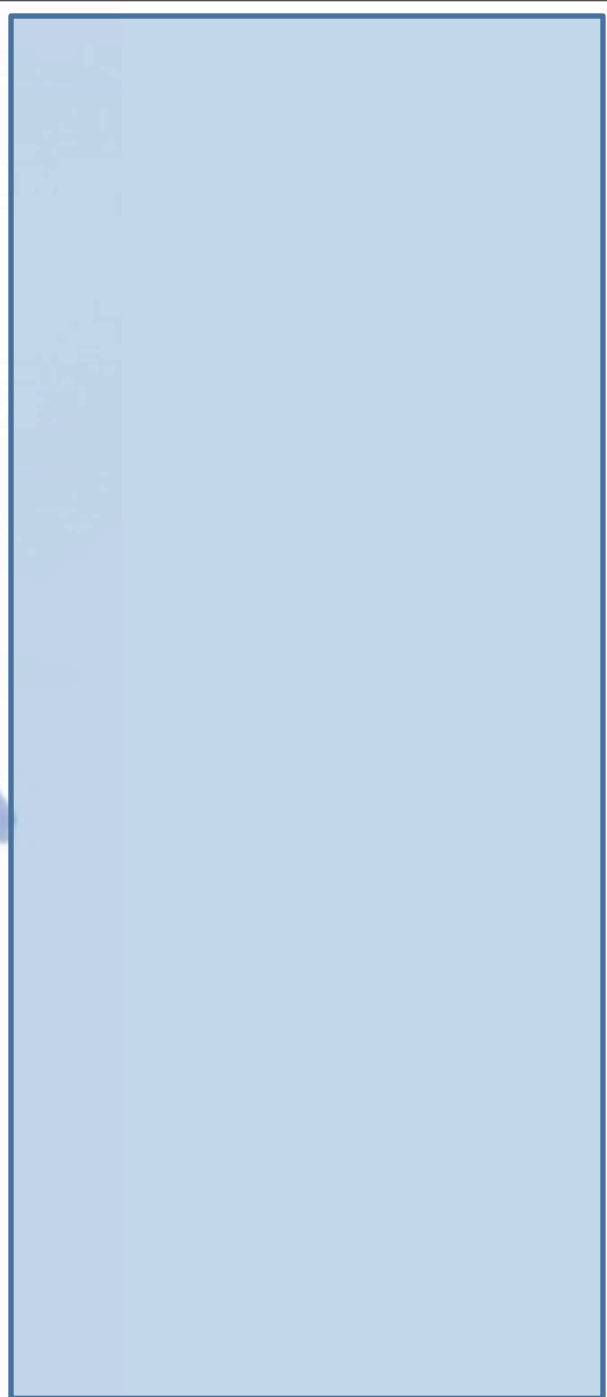


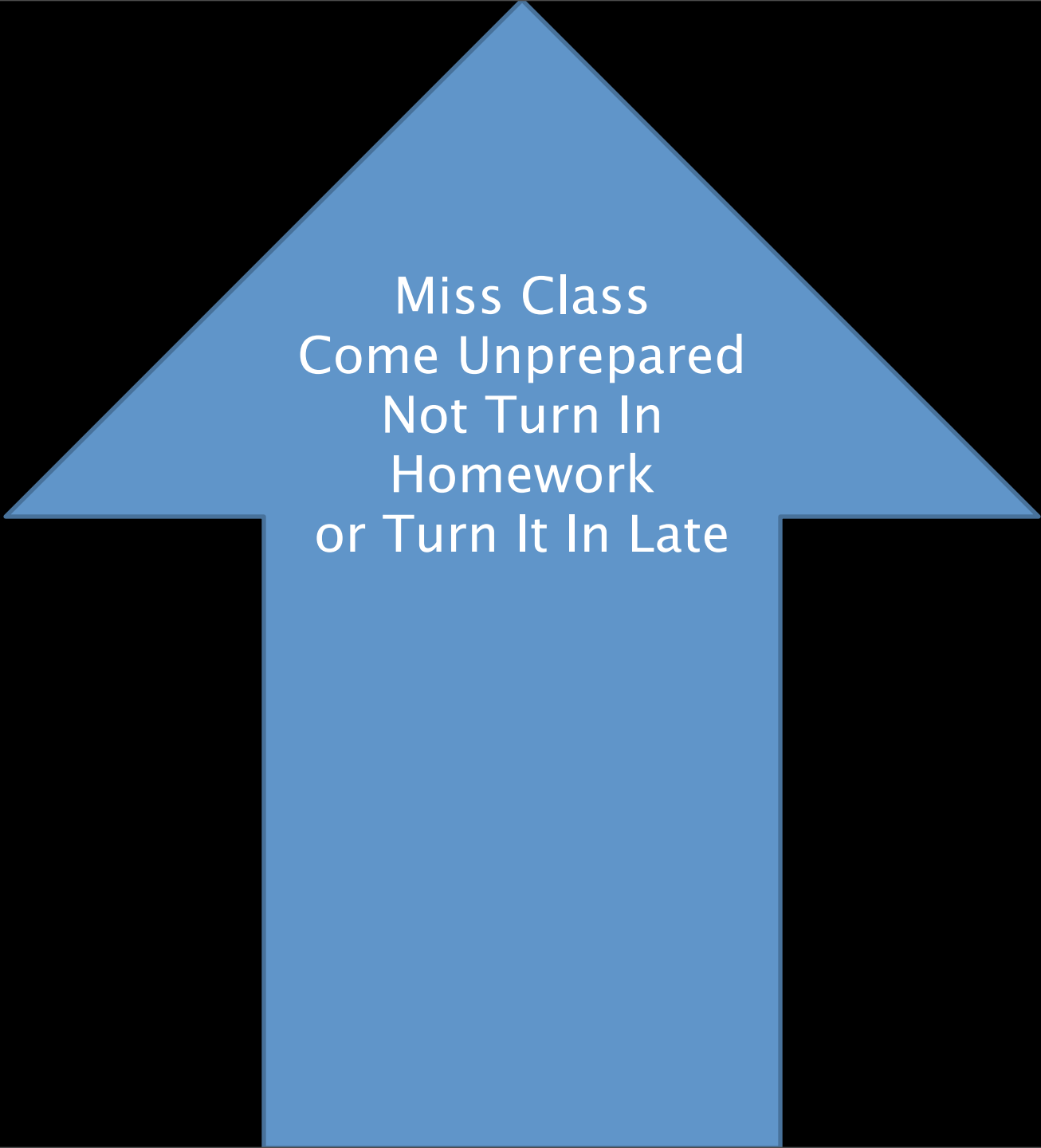
A silhouette of a person wearing a graduation cap and glasses, shown in profile against a light blue sky. The person is facing left. The text is overlaid on the silhouette.

Enrollment (42%)
Persistence
Graduation

A silhouette of a person wearing a graduation cap and glasses, facing left. The person is wearing a dark graduation cap with a tassel. The background is a light blue gradient. The text is overlaid on the silhouette.

African American
Latino
Native American
and
low income
men





Miss Class
Come Unprepared
Not Turn In
Homework
or Turn It In Late

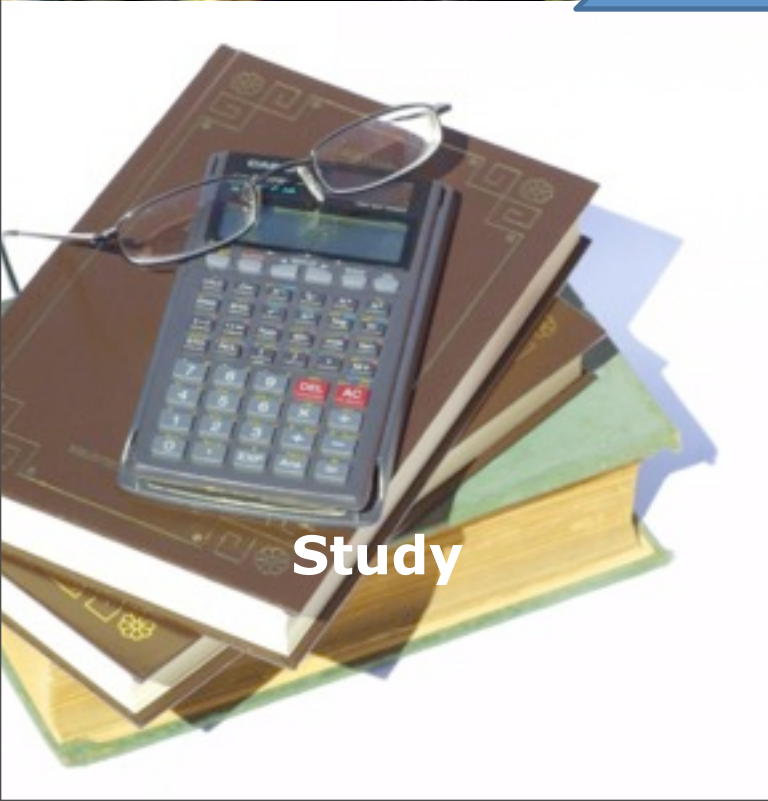


Volunteer

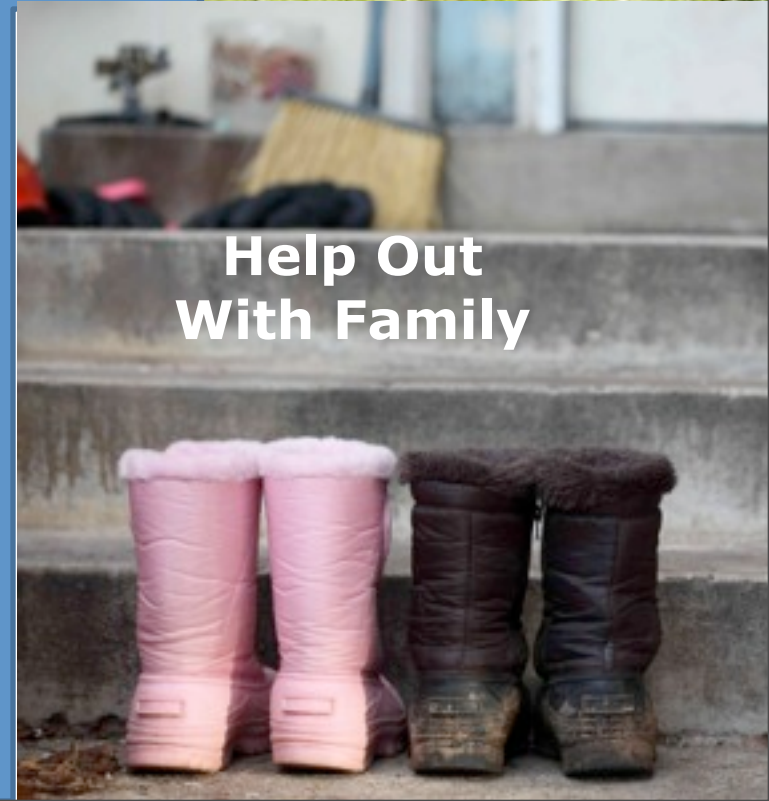


**Student Org
Involvement**

College Women



Study



**Help Out
With Family**



Play Video Games

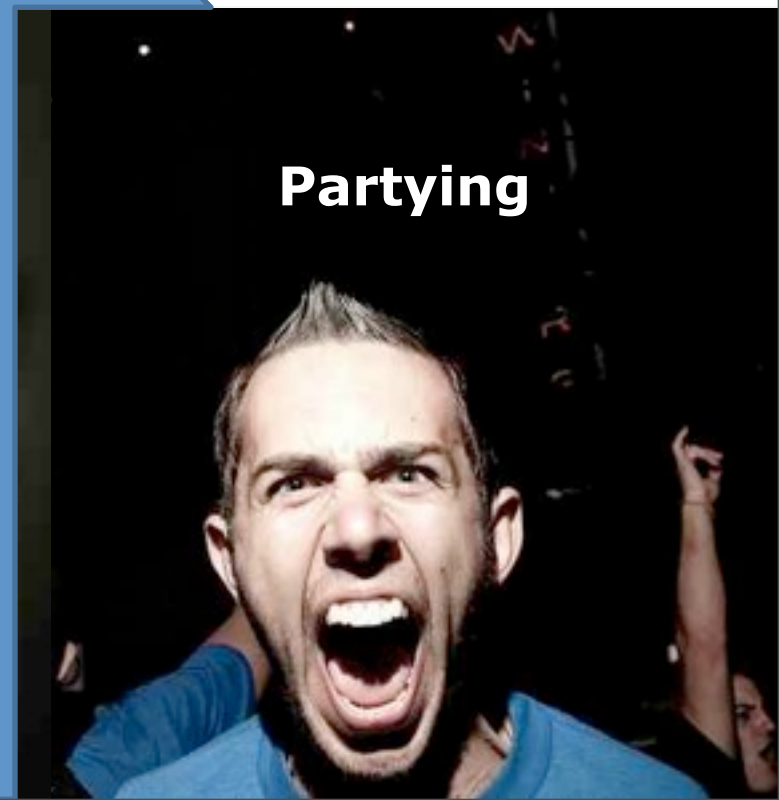


Watch TV

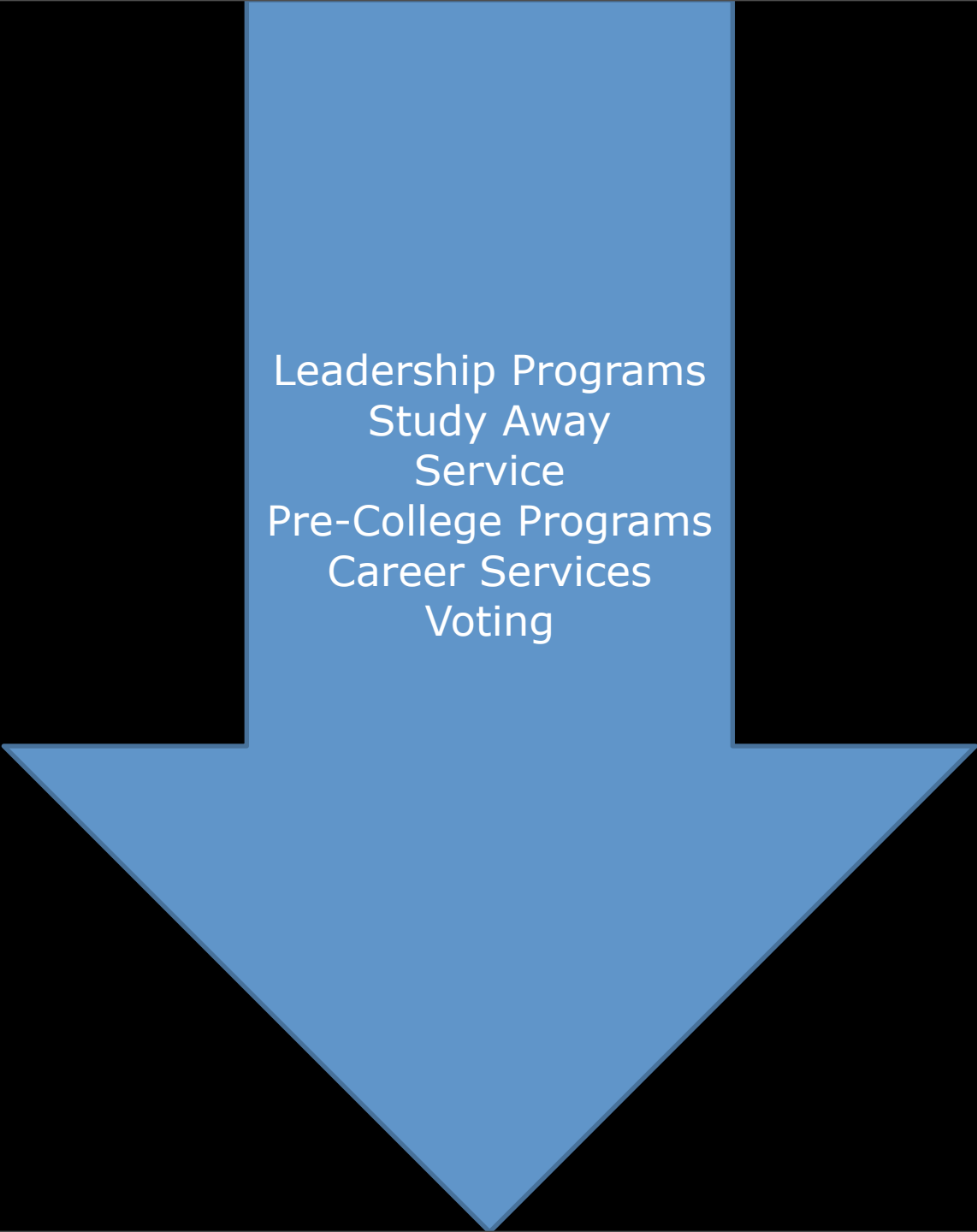
College Men



Workout or Play Sports



Partying



Leadership Programs
Study Away
Service
Pre-College Programs
Career Services
Voting

Men's Well-Being and Violence

3x victim
of violence
other SA



Greater depression
& less to seek help

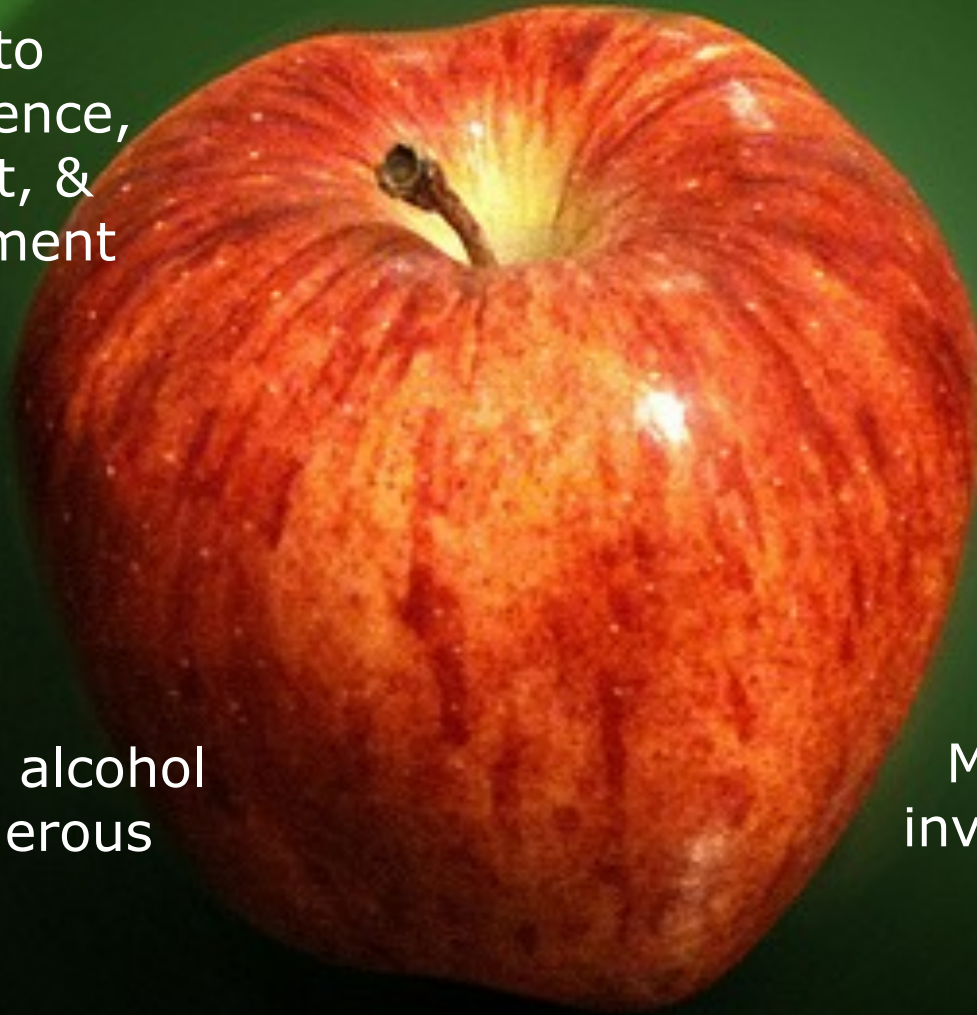
4-6x more likely to
commit suicide

Men in General

Men's Well-Being and Violence

More likely to
perpetrate violence,
sexual assault, &
sexual harassment

Higher suicide
rate



Consume more alcohol
in more dangerous
ways

More likely to be
involved on campus
conduct

College Men

**...understand how patriarchy
is learned, internalized,
perpetuated, and perhaps
transcended.**

Diversity in Leadership

Name	Race-Ethnicity	Sexual Orientation	SES	Age	Disability	Religion	College Experience
Kumar	Asian Indian	Heterosexual	Upper-Middle	20	None	Agnostic	Pre-Med, Service
Noah	White	Heterosexual	Upper-Middle	21	None	Roman Catholic	Football
Frank	White	Heterosexual	Upper-Middle	21	None	Non-Denominational Christian	"Frat Guy"
Jason	African American	Heterosexual	Upper-Middle	18	None	Christian	Getting Involved
Nicholas	Latino	Heterosexual	Working	21	None	None	Latino Leadership
Chet	White	Heterosexual	Middle	21	None	Methodist	Fraternity President
Daniel	White	Gay	Middle	21	None	Non-Denominational Christian	RA
Robert	White	Gay (Trans)	Middle	21	None	None	GLBT Leadership
Sean	White	Heterosexual	Middle	23	None	Christian	Sexual Assault Prevention
Chauncey	African American	Heterosexual	Lower-Middle	22	None	None	Black Leadership

© 2023 Diversity in Leadership Initiative. All rights reserved.

Traditional Hegemonic Definition of

homophobia

life

misogyny

a

authority responsible breadwinne
drinking to
swearing play r strong
not preparing for
rational unemotional tough fightin
get in control hot disruptiv
girls successful vulnerable don't cry
not drinking not
gay competitive hetero
sex breaking the
rules

gay
fag
queer
fairy
sissy

girl
bitch
pussy
wuss
vagina

classism racism ableis
anti- m

other
oppressio

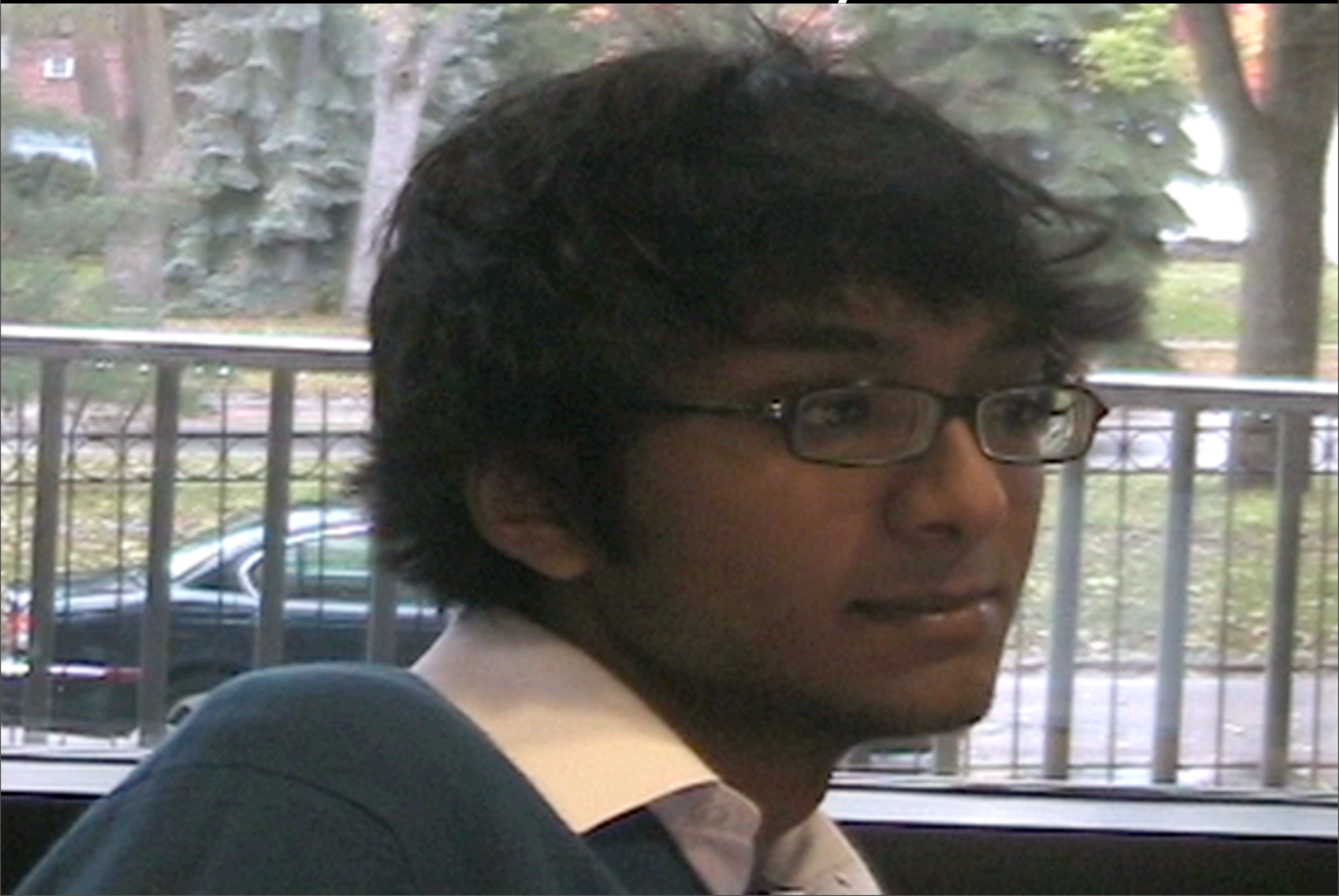
Traditional Hegemonic Definition of



positions men above women,
some men above other men, and



Insecurity







**P
A
R
T
Y
I
N
G**



drinking to
excess

drugs

competitive
hetero sex

breaking the
rules

not preparing
for academics

Falling In





Four Years of Freedom



Consequences

Consequences for Women



Consequences for Relationships with Other Men



Consequences for Friendships with Other Men



Consequences for Self

loss of

loss of humanity

Loss of Humanity



Loss of Authenticity





Academic Course



Emasculating Trauma



Critical Decision



Interview as Transformative



5 YEARS LATER

Still Falling In

Profound Impact

Others Putting the Mask on Me

Four Years of Freedom

Ridiculous Caricature



Strategies &

Permission to Be Themselves

Critical Self-Reflection

**Develop Cultural Competence
for Faculty and Staff**

Give men permission to stop being the men they feel they have to be and be the men they aspire to be.





Communicate disappointment with the performance, while affirming who they really are.



Critical Self-Reflection

Campus engagement focused on men and masculinities – retreats, camping trips, service, living-learning communities, student organizations, alternative spring break trips


Critical Courses – inter-group
dialogue, women's studies , African
American history, etc.

Role modeling by staff and faculty

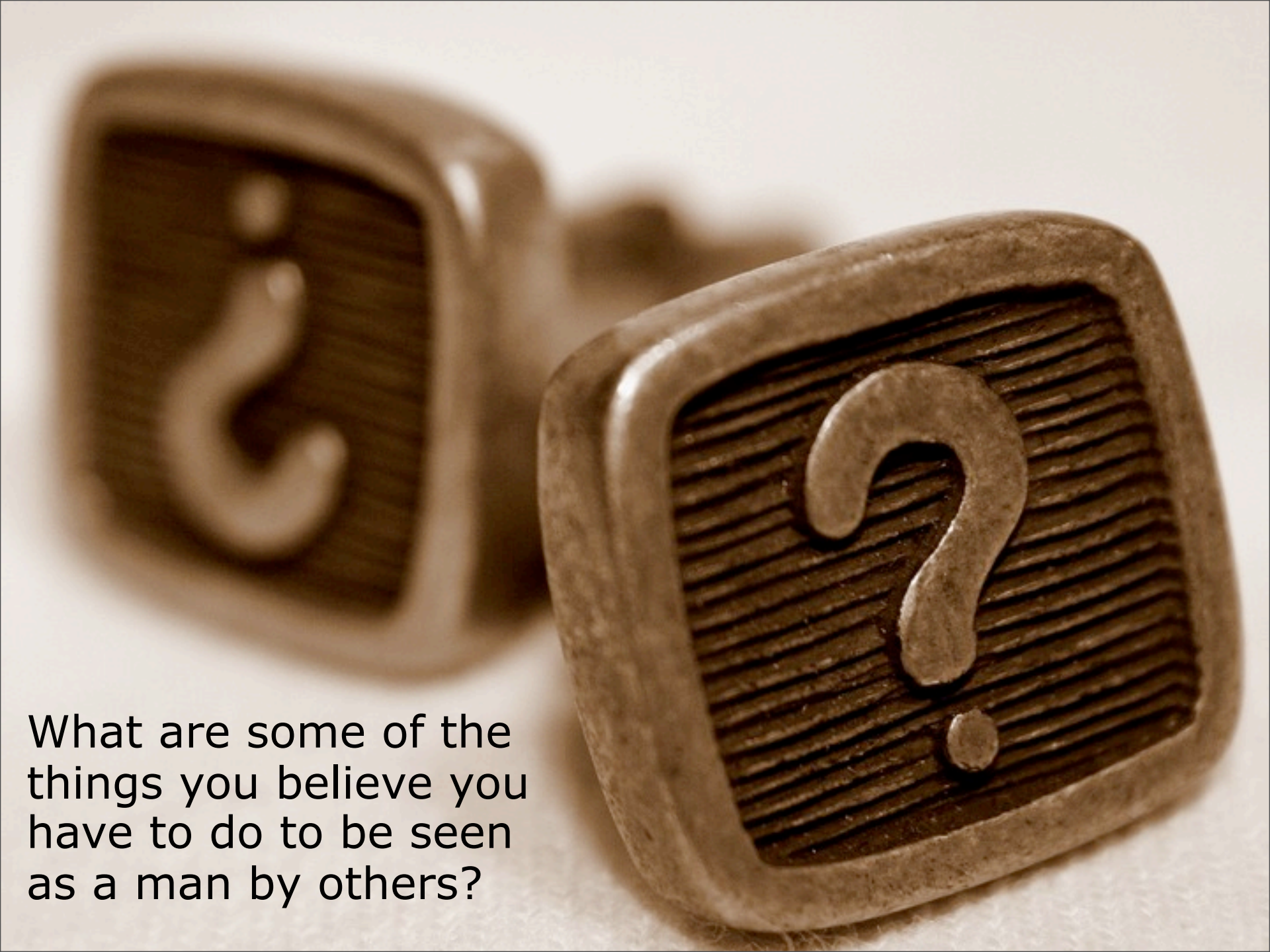
- coaches, faculty, work-study supervisors, counselors, upper-class student leaders, Deans, etc.

Cultivate student role models -
awards, recognition, student
organizations focused on men and
masculinities




The image shows two wooden cufflinks. The one in the foreground is in sharp focus and features a large, raised question mark on its face. The background cufflink is out of focus and also appears to have a question mark. The cufflinks are made of a light-colored wood with a dark, textured inlay.

What kind of man
do you want to be?



What are some of the things you believe you have to do to be seen as a man by others?

The image shows two wooden cufflinks. The one in the foreground is in sharp focus, featuring a large, raised question mark on its face. The background cufflink is out of focus. The text is overlaid on the left side of the image.

What are the consequences of performing masculinity for you and the important people in your life?

Develop Cultural Competence for Faculty and Staff

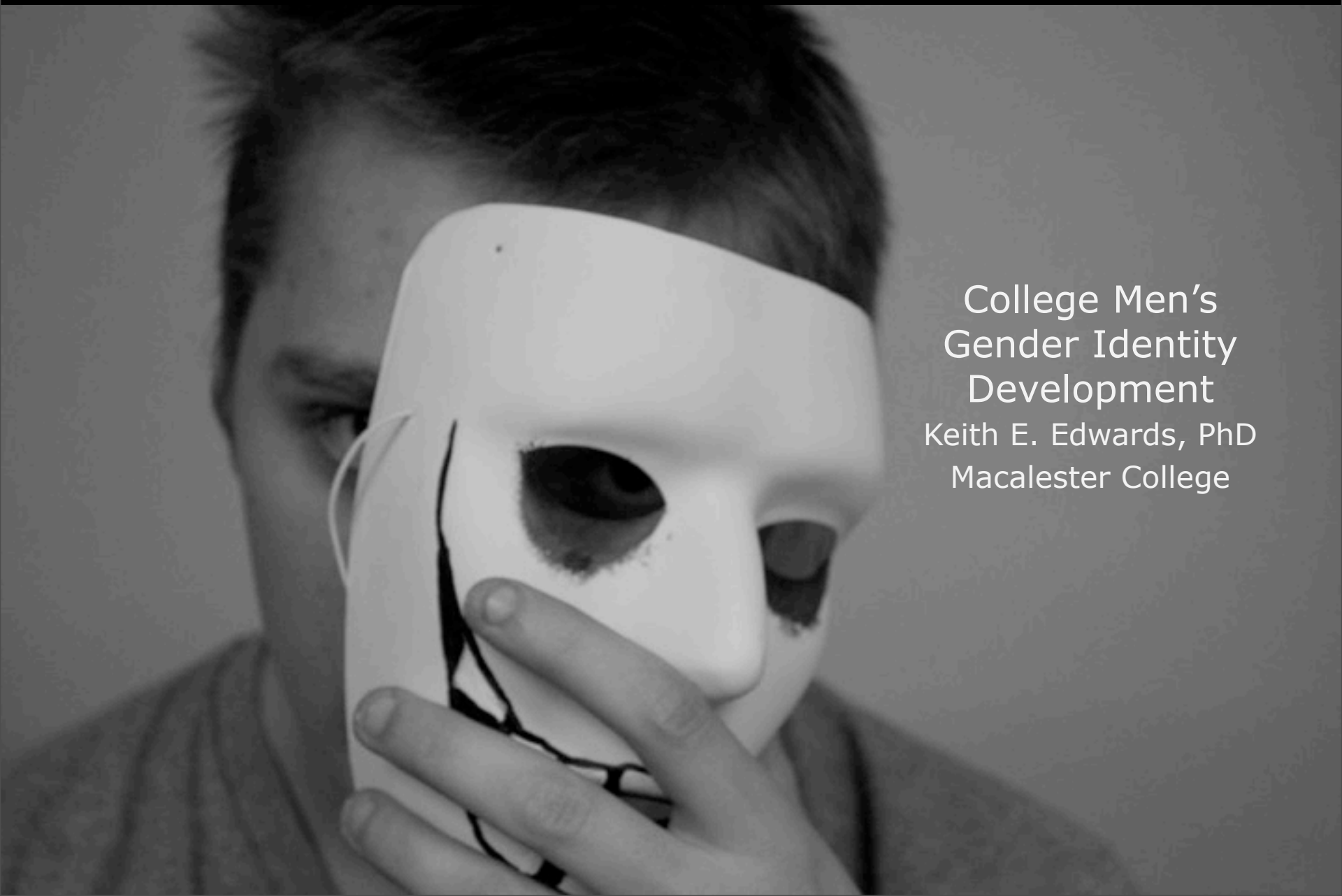
Professional development on
gender-related issues and
challenges that are prevalent among
college men.



Develop a committee of experts.

Engage parents as partners.

“Putting My Man Face On”



College Men's
Gender Identity
Development
Keith E. Edwards, PhD
Macalester College