



STUDY GUIDE

MAKE MEN MASCULINE AGAIN

KEY TERMS: masculinity
father

ambition
feminize

psyche
wicked

NOTE-TAKING COLUMN: Complete this section during the video. Include definitions and key terms.

CUE COLUMN: Complete this section after the video.

What do the masculine traits that bring destruction defeat?

What happens when men are more masculine and engage in 'better' masculinity?

What is the percentage of high school dropouts that are fatherless?

What happens when men are not masculine enough and engage in 'toxic' masculinity?

What is it that passive men do not stop?

DISCUSSION & REVIEW QUESTIONS:

- Towards the beginning of the video, Ms. Stuckey asks, “Aggression, violence, ambition unchecked by conscience – all the stuff of ‘toxic masculinity,’ right? And, the solution is obvious: make men less toxic. Make men less masculine. Make men more like women. But I’m here to tell you that this way of thinking is not only wrong, it’s dangerous.” Who do you think advocates for this ‘solution’ of making men less masculine and more like women, and why? Explain. Why might this way of thinking be dangerous?
- Next in the video Ms. Stuckey argues that, “When you try to make men more like women, you don’t get less “toxic masculinity,” you get more. Why? Because bad men don’t become good when they stop being men; they become good when they stop being bad. Aggression, violence, and unbridled ambition can’t be eliminated from the male psyche- they can only be harnessed. And when they are harnessed, they are tools for good, not for harm. The same masculine traits that bring destruction also defeat tyranny. The traits that foster greed also build economies. The traits that drive men to take foolish risks also drive men to take heroic risks. The answer to toxic masculinity isn’t less masculinity; it’s better masculinity.” What do you think leads some people to believe that that the problem with bad men is their masculinity rather than the problem being with their behavior or mindset- i.e. that the bad behavior necessarily follows from their masculinity? Do you agree with Ms. Stuckey’s point about the male psyche and about male traits being able to be redirected for ‘good?’ Why or why not?
- Ms. Stuckey goes on to also explain that, “The growing problem in today’s society isn’t that men are too masculine, it’s that they’re not masculine enough... Healthy families and strong communities depend on the leadership and bravery of good men. Yet, the current trend is to feminize young men in the hopes of achieving some utopian notion of equality and peace. And it starts at the earliest ages. In the school classroom boys are invariably ‘the problem.’ On the playground aggressive games like dodgeball have long been banished. We tell young men that their intrinsic desire to compete is wrong. Everybody gets a trophy. Don’t run up the score. This anti-male tilt continues on through higher education and into the workplace. It has created millions of tentative men, unhappy women, and confused boys and girls.” In what ways are young men being ‘feminized?’ What is the correlation between the feminization of young men and women being unhappy (and children being confused)? What is the correlation between good men and strong communities (and healthy families)?
- Later in the video, Ms. Stuckey warns that, “The devaluation of masculinity won’t end well because feminine, passive men don’t stop evil. Passive men don’t defend, protect or provide. Passive men don’t lead. Passive men don’t do the things we have always needed men to do for society to thrive.” What do you think Ms. Stuckey means by ‘the devaluation of masculinity?’ What argument is Ms. Stuckey making in this passage? Do you agree with Ms. Stuckey’s dire prediction? Why or why not?
- Ms. Stuckey concludes the video by stating, “Rape, murder, war. They all have two things in common: Bad men who do the raping, murdering, and warring; and weak men who won’t stop them. We need good men who will. It’s not masculinity that’s toxic. It’s the lack of it.” Do you agree with Ms. Stuckey’s thesis here? Why or why not?

EXTEND THE LEARNING:

CASE STUDY: Dodgeball

INSTRUCTIONS: Read the articles “The Fall of Dodgeball: Why Schools are Removing Competitive Elimination Games from Their PE Curriculum,” then answer the questions that follow.

- What basic arguments are advanced in the article in favor of removing elimination games, dodgeball in particular, from P.E. curriculums?
- What are some examples of flawed reasoning in the article? One argument presented in the article is that, “Games such as dodgeball can inadvertently promote violence, and it can be hard for authority figures to distinguish what’s a hostile attack from what’s innocent play.” Do you think that dodgeball actually ‘inadvertently promote[s] violence,’ or do you think that this is a speculative, bogus claim? Explain. Do you think that the ‘dodgeball makes authority figure’s jobs more difficult’ claim is a weak excuse, or do you honestly find this argument strong and compelling? Why or why not? Another argument advanced in the article is that, “Each student is different, and that means that their physical fitness, strength, and personality are all individualistic. In games like dodgeball, students who fall on the lower side of the physical fitness or extroversion scale become easy targets, typically enduring consistent early elimination from such games. This can weigh heavily on young psyches as some students may be routinely excluded from full participation. An even playing field is a crucial means by which to help every student develop skills and receive exposure to the same amount of education as every other student, whether it be physical or mental. Elimination games can quickly segregate players and create a disparity in opportunity.” Do you find this claim to be contrary, in that it begins with acknowledging that ‘each student is different’ but goes on to argue that the playing field should be even and that every student should receive the same amount of education as every other student? In the wording and substance of the claims, do you find a heavy bias toward the liberal agenda of equality rather than towards the truth that kids are different and may benefit from different kinds of lessons at different times? Explain. In fact, the article goes on to claim that, “[P.E. is] also about teaching life skills and helping each student find their inner strength.” If this is the case, then shouldn’t the disparity mentioned in the last claim be hailed as an opportunity to teach those students on the weaker end of the athletic ability spectrum quality coping mechanisms for when they encounter other disparities in life and to find ‘inner strength’ in coping well with defeat? Why or why not? Can’t dodgeball serve all of the students well in learning how to win gracefully, how to acknowledge and accept well the possible reality of currently having less ability than others at some endeavor, how to honestly assess weaknesses in ability and become motivated to work towards improving those abilities, etc... in short, learning how to redirect male psyche traits for good? Why or why not?
- In what way might the state of allowing dodgeball in schools or not be a bellwether for the strength and stability of a society? Explain. What specific things could be done to direct inherent male traits towards good rather than toward evil, especially for young men? In what way does the article relate to the points made in the video? Explain.



QUIZ

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- 1. What do rape, murder and war all have in common?**
 - a. They are inevitable elements of a free society
 - b. Men.
 - c. They are consequences of a patriarchal society.
 - d. Politicians.

- 2. When you try to make men more like women, you get _____.**
 - a. a smaller gender wage gap
 - b. a huge gender wage gap
 - c. less “toxic masculinity”
 - d. more “toxic masculinity”

- 3. Aggression, violence, and unbridled ambition can be eliminated from the male psyche.**
 - a. True
 - b. False

- 4. What do passive men do?**
 - a. Defend.
 - b. Protect.
 - c. Provide.
 - d. None of the above.

- 5. How many fathers live apart from their children?**
 - a. One in two.
 - b. One in four.
 - c. One in eight.
 - d. One in sixteen.



QUIZ - ANSWER KEY

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<https://www.edutopia.org/discussion/fall-dodgeball-why-schools-are-removing-competitive-elimination-games-their-pe-curriculum>

The Fall of Dodgeball: Why Schools are Removing Competitive Elimination Games from Their PE Curriculum

By Jeff Mushkin

January 22, 2016

Updated January 21, 2016

The incorporation of elimination games is slowly receding from physical education programs across the nation, but why? It seems there are plenty of arguments against such games and how they are affecting our youth. Although many parents recall playing dodgeball in their younger years and remember it as a harmless and appropriate sport for K-12 students, many other parents and educators disagree. Administrators have been discussing the contention over dodgeball for several years, and it seems that in today's world where school bullying is getting mainstream attention, there is no longer a place for such elimination games in the nation's current curriculums.

Bullying

Bullying has been a hot topic in recent years, as the incidence of bullying and cyberbullying and the resultant student anguish has received national news attention. A closer eye has been taken to the issue of student-on-student harassment. Human target games can encourage students to participate in hostile targeting and can mask bullying under the guise of team sports. Games such as dodgeball can inadvertently promote violence, and it can be hard for authority figures to distinguish what's a hostile attack from what's innocent play.

Many educators find games such as dodgeball to be contrary to the values they teach, promoting the exact behavior they spend much of the rest of the time rallying against.

Individual Capacity

Each student is different, and that means that their physical fitness, strength, and personality are all individualistic. In games like dodgeball, students who fall on the lower side of the physical fitness or extroversion scale become easy targets, typically enduring consistent early elimination from such games. This can weigh heavily on young psyches as some students may be routinely excluded from full participation.

An even playing field is a crucial means by which to help every student develop skills and receive exposure to the same amount of education as every other student, whether it be physical or mental. Elimination games can quickly segregate players and create a disparity in opportunity. More current games are focused more centrally on options that offer every player a turn. Removing the process of elimination from games keeps all children engaged for the length of the activity.

Quality of Activities

Although some games like dodgeball are old classics, a growing concern lies within the educational aspect of such exercises. Meeting the needs of all children, spurring them to take a vested interest in physical activity, teaching them to work together, and also challenging their brains are all integral parts of a well-rounded physical education program. As the health of the nation becomes a growing concern, teaching children how to become active and participate in sports is part of constructing a framework that can lead them to a lifetime of health and wellness.

Educating children on the importance of physical activity and promoting a healthy lifestyle is a must-have for today's curriculum, and reducing the barrier to entry for children is paramount to leaning on classic activities of days past. Creating a well-rounded physical education program means building a program that meets all students where they are, and builds upon their individual foundations.

Activities that students are exposed to should also be those that can be carried throughout their lives. With more adult leagues cropping up all the time, getting kids an early start in participatory team-centric games can help them both physically and socially long into their adulthood. This starts by ensuring that physical education in the curriculum is a positive experience that encourages growth.

Next Steps

With the elimination of games such as dodgeball from the PE curriculum, the next question becomes what to replace them with.

- Skill Building

Physical education is not just about getting heart rates up. It's also about teaching life skills and helping each student find their inner strength. Physical education is moving towards activities that encourage critical thinking, creativity, leadership, self-motivation, conflict resolution, goal setting, self-awareness, cooperation and team building activities, and respect for oneself and for others. Exercises that incorporate these skills can help set up today's youth to excel both on and off the gym floor.

- All-Inclusive Games

Many games, even those that are American standards such as baseball and football, limit the level of participation by each student simply based on each student's position on the field. That doesn't mean that all such games should be eliminated, but merely that adjustments may be called for to ensure every student has an opportunity to experience the full spectrum of the sport. Rotating rosters, changing up players, and putting each student in every position can help even the playing field and help each student get time in the spotlight. Other games such as soccer can be pared down to just a few players per team to give each player more time with the ball.

- Reward-based Activities

In order to infuse an individual's life with activities, physical exercise must become a reward. This means repositioning PE as a system where every included activity is a positive experience. Physical education must no longer be seen as a lackluster activity that can be pushed off, waived, or used as nap time for students who would rather spend time on the bench.

Games such as dodgeball and other elimination or human target games have lost their audience in recent years as physical education curriculum has become infused with a greater focus on getting kids moving,

and removing any opportunity for bullying or singling out students. PE teachers across the nation are finding new, better ways to engage their students in team building activities that ignite their passion for physical fitness and help them find their own personal best. In a time where our country is suffering from a concerning health epidemic that is affecting our children, making sure the students are having fun, being challenged, and finding enjoyment in positive competition is the next step towards creating a sustainable physical fitness foundation for today's youth.

This piece was originally submitted to our community forums by a reader. Due to audience interest, we've preserved it. The opinions expressed here are the writer's own.