FALL 2009  FATHERHOOD  
Family and Consumer Studies 3260  Tuesdays & Thursdays, 10:45 to 12:05 p.m., in LS 102  

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ON-LINE COPY OF CURRENT SYLLABUS IS AT: http://www.fcs.utah.edu/faculty/herrin/

COURSE DESCRIPTION  
The focus of the course is the social, cultural, historical, and psychological study of fatherhood over the life span and corresponding perspectives regarding masculinity and manhood. We will analyze the role of fathers in the social, emotional, cognitive, and physical development of children and the role of fathers in the development of gender identity and sexual orientation in children. The course will examine the various and controversial roles and images of fathers as caregivers, co-parents, providers, protectors, patriarchs, “dead-beat dads,” and sperm-donors in our culture and the media. We will explore and discuss processes for establishing, maintaining, and strengthening relationships between fathers and their children.

IMPORTANT QUESTIONS TO BE ADDRESSED IN THE COURSE  
1. How is father care different from mother care and how and why does it matter so much to children?  
2. How are children who have been raised with an involved father different from children raised without an involved father or without a father?  
3. What are the effects on men of being involved in the raising of children?  
4. What are the costs to fathers, children, and fatherneed due to divorce?  
5. What are the varieties of fatherneed among different kinds of dads in our society today (e.g., dads of color, teen dads, stepdads, gay dads, adoptive dads, etc.)?  
6. What is the role of women in men’s involvement in the raising of children?  
7. Why and how can so many men have children, leave them, then have more children, etc.?  
8. What are the barriers in our culture that discourage fathers from becoming more competent and from being more involved as fathers?  
9. How can public policy help create father-friendly environments in and out of the workplace?  

REQUIRED COURSE READINGS  
1. Pruett, Kyle D. (2001). *Fatherneed: Why father care is as essential as mother care for your child*. New York: Broadway Books. **NOTE: This text is no longer in print.** We will read many of the chapters in this book. Most of the introduction and the first three chapters of the book are on electronic reserve. Other chapters will have to be photocopied from copies of the book available from the reserve library or from copies of the book you may find in local libraries. Another solution is to order a used copy from an online used book outlet such as Amazon.com, Ebay.com, Alibris.com, etc. I apologize for this inconvenience.  
2. Some of the required readings for the first half of the term are on “Electronic Reserve” through the Marriott Library.  
3. Several required readings for the first half of the term can be accessed directly from sites on the web.
NOTE: The following list of recommended books is likely to change to some degree before the Semester begins. The accurate list of recommend books will be forthcoming.

RECOMMENDED BOOKS AVAILABLE IN THE UNIVERSITY OF UTAH BOOKSTORE


COURSE LEARNING DEMONSTRATIONS, ACTIVITIES, AND COURSE “ODDS and ENDS”

EXAMS (80% of total course grade). There are three in-class exams. The highest two of three exam grades are counted for the final grade after the lowest of the three exams is dropped. If you know that you will miss two of the three exams, please realize it will be difficult to get a grade higher than a D. If you are satisfied with your first two exam grades, you do not have to take the third exam. The exams contain approximately 100 to 110 items that are primarily multiple-choice and true/false items with some matching and short fill-in items. Exams cover both topics and content discussed in class lectures and/or the readings. **THE FIRST TWO EXAMS ARE TYPICALLY GIVEN AROUND THE FIFTH AND TENTH WEEKS OF THE TERM. THE THIRD EXAM IS DURING THE REGULARLY SCHEDULED FINAL EXAM PERIOD FOR THIS CLASS AND IT IS NOT COMPREHENSIVE.**

IN-CLASS ACTIVITIES (20% of grade). During most class meetings we engage in activities, as individuals and/or in small groups, that build on your class preparation, readings, and other class activities. A few activities may require work outside of class but most are completed in class. For these activities, you receive credit if you are present, participate, and turn your work in at the end of the particular class meeting with your name on it. Since these activities take place and have their intended meaning within the context of a particular class meeting, you have to be in class to participate and receive credit. Parts of activities missed because you were late in coming to class or activities missed because you were not in class at all, cannot be made up. These exercises are intended to provide experiences with additional forms of learning in addition to reading and listening to lectures. Your grade for these activities will be determined by the percentage of the total number of these activities that you complete in class. There will be at least ten of these activities.

NOTE: The following list of class meetings and reading assignments is from FALL 2008. It may change to some degree before the Semester begins. The accurate list of class meetings and reading assignments will be forthcoming.

CLASS MEETINGS AND READING ASSIGNMENTS

The reading assignments itemized below a particular date or dates are to be completed before coming to the date’s class meeting. A ‘□’ means the reading can be found on the Web; a ‘□’ means the reading can be found on e-reserve; and
a ‘∥∥’ means the reading can be found in Pruett’s book.

Class Meeting 1: August 26

Introduction to course and the study of fathers

Meeting 2: August 28

Is father care really as essential as mother care?

Meetings 3, 4, 5: September 2, 4, 9

How is father care different from mother care and how and why does it matter so much to children?

Meetings 6, 7: September 11, 16

How are children who have been raised with an involved father different from children raised without an involved father or with no father?

Meetings 8, 9: September 18, 23

What are the costs to fathers, children, and fatherneed due to divorce?

Meeting 10: September 25

Exam one on materials thru September 23

Meetings 11 thru 15: Sep 30 thru Oct 21

What are fathers’ needs for children over the life span and what are children’s needs for fathers?

Meetings 16 thru 19: Oct 23 thru Nov 4

What are the varieties of fatherneed among different kinds of dads — dads of color, teen dads, stepdads, gay dads, adoptive dads, older dads, etc.?
∥∥ Pruett. “Expressions of fatherneed,” in *Fatherneed* (Chapter Six, 120-144).

Meeting 20: November 6

Exam two on materials from September 30 thru November 4

Meetings 21, 22, 23: November 11, 13, 18

What is the role of women in fathers’ involvement in the raising of children?
∥∥ Pruett. “Mothers and fatherneed,” in *Fatherneed* (Chapter Seven, 145-164).

Meetings 24, 25: November 20, 25

What are the positive effects on fathers over time of being involved in the raising of their children?

Meetings 26, 27: December 2, 4

What are the barriers in our culture that discourage fathers from becoming more competent and from being more involved as fathers?

Meeting 28: December 9

Is there a biological basis for nurturing in fathers?
Meeting 29: December 11

WHAT ARE THE IMPORTANT FATHERHOOD ISSUES TODAY AND IN THE FUTURE?


WEDNESDAY, December 17

EXAM THREE, in regular classroom on materials from November 11 thru December 11, 10:30 a.m. to 12:30 p.m.