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

2. Some of the required readings for the first half of the term are on “Electronic Reserve” through the Marriott Library. You may access these reserved readings through the student portal. Login into My.Utah.edu, click on “Academics” and a link to the reserved readings for this course should be available there for you.
3. Several required readings for the first half of the term can be accessed directly from sites on the web. Lecture notes for the different reading assignments will be available to read and/or download to your own computer from my faculty web site which is located at: http://www.fcs.utah.edu/faculty/herrin/. Simply scroll down to the relevant items listed under the section labeled “Current Course Syllabi, Overhead Notes, and Materials.” The notes are essentially the text of the overheads that I use in class lectures. Hopefully, by having the notes for a particular lecture when you attend, you can listen more for things that are of interest to you and how the things we are learning might be applied in your own lives and jot down some notes about such things rather than having to copy down all the information on the overheads.
RECOMMENDED BOOKS AVAILABLE IN THE UNIVERSITY OF UTAH BOOKSTORE


COURSE LEARNING DEMONSTRATIONS, ACTIVITIES, AND GRADING SCALE

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 or so 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. **THERE ARE NO MAKE-UP EXAMS. THE FIRST TWO EXAMS ARE SCHEDULED APPROXIMATELY EVERY NINE CLASS PERIODS. THE THIRD EXAM IS DURING THE REGULARLY SCHEDULED FINAL EXAM PERIOD. THE THIRD EXAM 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 SPRING 2010. 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

This schedule is flexible with respect to timing since we may spend more or less time on a topic as determined by class interest. **Exam dates can be taken seriously and planned for accordingly.** The reading assignments itemized below a particular date or dates are to be completed before coming to the date’s class meeting. Before each reading, you will find one of several symbols. A ‘□’ means the reading can be found on the Web; a ‘ портал’ means the reading can be found on e-reserve; and a ‘ нужен’ means the reading can be found in Pruett’s book.

| Class Meeting 1: January 11 | INTRODUCTION TO COURSE AND THE STUDY OF FATHERS |
| Meeting 2: January 13 | IS FATHER CARE REALLY AS ESSENTIAL AS MOTHER CARE? |

Meetings 3, 4, 5: January 20, 25, 27

HOW IS FATHER CARE DIFFERENT FROM MOTHER CARE AND HOW AND WHY DOES IT MATTER SO MUCH TO CHILDREN?


Meetings 6, 7: February 1, 3

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: February 8, 10

WHAT ARE THE COSTS TO FATHERS, CHILDREN, AND FATHERNEED DUE TO DIVORCE?


Meeting 10: February 17

EXAM ONE on materials thru February 10

Meetings 11 thru 15: Feb 22 thru Mar 8

WHAT ARE FATHERS’ NEEDS FOR CHILDREN OVER THE LIFE SPAN AND WHAT ARE CHILDREN’S NEEDS FOR FATHERS?


Meetings 16 thru 19: Mar 10 thru Mar 29

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: March 31

EXAM TWO on materials from February 22 thru March 29

Meetings 21, 22, 23: April 5, 7, 12

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: April 14, 19

WHAT ARE THE POSITIVE EFFECTS ON FATHERS OVER TIME OF BEING INVOLVED IN THE RAISING OF THEIR CHILDREN?


Meetings 26, 27: April 21, 26

WHAT ARE THE BARRIERS IN OUR CULTURE THAT DISCOURAGE FATHERS FROM BECOMING MORE COMPETENT AND FROM BEING MORE INVOLVED AS FATHERS?


Meeting 28: April 28

IS THERE A BIOLOGICAL BASIS FOR NURTURING IN FATHERS?


MONDAY, May 3

EXAM THREE, in regular classroom on materials from April 5 thru April 28, 10:30 a.m. to 12:30 p.m.