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. 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.

**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.
ATTENDANCE POLICY. As a matter of respect and courtesy for other members of the class, so much as possible, please come to class on time. Typically, you need to attend class in order to participate in and receive credit for IN-CLASS ACTIVITIES and exams. These activities cannot be made-up except in particular circumstances. According to the University’s Registrar’s guidelines, if you are absent from class to participate in officially sanctioned University activities (e.g. band, debate, student government, intercollegiate athletics), religious obligations, or with instructor's approval, you will be permitted to make up both assignments and examinations. Please inform me in advance of such absences or emergencies if at all possible. More information on this policy is available at <http://www.acs.utah.edu/sched/handbook/attend.htm>.

INCOMPLETE POLICY. According to University policy, students must have completed with a passing grade 80% of the course requirements to be eligible for an “Incomplete” grade.

COURSE WITHDRAWAL POLICY. Each of you may formally withdraw from the course for academic reasons, typically, up through the FRIDAY of WEEK EIGHT. If you remain in the course after this date you cannot withdraw for academic reasons at any other time during the term. The online Student Information System includes the following “Notice” regarding this matter [see “drop/withdrawal deadlines”]:

After the withdrawal deadline, you may petition for withdrawal if you have a nonacademic emergency. Submit a petition and supporting documentation to the office of the dean of your academic college. Undeclared, nonmatriculated and premajor students apply to the University College. You must submit the petition to the appropriate dean's office by the last day of regular course instruction preceding the final exam period.

RESPECTFUL CLASSROOM ENVIRONMENT. Please help contribute to a respectful and civil learning environment by turning off and refraining from the use of cell phones, beepers, ipods, palm pilots, etc. during our class meetings. Also avoid the use of non-course related materials, objects, or activities during class meetings such as homework for other classes, newspapers, personal correspondence, browsing the internet, etc. Use of laptop or notebook computers in class is allowed after notifying and obtaining the instructor’s permission.

APPROPRIATE CONDUCT. In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct misrepresenting one's work, and/or inappropriately collaborating. Students are also expected to be aware of and adhere to the guidelines for appropriate conduct as articulated in the CODE OF STUDENT RIGHTS AND RESPONSIBILITIES (“STUDENT CODE,” Policy 8-10 Rev 6, enacted February 3, 2006). A copy of the code is available at: <http://www.admin.utah.edu/ppmanual/8/8-10.html>.

REQUESTS for SPECIAL ACCOMMODATIONS by STUDENTS with DISABILITIES. Persons with disabilities requiring special accommodations to meet the expectations and assignments of this course are encouraged to bring this to the attention of the instructor as soon in the term as possible. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services <http://www.sa.utah.edu/ds/>, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in the course can be made available in alternative format with prior notification to the Center for Disability Services. More information is available at: <http://www.hr.utah.edu/oeo/ada/guide/faculty/>.

ACCOMMODATIONS POLICY. It is very likely that some of our reading materials, lectures, discussions, films, or other presentations in this course will include content that may be at odds with your personal set of values, beliefs, or point of view. This is virtually unavoidable in a class that is designed to help you study and understand the central concerns, issues and perspectives that are relevant to our course of study. We deliberately work at trying to understand multiple viewpoints and what they are based on that are diverse and often in opposition to one another. Only as we do this are we able to more fully and accurately understand the problems, issues, and concerns that are relevant to our class so we can consider possible responses and resolutions. Please carefully review the syllabus, assignments, and readings to determine if you are willing to participate in and contribute to our class as a learning environment and experience. Consequently, accommodations in content or assignments are not offered in our class. Please let me know if you have any questions or concerns about these or related matters at your earliest convenience. More information on the University of Utah’s Accommodations Policy is available at: <http://www.admin.utah.edu/facdev/pdf/accommodations-policy-background.pdf>.

GRADING SCALE. Letter grades are assigned to exam scores and to total points at the end of the term according to the scale of percentages listed below.
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. 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: INTRODUCTION TO COURSE AND THE STUDY OF FATHERS

Meeting 2: IS FATHER CARE REALLY AS ESSENTIAL AS MOTHER CARE?


Meetings 3, 4, 5: HOW IS FATHER CARE DIFFERENT FROM MOTHER CARE AND HOW AND WHY DOES IT MATTER SO MUCH TO CHILDREN?


Meetings 6, 7: 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: WHAT ARE THE COSTS TO FATHERS, CHILDREN, AND FATHERNEED DUE TO DIVORCE?


Meeting 10: EXAM ONE on materials thru Meeting 9

Meetings 11 thru 15: WHAT ARE FATHERS’ NEEDS FOR CHILDREN OVER THE LIFE SPAN AND WHAT ARE CHILDREN’S NEEDS FOR FATHERS?


Meetings 16 thru 19: WHAT ARE THE VARIETIES OF FATHERNEED AMONG DIFFERENT KINDS OF DADS — DADS OF COLOR, TEEN DADS, STEP DADS, GAY DADS, ADOPTIVE DADS, OLDER DADS, ETC.?

□ Pruett. “Expressions of fatherneed,” in *Fatherneed* (Chapter Six, 120-144).

Meeting 20: EXAM TWO on materials from Meeting 11 thru Meeting 19
Meetings 21, 22, 23: 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: What are the positive effects on fathers over time of being involved in the raising of their children?


Meetings 26, 27: What are the barriers in our culture that discourage fathers from becoming more competent and from being more involved as fathers?


Meeting 28: Is there a biological basis for nurturing in fathers?


Meeting 29: What are the important fatherhood issues today and in the future?

[READING TO BE ADDED]

FINAL EXAM WEEK EXAM THREE, in regular classroom on materials from Meeting 21 thru Meeting 29