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 ON WEDNESDAY, FEBRUARY 17th AND WEDNESDAY, MARCH 31st. THE THIRD EXAM IS DURING THE REGULARLY SCHEDULED FINAL EXAM PERIOD WHICH IS MONDAY, MAY 3rd, FROM 10:30 A.M. TO 12:30 P.M. 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.

**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.

- 94 - 100 = A
- 90 - 93.9 = A-
- 87 - 89.9 = B+
- 84 - 86.9 = B
- 80 - 83.9 = B-
- 77 - 79.9 = C+
- 74 - 76.9 = C
- 70 - 73.9 = C-
- 67 - 69.9 = D+
- 64 - 66.9 = D
- 60 - 63.9 = D-
- < 60 = E
IMPORTANT DATES TO REMEMBER

JANUARY 20  !!!REMINDER: LAST DAY TO DROP COURSES!!!
JANUARY 25  !!!REMINDER: LAST DAY TO ADD COURSES!!!
JANUARY 25  !!!REMINDER: TUITION DUE OR YOUR CLASSES WILL BE CANCELLED!!!
MARCH 5  !!!REMINDER: LAST DAY TO WITHDRAW FROM TERM COURSES!!!
APRIL 29  !!!REMINDER: READING DAY — NO CLASSES, NO EXAMS!!!
MAY 18  !!!GRADES AVAILABLE ON THE WEB!!!

JANUARY 18 ☇ MARTIN LUTHER KING JR., DAY — NO CLASS — HAVE SOME FUN!!! ☇
FEBRUARY 15 ☇ PRESIDENTS’ DAY — NO CLASS — HAVE SOME FUN!!! ☇
MARCH 22 — 27 ☇ SEMESTER BREAK — NO CLASS — HAVE SOME FUN!!! ☇

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 ‘இ’ means the reading can be found on the Web; a ‘இ’ means the reading can be found on e-reserve; and a ‘இ’ 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?

இ Pruett. “Fathers do not mother,” in Fatherneed (Chapter One, 17-34).

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?

இ Pruett. “Divorce: Challenge to fatherneed,” in Fatherneed (Chapter Five, 100-119).

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.?

இ 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?
Prutt. “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.

COURSE “ODDS and ENDS”

ATTENDANCE POLICY. You should register only for those courses for which you have no scheduling conflicts that will interfere with your class participation or your ability to complete course requirements. As a general rule, you need to attend class in order to participate in and receive credit for IN-CLASS ACTIVITIES and EXAMS. These activities and exams cannot be made-up except in particular circumstances when you have informed me in advance of your absence (i.e., you are ill or some emergency has detained you) if at all possible. Typically, if you want a faculty member to give you special consideration due to your absence(s), it is essential that you inform her or him of your circumstances as soon as possible — preferably before the absence when circumstances permit. Whatever you do, do not wait until weeks later or the end of the term to request the consideration. 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 assignments and examinations. If you miss class, it is your responsibility to find out from other students what was covered in your absence. More information on this policy is available at <http://www.acs.utah.edu/sched/handbook/attend.htm>.

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 CDS. More information is available at: <http://www.hr.utah.edu/oeo/ada/guide/faculty/>.

UNIVERSITY DROP and WITHDRAWAL POLICY. You may drop this course without penalty or permission of the instructor until January 20th. You may withdraw from this course without permission of the instructor from January 21st until March 5th, but a “W” will be recorded on your academic record, and applicable tuition and fees will be assessed. If you remain in this course after March 5th, you cannot withdraw for academic reasons at any other time during the term. If you have any questions regarding this policy, please contact the Office of Admissions and Registrar at (801) 581-5808. More information about these policies can be found at: <http://www.sa.utah.edu/regist/handbook/withdrawal.htm>. 
INCOMPLETE POLICY. According to University policy, students must have completed 80% of the course requirements and be in good standing (i.e., have earned at least a “C” on all completed work) and receive permission from the instructor to be eligible for an “Incomplete” grade. The Family and Consumer Studies Department Policy is that students who do not complete the remaining course work within one year from the time the incomplete is given will automatically receive a failing grade for the course. No exceptions will be made to this policy.

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>.

PRIVACY of STUDENT INFORMATION and MATERIALS. The Family Educational Rights and Privacy Act passed by the U.S. Congress in 1974, among other things, prohibits the public posting of grades or exam scores using personally identifiable information (e.g., name, student or social security number) and the distribution of graded exams and assignments from a public area. A couple of times during the term (usually following exams), I will calculate grades for everyone at those points in time, and send out a spreadsheet by email with the grade information. Before doing so, I will ask each class member to provide me with an individualized code that I will use for identification purposes or use some other form of designation such as an exam ID number. I usually keep all class related materials for one year after the term is over.

APPROPRIATE CONDUCT. 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, inappropriately collaborating, and/or submitting the same work for more than one course without the permission of both instructors. Any of these actions will not be tolerated. If you include information from outside the class or quotes in your written assignments (with the exception of exams), you must provide citations and a reference list. Avoid the urge to over-rely on quotes; a written assignment that is substantially made up of quoted material will not be considered to be your own work, even if you have used correct citations. If it is discovered that you have engaged in academic misconduct of any type in this course, the Family and Consumer Studies Department Policy states that you will be given a failing grade in the course and be reported to the Dean and the VP for Academic Affairs, who will keep your name on record. Should you be reported more than once, you may face expulsion from the University. Students are expected to be aware of and adhere to the guidelines for appropriate conduct as articulated in the CODE OF STUDENT RIGHTS AND RESPONSIBILITIES. A current copy of the “STUDENT CODE” is available at: <http://www.regulations.utah.edu/academics/6-400.html>.

RESPECTFUL CLASSROOM ENVIRONMENT. Please help contribute to a respectful and civil learning environment by coming to class on time, turning off and refraining from the use of cell phones, beepers, ipods, palm pilots, etc. during our class meetings, and waiting until the instructor finishes class before packing up all of your things as a way of communicating that you are finished for the class. Use of laptop or notebook computers in class is allowed only after notifying and obtaining the instructor’s permission. 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.

INSTRUCTOR RESPONSIBILITIES. The following responsibilities of faculty members are part of Family and Consumer Studies Department policy. The full list of faculty responsibilities at the University of Utah, is available at: <http://www.admin.utah.edu/ppmanual/8/8-12-4.html>. Accordingly, the instructor will do the following:

1. Be prepared for class and arrive on time or early for class and have all equipment set up.
2. Use a variety of teaching methods, including lecture, group work, discussion, demonstrations, films, etc. in an effort to create a stimulating learning environment and accommodate different learning styles.
3. Provide feedback on assignments in a timely manner.
4. Be available for individual consultation during office hours or by appointment.
5. Reply to email within 48 hours, not including weekends or holidays.
6. Comply with the final exam schedule. Final papers (in place of exams) should be due at the final exam time. Final projects or presentations should also follow this schedule.
7. Not cancel classes — if there is an emergency situation efforts should be made to inform students.
8. Follow all official University of Utah policies regarding conduct within the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis and only with the required documentation. No exceptions will be made to this policy.
9. Treat students equitably and with respect. This includes enforcing responsible classroom behavior on the part of students.

**STUDENT RESPONSIBILITIES.** The full list of student rights and responsibilities at the University of Utah is available at: [http://www.admin.utah.edu/ppmanual/8/8-10.html](http://www.admin.utah.edu/ppmanual/8/8-10.html). Accordingly, students are expected to do the following:

1. Spend 2-3 hours per credit hour preparing for this class, including completing reading assignments, written assignments, and studying for exams. As this is a 3 credit hour course, you should plan to spend 6-9 hours per week in preparation for this course in addition to class time.
2. Complete required reading assignments in a timely manner.
3. Complete written assignments on time or make alternate arrangements for completing assigned work with the instructor in advance of assigned due dates.
4. Attend class and participate in class activities and discussions.
5. Arrive on time for class and stay the entire class period — arriving late and/or leaving early is disruptive to group work and class discussions.
6. Treat one another, the instructor, campus staff, and the classroom with respect.
7. Seek help from the instructor (and other resources such as the Center for Disability Services or the Writing Center) whenever necessary, and before minor problems become major barriers to learning.
8. Refer to the syllabus and the class or faculty webpage for important information pertaining to exams, written assignments, and class policies.