PREVIEW!!  FALL 2011  FATHERHOOD — (3.0 credit hours)

Family and Consumer Studies 3260.01  Mondays & Wednesdays, 11:50 a.m. to 1:10 p.m., in AEB 320

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

PREVIEW NOTE: This preview syllabus is from FALL 2011 semester. The exam dates, list of class meetings, and reading assignments included below are therefore not completely accurate for SPRING 2012. They are likely to change in some degree before the actual Semester begins. The accurate information regarding due dates, class meetings, and reading assignments will be forthcoming.

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 are on “Electronic Reserve” through the Marriott Library. You may access these reserved readings by first going to the Library’s new search experience located at: <http://search.library.utah.edu>. Once there, log-in and then select the course reserves tab. Enter “Herrin” or our course number or the author’s name in the top box. Scroll down through the results until you find the particular reading. The following link takes you to a help page that explains how to access e-reserve readings from campus as well as off campus. <http://campusguides.lib.utah.edu/course_reserves_guide>

3. Several required readings for the last part of the term can be accessed directly from web pages on the internet. 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/people/faculty/herrin/index.html>. 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, SEPTEMBER 28th AND WEDNESDAY, NOVEMBER 9th. THE THIRD EXAM IS DURING THE REGULARLY SCHEDULED FINAL EXAM PERIOD WHICH IS TUESDAY, DECEMBER 13th, 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
- 87 - 89.9 = B+
- 84 - 86.9 = B
- 77 - 79.9 = C+
- 74 - 76.9 = C
- 67 - 69.9 = D+
- 64 - 66.9 = D
- < 60 = E

IMPORTANT DATES TO REMEMBER

- AUGUST 31 !!!REMINDER: LAST DAY TO DROP COURSES!!!
- SEPTEMBER 6 !!!REMINDER: LAST DAY TO ADD COURSES!!!
- SEPTEMBER 6 !!!REMINDER: TUITON DUE ON YOUR CLASSES WILL BE CANCELLED!!!
- OCTOBER 21 !!!REMINDER: LAST DAY TO WITHDRAW FROM TERM COURSES!!!
- DECEMBER 27 !!!GRADES AVAILABLE ON THE WEB!!!
- SEPTEMBER 5 ☺☺ ☺☺ LABOR DAY — NO CLASS — HAVE SOME FUN!!! ☺
- OCTOBER 10 — 15 ☺☺ ☺☺ FALL BREAK — NO CLASS — HAVE SOME FUN!!! ☺
- NOVEMBER 24, 25 ☺☺ ☺☺ THANKSGIVING 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 ‘,’” means the reading can be found on the Web; a ‘folderopen”’ means the reading can be found on e-reserve; and a ‘E’ means the reading can be found in Pruett’s book.

Class Meeting 1: August 22

**INTRODUCTION TO COURSE AND THE STUDY OF FATHERS**

Meeting 2: August 24


Meetings 3, 4, 5: August 29, 31, September 7

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

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

Meetings 6, 7: September 12, 14

**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, 10: September 19, 21, 26

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

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

Meeting 11: September 28

**EXAM ONE on materials thru September 26**

Meetings 12 thru 16: October 3 thru 24

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

Meetings 17 thru 20: Oct 26 thru Nov 7

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 21: November 9

EXAM TWO on materials from October 3 thru November 7

Meetings 22, 23, 24: November 14, 16, 21

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 25, 26: November 23, 28

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


Meetings 27, 28: Nov 30, Dec 5

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


Meeting 29: December 7

IS THERE A BIOLOGICAL BASIS FOR NURTURING IN FATHERS?


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

[READING TO BE ADDED]

TUESDAY, December 13

EXAM THREE, in regular classroom on materials from November 14 thru December 9, 10:30 a.m. to 12:30 p.m.