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 nurturers, co-parents, providers, protectors, patriarchs, “dead-beat dads,” and sperm-donors in our culture and the media. We will also explore and discuss processes for establishing, maintaining, and strengthening relationships between fathers and their children and between children and their fathers.

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 fatherhood due to divorce?
5. What are the varieties of fatherhood 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 AVAILABLE IN THE BOOKSTORE


RECOMMENDED BOOK AVAILABLE IN THE 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 and 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. This also means that if you are satisfied with your first two exam grades, you do not have to take the third exam. The exams are scheduled on Tuesday, September 23; Thursday, October 30; and Wednesday, December 10.

**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. **One of your first assignments is to send me an email message (at the address listed above) by 5:00 p.m., Friday of**
Week 2 (August 29), that includes your email address so that I can send course-related materials to you by email as they become available. The sooner you send me your address, the sooner I can send you lecture notes.

**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.

- 93-100 = A  
- 90-92.9 = A-  
- 87-89.9 = B+  
- 83-86.9 = B  
- 80-82.9 = B-  
- 77-79.9 = C+  
- 73-76.9 = C  
- 70-72.9 = C-  
- 67-69.9 = D+  
- 63-66.9 = D  
- 60-62.9 = D-  
- < 60 = E

**REQUESTS for SPECIAL ACCOMMODATIONS by STUDENTS with DISABILITIES.** Persons with disabilities requiring special accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor as soon as possible. Written documentation of the disability should be submitted during the first week of the term along with the request for special accommodations. To do so, contact the Center for Disabled Student Services, located at 160 Union Building (phone 581-5020).

**COURSE WITHDRAWAL POLICY.** Each of you may formally withdraw from the course for academic reasons up through Friday, October 17. If you remain in the course after this date you cannot withdraw for academic reasons at any other time during the term. The current Course Schedule includes the following “Notice” regarding this matter:

> You may petition the deadline for withdrawal if you have a nonacademic emergency. Submit a petition form and supporting documentation to the office of the dean of your academic college. Undeclared, nonmatriculated and premajor 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.

**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 test scores using personally identifiable information (such as name or social security number) and the distribution of graded exams and assignments from a public area. If there arises a need to post grades or scores during the term, I will assign each student a random number or name or use an exam booklet I.D. number which will then be used for identification purposes.

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

**APPROPRIATE ACADEMIC CONDUCT.** Avoid all forms of “academic dishonesty” (cheating, plagiarism, collusion, etc.). **Plagiarism** is the appropriation of any other person’s work and the unacknowledged incorporation of that work in one’s own work offered for credit. **Collusion** is the unauthorized collaboration with any other person in preparing work offered for credit (see Article XI, Proscribed Conduct of the University of Utah Student Code, enacted in 1971, page 8.)

**CLASS MEETINGS AND READING ASSIGNMENTS**
The following time schedule is flexible with respect to timing of topics. Depending on class interests, we may spend more or less time on a topic. Exam and due dates can be taken seriously. All exam dates are in bold below.

[NOTE: LISTED DATES ARE FROM AUTUMN 2003 SEMESTER. THEY APPROXIMATE THE PLANNED SCHEDULE FOR AUTUMN 2004 SEMESTER. SOME MINOR DETAILS ABOUT ASSIGNED READINGS AND SOME ASSIGNMENTS MAY CHANGE BETWEEN SEMESTERS.]

Class Meeting 1: August 21  INTRODUCTION TO COURSE AND THE STUDY OF FATHERS AND FATHERHOOD

AUGUST 29  !!!REMINDER: LAST DAY TO DROP COURSES!!!

SEPTEMBER 1  ☹ LABOR DAY — NO CLASS — HAVE SOME FUN!!! ☹

SEPTEMBER 2  !!!REMINDER: LAST DAY TO ADD COURSES!!!

Meetings 2, 3, 4: Aug 26, 28, Sep 2  IS FATHER CARE REALLY AS ESSENTIAL AS MOTHER CARE? IF SO, WHY? WHO SAYS? WHO CARES?


SEPTEMBER 5  !!!REMINDER: TUITION PAYMENT DUE!!!

Meetings 5, 6, 7: September 4, 9, 11  HOW IS FATHER CARE DIFFERENT FROM MOTHER CARE AND HOW AND WHY DOES IT MATTER SO MUCH TO CHILDREN?


Meetings 8, 9: September 16, 18  HOW ARE CHILDREN WHO HAVE BEEN RAISED WITH AN INVOLVED FATHER DIFFERENT FROM CHILDREN RAISED WITHOUT AN INVOLVED FATHER OR WITHOUT A FATHER?


Meeting 10: September 23  EXAM ONE on materials through September 18

Meetings 11, 12: September 25, 30  HOW ARE CHILDREN WHO HAVE HAD THEIR FATHERS AS THEIR PRIMARY CAREGIVERS DIFFERENT FROM CHILDREN WHO HAVE NOT?

Pruett. “Dad as the primary caregiver,” in *Fatherneed* (Chapter Three, 58-75).

OCTOBER 2, 3  ☹ SEMESTER BREAK — NO CLASS — HAVE SOME FUN!!! ☹
OCTOBER 17  !!!REMINDER: LAST DAY TO WITHDRAW FROM TERM COURSES!!!

Meetings 13 - 17: October 7 - 21  WHAT ARE FATHERS’ NEEDS FOR CHILDREN OVER THE LIFE SPAN AND WHAT ARE CHILDREN’S NEEDS FOR FATHERS?

Meetings 18, 19: October 23, 28  WHAT ARE THE COSTS TO FATHERS, CHILDREN, AND FATHERNEED DUE TO DIVORCE?

Meeting 20: October 30  EXAM TWO on materials from September 25 through October 28

Meetings 21, 22, 23: November 4, 6, 11  WHAT ARE THE VARIETIES OF FATHERNEED AMONG DIFFERENT KINDS OF DADS — DADS OF COLOR, TEEN DADS, STEPDADS, GAY DADS, ADOPTIVE DADS, ETC.?
Pruett. “Expressions of fatherneed,” in Fatherneed (Chapter Six, 120-144).

Meetings 24, 25, 26: November 13, 18, 20  WHAT IS THE ROLE OF WOMEN IN FATHERS’ INVOLVEMENT IN THE RAISING OF CHILDREN?
Pruett. “Mothers and fatherneed,” in Fatherneed (Chapter Seven, 145-164).

NOVEMBER 27, 28  ☝ THANKSGIVING BREAK — NO CLASS — HAVE SOME FUN! ☝

Meetings 27, 28: Nov 25, Dec 2  WHAT ARE THE POSITIVE EFFECTS ON FATHERS OVER TIME OF BEING INVOLVED IN THE RAISING OF THEIR CHILDREN?

Meeting 29: December 4  WHAT ARE THE BARRIERS IN OUR CULTURE THAT DISCOURAGE FATHERS FROM BECOMING MORE COMPETENT AND FROM BEING MORE INVOLVED AS FATHERS? and WHAT CAN WE LEARN ABOUT FATHERHOOD FROM WHAT CHILDREN HAVE TO SAY ABOUT FATHERS AND MOTHERS?
Pruett. “The kids get the last word,” in Fatherneed (Chapter Ten, 203-217).

WEDNESDAY, December 10  EXAM THREE on materials from November 4 through December 4, 10:30 a.m. to 12:30 p.m.