

FALL 2005 FATHERHOOD

**Family and Consumer Studies 3260
12:25 to 1:45 p.m., Tuesdays and Thursdays, JTB 140**

Don Herrin, Ph.D.

Department of Family and Consumer Studies

**Office: 236 AEB, Office Phone: 581-3497, Office Hours:
Mondays thru Thursdays 2:00 - 3:00 p.m., and/or by appointment**

E-Mail: don.herrin@fcs.utah.edu

ON-LINE COPY OF COURSE SYLLABUS IS AVAILABLE AT:

Web site: <http://www.fcs.utah.edu/faculty/herrin/>

PLEASE READ THIS NOTE

The texts that are listed below are the texts we will be using for the FALL 2005 Semester. But the dates in the remainder of the syllabus are from the Spring 2005 Semester. I am still in the midst of planning the specifics of reading assignments and the relevant dates. However, the reading assignments and exam dates can be used as an approximation of when and what we will be doing throughout the term. Thanks for your interest. Hope to see you sometime in the future. Have a great summer.

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 READINGS AVAILABLE IN THE BOOKSTORE

1. Pruett, Kyle D. (2001). *Fatherhood: Why father care is as essential as mother care for your child*. New York: Broadway Books. [NOTE FOR FALL SEMESTER. THIS TEXT IS NO LONGER IN PRINT. I AM LOOKING FOR A PRIMARY TEXT TO REPLACE IT. WE MAY USE READINGS THAT WILL BE AVAILABLE FROM THE RESERVE LIBRARY AND ELECTRONIC RESERVE.]

Lecture notes for the different reading assignments are 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 BOOKSTORE

2. Connell, R. W. (2001). *The men and the boys*. Berkeley, CA: University of California Press.
3. Hertz, Rosanna., and Marshall, Nancy L. (Eds.) (2001.) *Working families: The transformation of the American home*. Berkeley, CA: University of California Press.

4. Marsiglio, William, and Hutchinson, Sally. (2004). *Sex, men, and babies: Stories of awareness and responsibility*. New York: New York University Press. 0814756964 paperback
5. Miedzian, Myriam. (2002). *Boys will be boys: Breaking the link between masculinity and violence*. Lantern Books.
6. Popenoe, David. (1999). *Life without father: Compelling new evidence that fatherhood and marriage are indispensable for the good of children and society*. Cambridge, MA: Harvard University Press.

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 contain approximately 100 to 125 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 and in the readings. **THERE ARE NO MAKE-UP EXAMS. THE EXAMS ARE SCHEDULED ON TUESDAY, FEBRUARY 8; TUESDAY, MARCH 22; AND THURSDAY, MAY 5.**

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.

	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	

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.

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, March 4. 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.

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

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.**

Class Meeting 1: January 11

INTRODUCTION TO COURSE AND THE STUDY OF FATHERS AND FATHERHOOD

Meeting 2: January 13

IS FATHER CARE REALLY AS ESSENTIAL AS MOTHER CARE? IF SO, WHY? WHO SAYS? WHO CARES?

Pruett, Kyle D. (2001). “Introduction,” In *Fatherneed: Why father care is as essential as mother care for your child* (1-16). New York: Broadway Books.

JANUARY 17 ☺ MARTIN LUTHER KING JR., DAY — NO CLASS — HAVE SOME FUN!!! ☺

JANUARY 19

!!!LAST DAY TO DROP COURSES!!!

JANUARY 24**!!!LAST DAY TO ADD COURSES!!!****Meetings 3, 4, 5: January 18, 20, 25**

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

Pruett. "Fathers do not mother," in *Fatherneed* (Chapter One, 17-34).

JANUARY 27**!!!TUITION PAYMENT DUE!!!****Meetings 6, 7: January 27, February 1**

HOW ARE CHILDREN WHO HAVE BEEN RAISED WITH AN INVOLVED FATHER DIFFERENT FROM CHILDREN RAISED WITHOUT AN INVOLVED FATHER OR WITHOUT A FATHER?

Pruett. "The dad difference in child development," in *Fatherneed* (Chapter Two, 35-57).

Meeting 8: February 3

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).

Meeting 9: February 8

EXAM ONE, in class on materials through February 3

FEBRUARY 21 ☺ PRESIDENT'S DAY HOLIDAY — NO CLASS — HAVE SOME FUN!!! ☺**Meetings 10 — 14: February 10 — 24**

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

Pruett. "Fatherneed throughout life," in *Fatherneed* (Chapter Four, 76-99).

MARCH 4**!!!LAST DAY TO WITHDRAW FROM TERM COURSES!!!****Meetings 15 — 18: March 1 — 10**

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).

MARCH 14 through 18 ☺ SEMESTER BREAK — NO CLASS — HAVE SOME FUN!!! ☺**Meeting 19: March 22**

EXAM TWO, in class on materials from February 10 through March 10

Meetings 20, 21: March 24, 29

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

Pruett. "Divorce: Challenge to fatherneed," in *Fatherneed* (Chapter Five, 100-119).

Meetings 22, 23, 24: March 31, April 5, 7 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, 27: April 12, 14, 19 WHAT ARE THE POSITIVE EFFECTS ON FATHERS OVER TIME OF BEING INVOLVED IN THE RAISING OF THEIR CHILDREN?

Pruett. "How fathering changes men for good," in *Fatherneed* (Chapter Eight, 165-183).

Meetings 28, 29: April 21, 26 WHAT ARE THE BARRIERS IN OUR CULTURE THAT DISCOURAGE FATHERS FROM BECOMING MORE COMPETENT AND FROM BEING MORE INVOLVED AS FATHERS?

Pruett. "Fulfilling fatherneed," in *Fatherneed* (Chapter Nine, 184-202).

APRIL 28

!!!READING DAY — NO CLASSES, NO EXAMS!!!

THURSDAY, May 5

EXAM THREE, in regular classroom on materials from March 24 through April 26; 10:30 a.m. to 12:30 p.m.