

## FALL 2007 FATHERHOOD

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

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Office Hours: Mondays thru Thursdays 2:00 - 3:00 p.m., and/or by appointment

ON-LINE COPY OF CURRENT COURSE SYLLABUS AVAILABLE AT:  
<http://www.fcs.utah.edu/faculty/herrin/>

### 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.

### 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

1. Pruett, Kyle D. (2001). *Fatherhood: 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 go online and order a used copy from a used book outlet such as Amazon.com, Ebay.com, Alibris.com, etc. I apologize for this inconvenience.*
2. Some of the required readings are on “Electronic Reserve” through the Marriott Library.
  - Instructions pertinent to using “E-Reserve” are at the following location on the web:  
<http://www.lib.utah.edu/circ/reserve/student.html>.
  - To access “e-reserve” readings from an off-campus computer, see instructions at:  
<http://www.lib.utah.edu/information/remote.html>.

3. Several required readings will 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/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

4. Canfield, Ken. (2006.) *The heart of a father: How you can become a dad of destiny*. Chicago, IL: Northfield Publishers.
5. Deutsch, Francine M. (2000.) *Halving it all: How equally shared parenting works*, New Ed edition. Cambridge, MA: Harvard University Press.
6. Knox, David, and Kermit Leggett. (2000.) *The divorced dad’s survival book: How to stay connected with your kids*. New York, NY: Perseus Books Group
7. O’Shea, Kevin, and James Windell. (2006.) *The fatherstyle advantage: Surefire techniques every parent can use to raise confident and caring kids*. New York: Stewart, Tabori and Chang.
8. Townsend, Nicholas W. (2002.) *The package deal: Marriage, work, and fatherhood in men’s lives*. Philadelphia, PA: Temple 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 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 and in the readings. **THERE ARE NO MAKE-UP EXAMS.** The exams are scheduled on **THURSDAY, SEPTEMBER 20; THURSDAY, NOVEMBER 1; AND DURING THE REGULARLY SCHEDULED FINAL EXAM PERIOD WHICH IS TUESDAY, DECEMBER 11, 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.

	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	

**INCOMPLETE POLICY.** According to University policy, students must have completed 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 up through **FRIDAY, OCTOBER 19**. 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.*

**ATTENDANCE POLICY.** 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 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>>.

**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: <[www.admin.utah.edu/facdev/accommodations-policy.pdf](http://www.admin.utah.edu/facdev/accommodations-policy.pdf)>.

**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/>>.

**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>>.

### IMPORTANT DATES TO REMEMBER

<b>AUGUST 29</b>	<b>!!!REMINDER: LAST DAY TO DROP COURSES!!!</b>
<b>SEPTEMBER 3</b>	☺ <b>LABOR DAY — NO CLASS — HAVE SOME FUN!!! ☺</b>
<b>SEPTEMBER 4</b>	<b>!!!REMINDER: LAST DAY TO ADD COURSES!!!</b>
<b>SEPTEMBER 4</b>	<b>!!!REMINDER: TUITION DUE OR YOUR CLASSES WILL BE CANCELLED!!!</b>
<b>OCTOBER 8 — 12</b>	☺ <b>FALL BREAK — NO CLASS — HAVE SOME FUN!!! ☺</b>
<b>OCTOBER 19</b>	<b>!!!REMINDER: LAST DAY TO WITHDRAW FROM TERM COURSES!!!</b>
<b>NOVEMBER 22, 23</b>	☺ <b>THANKSGIVING BREAK — NO CLASS — HAVE SOME FUN! ☺</b>

## 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. A '📁' before a reading means it can be found on e-reserve as well as in Pruett's book.

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| <b>Class Meeting 1: August 21</b>              | INTRODUCTION TO COURSE AND THE STUDY OF FATHERS   |
| <b>Meeting 2: August 23</b>                    | IS FATHER CARE REALLY AS ESSENTIAL AS MOTHER CARE?  |
| 📁  | Pruett, Kyle D. (2001). "Introduction," In <i>Fatherneed: Why father care is as essential as mother care for your child</i> (1-16). New York: Broadway Books. |
| <b>Meetings 3, 4, 5: Aug 28, 30, Septem 4</b>  | 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 <i>Fatherneed</i> (Chapter One, 17-34).   |
| <b>Meetings 6, 7: September 6, 11</b>          | HOW ARE CHILDREN WHO HAVE BEEN RAISED WITH AN INVOLVED FATHER DIFFERENT FROM CHILDREN RAISED WITHOUT AN INVOLVED FATHER OR WITH NO FATHER?                    |
| 📁  | Pruett. "The dad difference in child development," in <i>Fatherneed</i> (Chapter Two, 35-57).   |
| <b>Meetings 8, 9: September 13, 18</b>         | WHAT ARE THE COSTS TO FATHERS, CHILDREN, AND FATHERNEED DUE TO DIVORCE?   |
|  | Pruett. "Divorce: Challenge to fatherneed," in <i>Fatherneed</i> (Chapter Five, 100-119).   |
| <b>Meeting 10: September 20</b>                | <b>EXAM ONE on materials thru September 18</b>  |
| <b>Meetings 11 thru 15: Sep 25 thru Oct 16</b> | WHAT ARE FATHERS' NEEDS FOR CHILDREN OVER THE LIFE SPAN AND WHAT ARE CHILDREN'S NEEDS FOR FATHERS?  |
| 📁  | Pruett. "Fatherneed throughout life," in <i>Fatherneed</i> (Chapter Four, 76-99).   |
| <b>Meetings 16 thru 19: October 18 thru 30</b> | 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 <i>Fatherneed</i> (Chapter Six, 120-144).   |
| <b>Meeting 20: November 1</b>                  | <b>EXAM TWO on materials from September 25 thru October 30</b>  |
| <b>Meetings 21, 22, 23: November 6, 8, 13</b>  | WHAT IS THE ROLE OF WOMEN IN FATHERS' INVOLVEMENT IN THE RAISING OF CHILDREN?   |
|  | Pruett. "Mothers and fatherneed," in <i>Fatherneed</i> (Chapter Seven, 145-164).  |
| <b>Meetings 24, 25: November 15, 20</b>        | 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 <i>Fatherneed</i> (Chapter Eight, 165-183).  |
| <b>NOVEMBER 22, 23</b>                         | <b>© THANKSGIVING BREAK — NO CLASS — HAVE SOME FUN! ☺</b>   |

**Meeting 26: November 27**

IS THERE A BIOLOGICAL BASIS FOR NURTURING IN FATHERS?

Abrams, Douglas Carlton. (2002). Father nature: The making of a modern dad. *Psychology Today*, March-April, 38-47.  
[http://www.findarticles.com/p/articles/mi\\_m1175/is\\_2\\_35/ai\\_87022741/print](http://www.findarticles.com/p/articles/mi_m1175/is_2_35/ai_87022741/print)

**Meetings 27, 28: Novem 29, Decem 4**

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).

**Meeting 29: December 6**

WHAT DO WE LEARN ABOUT FATHERING FROM SOME UNUSUAL (TO US) CULTURAL GROUPS?

Small, Meredith F. (2003). How many fathers are best for a child? *Discover Magazine*, April, 54-61.

[http://www.mnpoly.org/PolyArticles/how\\_many\\_fathers.htm](http://www.mnpoly.org/PolyArticles/how_many_fathers.htm)

**TUESDAY, December 11**

**EXAM THREE, in regular classroom on materials from November 6 thru December 6, 10:30 A.M. TO 12:30 P.M.**

**DECEMBER 27****!!!GRADES AVAILABLE ON THE WEB!!!**