

SUMMER 2008 FATHERHOOD

Family and Consumer Studies 3260 Tuesdays & Thursdays, 8:35 a.m. to 12:15 p.m.
May 13 thru June 17 AEB 320

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Office Hours: Mondays thru Thursdays 1:00 to 2:00 p.m., and/or by appointment

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ON-LINE COPY OF *CURRENT SYLLABUS* IS 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 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 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 order a used copy from an online used book outlet such as Amazon.com, Ebay.com, Alibris.com, etc. I apologize for this inconvenience.**
2. Some of the required readings for the first half of the term 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. Bernstein, Neil I., with Brooke Lea Foster. (2008.) *There when he needs you: How to be an available, involved, and emotionally connected father to your son*. New York, NY: The Free Press (Simon & Schuster).
5. Brott, Armin A. (2007.) *Fathering your school-age child: A dad's guide to the wonder years*. New York: Abbeville Press.
6. Deutsch, Francine M. (2000.) *Halving it all: How equally shared parenting works*, New Ed edition. Cambridge, MA: Harvard University Press.
7. Meeker, Meg. (2007.) *Strong fathers, strong daughters: 10 secrets every father should know*. New York: Ballantine Books (Imprint of Random House).

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 lectures and/or the readings. **THERE ARE NO MAKE-UP EXAMS. The exams are scheduled on THURSDAY, MAY 22; TUESDAY, JUNE 3; and TUESDAY, JUNE 17. The third exam IS NOT comprehensive and is taken during the last 75 minutes of the class period.**

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.

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>>.

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>>.

RESPECTFUL CLASSROOM ENVIRONMENT. Please help contribute to a respectful and civil learning environment by turning off and refraining from the use of cell phones, beepers, ipods, palm pilots, etc. during our class meetings. 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. Use of laptop or notebook computers in class is allowed after notifying and obtaining the instructor's permission.

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/>>.

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>.

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, MAY 30**. 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.

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	

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; an '📁' means the reading can be found on e-reserve; and a '📚' means the reading will need to be obtained from a copy of Pruetz's book.

MEETING 1: MAY 13

INTRODUCTION TO COURSE

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

📁 Pruett, Kyle D. (2001). "Introduction," In *Fatherneed: Why father care is as essential as mother care for your child* (1-11). New York: Broadway Books.

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).

MEETING 2: MAY 15

CONTINUATION

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 3: MAY 20

CONTINUATION

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

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

MAY 21 !!!LAST DAY TO DROP COURSES!!!

MEETING 4: MAY 22

CONTINUATION

IN-CLASS EXAM ONE on materials through today; 75 minutes for exam

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).

MAY 26 !!!MEMORIAL DAY HOLIDAY — NO CLASS — HAVE SOME FUN!!!

MAY 27 !!!LAST DAY TO ADD COURSES!!!

MAY 27 !!!TUITION PAYMENT DUE!!!

MEETING 5: MAY 27

CONTINUATION

MEETING 6: MAY 29

CONTINUATION

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).

MAY 30 !!!LAST DAY TO WITHDRAW FROM FIRST SESSION COURSES!!!

MEETING 7: JUNE 3

CONTINUATION

IN-CLASS EXAM TWO on materials from May 22 through today; 75 minutes for exam**MEETING 8: JUNE 5**

WHAT IS THE ROLE OF WOMEN IN FATHERS' INVOLVEMENT IN THE RAISING OF CHILDREN?

📖 Pruett. "Mothers and fatherneed," in *Fatherneed* (Chapter Seven, 145-164).

MEETING 9: JUNE 10

CONTINUATION

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).

MEETING 10: JUNE 12

CONTINUATION

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 11: JUNE 17

CONTINUATION

WHAT IS NEW RESEARCH TELLING US ABOUT THE BIOLOGICAL BASIS OF NURTURING IN FATHERS?

📖 Abrams, Douglas C. (2002). Father nature: The making of a modern dad. *Psychology Today*, March-April, 38-47.

<http://www.medicinenet.com/script/main/art.asp?articlekey=36948&pf=3&page=4>

📖 Lamb, Michael E. (2002.) Hormones vs. culture. *Psychology Today*, March-April, 38-47.

<http://psychologytoday.com/articles/pto-20020301-000026.html>

WHAT DO WE LEARN ABOUT FATHERING FROM SOME OTHER INTERESTING 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

IN-CLASS EXAM THREE on materials from June 3 through today (during last 75 minutes of class)**JUNE 18 !!!END OF THE FIRST SUMMER TERM!!!****AUGUST 12 !!!GRADES AVAILABLE ON THE WEB!!!**