**Fathers, Fathering and Fatherhood: Interdisciplinary Seminar on Research, Paradigms and Possibilities**

Psychology 808-007 and Social Work 818-001  
Tuesdays, 3-6

Instructors:
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Course Description: This seminar will address the various ways in which fatherhood and fathering are being pursued by leading researchers from different schools and disciplines. Noted scholars will present on the state of fathering and fatherhood in their disciplines, fields, and areas of study. Presenters will address what they consider to be the central issues of concern for fathers and fathering in their disciplinary fields and how they are approached theoretically and methodologically. From the vantage point of their scholarly fields, they will explore what they believe to be the vacancies or inadequacies remaining in this area of study and how other fields of inquiry may provide necessary insight and understanding.

**COURSE READINGS:** The reading list will be generated over the semester as guest scholars submit their readings. Readings will be available on CTOOLS website.

**COURSE REQUIREMENTS:** The course will be taught in a seminar/discussion format. We expect students will (1) attend class regularly; (2) carefully read assigned readings prior to class and be prepared to comment on the readings during class discussion; and (3) complete all assignments in a timely manner. Your performance will be evaluated in several ways:

**Weekly Discussion Questions (10% of grade).** All students will be expected to come up with two questions on the readings that they would like to see discussed AND are also prepared to help discuss. **One question that you think is particularly important should be asterisked.** Questions should be sent to the class via email no later than 1 PM on the Monday before class so everyone has a chance to look over questions BEFORE class. These questions should be integrative (i.e., focus on a theme or issue throughout the readings) and not simply pinpoint one
statement in an article. The questions can focus on a critical analysis of the methods, theory, or findings, but you should also look closely at the complexity of the work and find its strengths as well.

**Active Class Participation/ Leading Classroom Discussions (20% of grade).** Students are expected to come to class prepared to discuss the assigned readings for that week. Grades for class participation will be determined by how well students are prepared for each class session (i.e., have read assigned readings and developed discussion questions). Several times during the term, each student will lead the class discussion by providing an introduction to the week’s readings and a brief summary of the important issues addressed in the readings (e.g., terminology, different theoretical frameworks, controversies). As student leaders, you should summarize the salient points of the readings and use student questions to organize and frame the discussion.

**Final Paper and Class Presentation (70% of grade).** Each student will select a topic of their choice in an area of father research. We will ask you to submit a title, an abstract, a list of at least three references, and an outline of the paper to us **no later than March 11**. We will provide comments and feedback by March 18 so you can spend the remainder of the semester working on the paper.

Our hope is that your paper could become a scholarly publication and we encourage you to select a project with that in mind. Both Drs. Volling and Tolman have data sets that could be used for paper topics and the possibility of collaboration on these projects will be discussed in class. You can also consider analysis of other data sets, systematic reviews, or theoretical papers that could be publishable.

It is possible to work together with other students in the class for your project, but we will ask that you document individual contributions to the final product to ensure equitable group effort and credit.

The required scope and length of papers may vary depending on the type of project chosen, but final papers are likely to be the length of submissions to scholarly journals, i.e. 20-30 pages including references, tables and figures.

**Final papers are due on April 24.**

In addition to the paper, each student will be expected to give a short **class presentation** on their chosen topic. These presentations will be done during the last day of the course and should allow some time for discussion. The amount of time for each presentation will be determined partly by the number of students in the class, but we hope each student will have about 20 minutes (standard conference paper time) to do your presentation.
Schedule

**January 14**  Introduction to the Seminar

**January 21**  “A Career Devoted to Research on Fathers”
BRENDA VOLLING, Professor of Psychology University of Michigan.


**January 28**  “Preventing against women and children: The link to fatherhood.
RICHARD TOLMAN, Professor, School of Social Work, University of Michigan.

**February 4**  “Fathers as Coparents”
SARAH SCHOPPE-SULLIVAN, Associate Professor, Human Development and Family Science, The Ohio State University

**February 11**  “Changing Visions of Fatherhood and the Health Matrix: Meanings, Implications, and Recommendations”
WILLIAM MARSIGLIO, Professor, Department of Sociology, University of Florida

**February 18**  “When Men Care: Lessons and Findings in Engaging Men in Caregiving in the Global South”
GARY BARKER, International Director, Promundo, Washington D.C., MenEngage Alliance

**February 25**  “U-M Fathers Research Panel”

**March 11**  “The Socioendocrinology of Fatherhood: Evolution, Culture, and Development”
LEE GETTLER, Assistant Professor, Department of Anthropology, University of Notre Dame

**March 18**  “Taking Care of My Own: Fathers and Family Complexity in an Era of Rising Inequality”
KEVIN ROY, Associate Professor, Family Science Department, University of Maryland
**March 25** “How do Fathers Contribute to Children’s Development?”
NATASHA CABRERA, Assoc. Professor, Dept. of Human Development, College of Education, University of Maryland

**April 1** “Fathers and Pediatrics”
CRAIG GARFIELD, Associate Professor, Pediatrics, Northwestern University Feinberg School of Medicine

**April 8** “Title TBD”
WALDO JOHNSON, Associate Professor, School of Social Service Administration, University of Chicago

**April 15** TBD

**April 21** Student Presentations