

# EQ207-15 Masculinities, Fatherhood and Young Children

20/21

**Department**

Education Studies

**Level**

Undergraduate Level 2

**Module leader**

Mark Pulsford

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

100% coursework

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module will develop your understanding of the concept of masculinities and deepen your knowledge of men as fathers (its common aspects and cross-cultural dimensions). You will examine perspectives on fatherhood and its relationship with the well-being of young children, which will enable you to understand the development of the various roles that fathers can play in the lives of young children. It will analyse relevant variables influencing fatherhood and its associated roles and examine the broader roles of men in early childhood.

[Module web page](#)

### Module aims

- Develop students' understanding of the concept of masculinities
- Deepen students' knowledge of men as fathers (its common aspects and cross-cultural dimensions);
- Enable students to examine perspectives on fatherhood and its relationship with the well-being of young children;
- Enable students to understand the development of the various roles that fathers and men

can play in the lives of young children

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

1. Concepts of masculinities: fatherhood, sexuality, roles and the body;
2. Men as fathers: Understanding the historical and cultural dimensions of fatherhood;
3. Fathers and the well-being of young children
4. Variables affecting the role of fathers
5. International perspectives on the role of father
6. Fatherhood and risk (dysfunctional fathers, absent fathers, fatherhood and age)
7. The role of men in young children's settings

## Learning outcomes

By the end of the module, students should be able to:

- Demonstrate knowledge and critical understanding of the well-established theoretical concepts related to masculinities and roles associated with men as fathers
- Undertake critical analysis of information related to the roles of fathers in the lives and development of young children
- Critically evaluate strategies and different approaches in policy and practice for male involvement in services for children and their families

## Indicative reading list

Buchanan, A. & Hudson, B. (Eds) (2000) Promoting Children's Emotional well being Oxford: Oxford

University Press

Buchbinder, D. (2012) Studying Men and Masculinities, London: Routledge

Burghes, L. (1997) Fathers and Fatherhood in Britain London: Family Policy Studies Centre.

Cameron, C., Moss, P. and Owen, C. (1999) Men in the Nursery. London: Paul Chapman Publishing

Ltd.

Coltrane, S. (1996) Family Man: fatherhood, housework and Gender Equity Oxford: Oxford University Press

Connell, R.W. (2005) Masculinities, Cambridge: Polity Press

Connell, R. W. (2000) Men and Boys, Cambridge: Polity Press

Frosh, S. (2002) Young masculinities: understanding boys in contemporary society, Basingstoke, Palgrave

Francis, B. (2006). Teaching manfully? Exploring gendered subjectivities and power via analysis of men teachers' gender performance. Gender and Education. 20 (2): 109 – 122.

Gray, P. and Anderson, K. Fatherhood: evolution and human paternal behaviour. Harvard University Press: Cambridge.

Holmes, M. (2008) What is gender? London: Sage Publications Ltd. Haywood, C. (2003) Men and

masculinities: theory, research and social practice, Buckingham, Open University Press Haywood, C and Mac au Ghail, M. (2012) Education and Masculinities: Social, Cultural and Global Transformations (Foundations and Futures of Education), London: Routledge Lupton, D. (1997) Constructing Fatherhood: Discourses and experiences, London: Sage Maybin, J and Woodhead, M. (Eds) (2003) Childhood in Context Milton Keynes Open University Press and Wiley. MacNaughton, G. (2000) Rethinking Gender in Early Childhood Education. London: Routledge-Falmer. McGillivray, G. (2008) Nannies, nursery nurses and early years professionals: Constructions of professional identity in the early years workforce in England. European Early Childhood Education Research Journal. 16(2):242-254 Riddell, S., and Tett, L. (2006). Gender and teaching: Where have all the men gone? Scotland: Dunedin Academic Press Ltd. Spade, J. and Valentine, C. (2008) The Kaleidoscope of Gender. London: Sage Publications Ltd. Popenoe, D. (1999) Life without a father: compelling new evidence that fatherhood and marriage are indispensable for the good of children and society Cambridge, Mass; London: Harvard University Press Skelton, C. (2001), Schooling the boys: masculinities and primary education, Buckingham, Open University Press Whitehead, S. (2002) Men and masculinities: key themes and new directions, Cambridge, Polity Press Whitehead, S. (2001) The masculinities reader, Cambridge, Polity Press

[View reading list on Talis Aspire](#)

## **Interdisciplinary**

The module draws on research from the sociology of families, childhood and gender. It also touches on psychological models for understanding the role of fathers/parents in child development and flourishing.

## **International**

The module discusses research on fathers and fatherhood in different cultural and international contexts.

## **Subject specific skills**

Students should demonstrate a critical understanding of -

- the underlying values, theories and concepts relevant to education
- the diversity of learners and the complexities of the education process
- the complexity of the interaction between learning and local and global contexts, and the extent to which participants (including learners and teachers) can influence the learning process
- the societal and organisational structures and purposes of educational systems, and the possible implications for learners and the learning process
- theories, practice and research in the area of education
- the cultural, historical and contemporary features of various policies, institutions and agencies as pertinent to the topic
- the interrelationships between political, economic, cultural and ideological contexts in the lives of children, their families and communities

## Transferable skills

- Analysis and decision making
  - Communication skills
  - Complex problem solving
  - Confidence
  - Coordinating with others
  - Creativity
  - Critical thinking
  - Emotional intelligence
  - Intellectual ability
  - International cultural awareness
  - Interpersonal and communication
  - Judgement and decision making
  - Management of learning
  - Managing others/People Management
  - Motivation, tenacity, commitment
  - Negotiation
  - Passion
  - Personal development skills
  - Persuading/influencing
  - Planning and organisational skills
  - Stakeholder and organisational awareness
  - Team working
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## Study

### Study time

Type	Required
Lectures	10 sessions of 1 hour (7%)
Seminars	10 sessions of 2 hours (13%)
Private study	90 hours (60%)
Assessment	30 hours (20%)
Total	150 hours

### Private study description

Independent study hours include background reading, completing reading/other tasks in preparation for timetabled teaching sessions, undertaking research using the library resources, follow-up reading work, working on individual and group projects, the completion of formative assignments, revision.

## Costs

No further costs have been identified for this module.

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## Assessment

You must pass all assessment components to pass the module.

### Assessment group A

	<b>Weighting</b>	<b>Study time</b>
Patchwork and critical reflection	100%	30 hours

This assignment requires students to select work from a variety of in-class and homework activities that have been developed further following formative discussions with peers and tutors. These 'patchwork pieces' are then drawn together into a holistic portfolio through a critical reflection piece focused on the themes that emerge. It is compulsory to include the selection of patchwork pieces in the final portfolio, but the critical reflection is the only summatively assessed part. This 2500-word critical reflection will draw on academic research literature, policy documents and other pertinent material to respond to a student-tutor negotiated title that develops from students' reflection on their 'patchwork pieces' and enables attainment of the module's learning outcomes.

### Feedback on assessment

Individual assessment feedback

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## Availability

### Courses

This module is Core optional for:

- Year 2 of UPSA-C804 Undergraduate Psychology with Education Studies

This module is Optional for:

- Year 2 of UEQA-X35B Undergraduate Education Studies