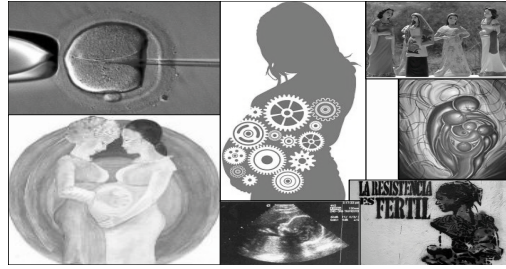


**ANTH 395-0004, Sex and the Social: the Cultural Politics of Reproduction**  
**James Madison University, Fall 2013**



**Dr. Rebecca Howes-Mischel**

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Phone: 568-7856

Office Hours: Weds 10:00am-2pm (or by appointment)

**Class Schedule:        Tues/ Thurs 12:30-1:45**

**Jackson Hall 103**

**Course Description (3 credits):** This course provides you with a critical and cross-cultural perspective on human reproduction—analyzing how cultural negotiations over biological processes place reproduction at the center of social theory and social action. Examining how complicated private decisions become public concerns, we will explore how reproduction is shaped by personal and cultural meanings—at the same time that it is embedded in local, national and transnational politics. In this course, students will explore a range of topics in the anthropology of reproduction including: cross-cultural perspectives on childbearing and childlessness; kinship, relatedness, and belonging; and the globalization of new reproductive technologies such as in vitro fertilization. Students also will discuss in particular why reproduction generally has been treated as a women’s concern, and how the role of men and fathers in reproduction might be reconsidered.

**Goals of the Course:** This is a 300-level course, which means that some familiarity with anthropological concepts is assumed, though familiarity with concepts associated with gender, sexuality, and reproduction are not. By the end of the semester you will be expected to successfully use major concepts that were covered in course material in both exam and analytical paper form. Your objective should be to make yourself comfortable with these concepts, as you will be expected to discuss their significance and applications in both class discussion and written assignments. By the end of the semester’s end you should be familiar with 1) the importance of ethnographic approaches for understanding reproductive practices, 2) how different and powerful institutions shape, constrain, and enable the contexts in which people build families, and 3) the way people use varied cultural resources to negotiate complicated decisions over how, when, and with whom to reproduce.

**Course Requirements:**

Grading for this class will be based on: a midterm exam (20%), a take-home final exam (20%), two reading response papers (500 words, 5% each), an analytic concept map paper (5-7 pages, 20%), a popular representation analysis (4-6 pages, 15%), leading one class discussion (5%), and attendance and participation (10%).

This course is run as a seminar with stress placed on student participation rather than lectures. I will lecture when needed, especially at the beginning of the semester. I expect students to come to class having thoughtfully read the assigned course material.

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Midterm (20%) 10/3: Midterm will cover material class discussions and draw on readings that have been assigned up to point. **Midterm cannot be taken at any other date** unless approved by Professor Howes-Mischel *prior* to the exam date.

Take-home Final Exam (20%) DUE 12/10: Final exam will consist of a number of short essay questions that cover key themes and concepts from the *entire* course. Students will be given the questions on 12/5 and **must turn in the completed exam via Blackboard by 12/10.**

Analytic Concept Map (5-7 pages plus visual representation, 20%) DUE 10/15: This analytic project has two parts: 1) a visual or diagrammatic response to a core course concept (this may include images, charts, conceptual maps, and other types of representation), and 2) a written analysis of this concept—for both parts you will draw on the assigned readings, class lectures, and discussions to illustrate and distill the authors' main theoretical arguments, define related concepts, and identify major issues raised in the texts. The map should critically analyze, compare, and contrast how the analytic concept is used by the authors of the various texts. We will discuss this assignment in more detail in class and generate a list of possible analytic concepts together. Papers are **due AT THE START OF CLASS** and must be double-spaced with 1-inch margins, a title, and typed in Times 12pt font (or equivalent).

Popular Representation Analysis (4-6 pages, 15%) DUE 12/3: In this short paper you will use the **same** analytic concept as in your “map” and use it to analyze a popular representation of reproductive practices of your choice. You may use a film, commercial, image, newspaper article, song, etc. as your media source. The goal in this paper is to use your analytic concept to critically draw out tacit assumptions in the representation and connect them to course discussions and ethnographic materials. Papers are **due AT THE START OF CLASS** and must be double-spaced with 1-inch margins, a title, and typed in Times 12pt font (or equivalent).

Reading Responses (approx. 500 words, 5% each): These short response papers are meant to let me “think along with you” about the course materials and I encourage you to raise a particular issue that you found intriguing, provocative, or problematic in the week’s reading. But they are also meant to help you practice your writing about the course material and you should use them, too, to develop your abilities to write, and to write about issues in social science. A good response will go beyond summarizing the readings’ argument or expressing whether you enjoyed or were bored. You will turn in one response for the class you will lead discussion and another for a class of *your* choosing. You will submit your responses **via email the day before class.**

Class Discussion Presentation (5%): In groups of two you will be responsible for leading a class discussion. On that day you give a *short* presentation of some of the major themes/ concepts/ points in that day’s readings and present 3-4 discussion questions. These questions/ points can refer to any aspect of one or more readings that you find intriguing, contentious, difficult to understand, or problematic, with the understanding that everyone has finished the readings and which should be typed and handed in to me during class.

Attendance and Participation (10%): At a *minimum*, students are asked to attend all classes, arrive to class on time, turn off cell phones; to refrain from using laptops unless absolutely necessary for note-taking, complete all reading assignments, and actively participate in discussion. Students who hope to excel in the course will strive to do more than to merely meet these minimal requirements, however, by maintaining an active presence in the course.

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I will take attendance, please note that students who are marked absent more than four times will have a full letter grade reduced from their final grade.

**Note on Registration:** Students are responsible for registering for classes and for verifying their class schedules on e-campus. The deadline for adding a fall semester class through e-campus without instructor and academic unit head signatures is September 3, 2013. Between September 4 and September 12, 2013, Instructor and Academic Unit Head signatures are required to add a class for Fall Semester 2013. *No exceptions will be made to these deadlines.*

**A Note about Late Assignments:** The ONLY exceptions to the stated due dates are a medical illness (must submit a physician's letter), family emergency (must contact us at earliest opportunity) or extreme weather conditions. In order to receive an extension, you must get instructor's permission BEFORE the due date. If you receive an extension, you must submit a complete version of the late paper by the rescheduled due date and time. Late papers will not be accepted.

**Grades:** I will use the following grading system: A=100-94, A-=93-90, B+=89-87, B=86-84, B-=83-80, C+=79-77, C=76-74, C-=73-70, D+=69-65, D=64-60, D-=59-55, F=below 55.

**Academic Honesty:** You are expected to follow the JMU honor code on all assignments. It is your responsibility to fully understand JMU's honor code, which is available at <http://www.jmu.edu/honor/code.shtml>. Students who plagiarize any part of any assignment will receive an F for their final course grade and will be reported to the Honor Council for violation of academic honesty. It is the responsibility of each student to understand the honor code

**Inclement Weather Policy:** Class will be cancelled and exams postponed when the university is closed in the event of inclement weather or emergencies, as announced on the university's home page or on JMU's weather line at 540-433-5300 (see <http://www.jmu.edu/jmupolicy/1309.shtml>).

**Disability Accommodations:** JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in Wilson Hall, Room 107 and you may call 540-568-6705 for more information.

If you have a disability and may require some type of instructional and/or examination accommodations, please contact me early in the semester so that I can provide or facilitate provision of accommodations you may need.

**Religious Observation Accommodations:** All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. Students should notify the professor by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time.

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**Course Materials:**

Readings are to be completed by the day they are listed on the syllabus. This will help you follow lectures and be prepared for regular in-class activities and discussions.

Five books are available at the JMU bookstore & various other booksellers and on reserve in Carrier library:

1. Browner, Carole and Carolyn Sargent (2011) *Reproduction, Globalization, and the State: New Theoretical and Ethnographic Perspectives*. Durham: Duke University Press. (RGS)
2. Maternowska, M. Catherine. (2006) *Reproducing Inequities: Poverty and the Politics of Population in Haiti*. New Brunswick: Rutgers University Press.
3. Roberts, Elizabeth (2012) *God's Laboratory: Assisted Reproduction in the Andes*. Berkeley: University of California Press.
4. Teman, Elly (2010). *Birthing a Mother: The Surrogate Body and the Pregnant Self*. Berkeley: University of California Press.
5. Gálvez, Alyshia (2011). *Patient Citizens, Immigrant Mothers: Mexican Women, Public Prenatal Care, and the Birth Weight Paradox*. New Brunswick: Rutgers University Press.

In addition to the assigned texts, we will also read a few articles that are listed on the syllabus (BB) and are available on <http://blackboard.jmu.edu>

**Course Schedule**

This syllabus should be your main point of reference for the weekly readings and assignments; make sure to pay attention to assigned page numbers. Please note that the course schedule is not set in stone and may be modified during the semester. I will always give you plenty of notice of any changes.

Week 1 8/27	Sex and the Social?	
8/29	Analytic Foundations	Browner and Sargent, "Introduction: Toward Global Anthropological Studies of Reproduction" RGS 1-17
Week 2 9/3	Body Politics and Demography	Chen, "Globalizing, Reproducing, and Civilizing Rural Subjects" RGS 38-52  Krause and Marchesi (2007) "Fertility Politics as 'Social Viagra': Reproducing Boundaries, Social Cohesion, and Modernity in Italy" <i>American Anthropologist</i> 350-362 (BB)
9/5	Stratified Reproduction	Rapp (2001) "Gender, Body, Biomedicine: How Some Feminist Concerns Dragged Reproduction to the Center of Social Theory" <i>Medical Anthropology Quarterly</i> 466-477 (focus on 469-472)  Castañeda (2008) "Paternity for Sale: Anxieties over "Demographic Theft" and Undocumented Migrant Reproduction in Germany" <i>Medical Anthropology Quarterly</i> 340-359 (BB)

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Week 3 9/10	Reproductive Governance	Morgan and Roberts (2012) "Reproductive Governance in Latin America" <i>Anthropology and Medicine</i> 241-254 (BB)  Braff (2013) "Somos Muchos: Population Politics and "Reproductive Othering in Mexican Fertility Clinics" <i>Medical Anthropology Quarterly</i> 121-138 (BB)
9/12	Gendered/ Raced Bodies	Gutmann, "Planning Men out of Family Planning" <i>RGS</i> 53-67  Bridges, (2011) "Wily Patients, Welfare Queens, and the Reiteration of Race" in <i>Reproducing Race</i> 201-249 (BB)
Week 4 9/17	Kinship: Nature/ Culture	Thomson, (2001) "Strategic Naturalizing" in <i>Relative Values: Reconfiguring Kinship Studies</i> 175-202 (BB)  Inhorn, "Globalization and Gametes" <i>RGS</i> 126-137
9/19	Kinship: Belonging and Affiliation	Fonseca, "Law, Technologies, and Gender Relations" <i>RGS</i> 138-153  Kim (2007) "Our Adoptee, Our Alien" <i>Anthropology Quarterly</i> 497-531 (BB)
Week 5 9/24	Globalizations	Bledsoe and Sow, "Family Reunification Ideals and the Practice of Transnational Reproductive Life Among Africans in Europe" <i>RGS</i> 175-191  Fassin, "The Mystery Child and the Politics of Reproduction" <i>RGS</i> 239-248
9/26		In class film and discussion: <i>Made in India</i> (2010) dir. Rebecca Haimowitz and Vaishali Sinha
Week 6 10/1		TBA
10/3	<b>Midterm Exam</b>	
	<b>Unit II: Ethnographic Case Studies</b>	
Week 7 10/8	Political Economies of Fertility	Maternowska, Introduction: 1-21; Chapter Two: 22-29, 40-43
10/10	Gendering Family "Planning"	Maternowska Chapter Three: 44-74

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Week 8 10/15	The Clinic in Context  <b>Concept Map Paper Due</b>	Maternowska, Chapter Four: 75-102
10/17	Rethinking International Aid	Maternowska, Chapter Six: 133-157; 168-179
Week 9 10/22	" <i>Nuestra Realidad</i> :" IVF in the Andes	Roberts, Preface, Introduction: xxi-22, <i>Sandra</i> : 32-35
10/24	(Re)producing Race	Roberts, <i>Consuelo</i> ; Chapter Two; <i>Ugly Teresa</i> : 68-111
Week 10 10/29	Embryo Economies	Roberts, <i>Frida and Anabela</i> ; Chapter Four: 138-179  Bharawaj, "Reproductive Viability and the State" <i>RGS</i> 113-125
10/31	Embryonic Contexts	Roberts, <i>Vanessa</i> ; Chapter 5; Conclusion 180-216
Week 11 11/5	<i>Birthing a Mother</i> : Surrogacy, Gender, and the Nation	Temam, Prologue; Introduction xvii-26 ( <u>skim 18-25</u> ), Chapter One: 41-51
11/7	Surrogate Embodiments	Temam, Chapter Two: 54-74; Chapter Three: 75-87
Week 12 11/12	Making Motherhood	Temam, Chapter Four: 110-133; Chapter Five: 139-156; 159-165; 172-179
11/14	Rituals of Transformation	Temam, Chapter Six: 184- 204; Chapter Seven: 205-212; Chapter Nine: 266-74
Week 13 11/19	Patient Citizens: Reproduction, Public Health, and Immigration	Galvez, Chapter One: 1-20
11/21	Reproductive Memories	Galvez, Chapter Three: 49-80
	<b>Thanksgiving Break NO CLASS</b>	
Week 14 12/3	Making Patients  <b>Popular Representations Paper Due</b>	Galvez, Chapter Four: 81-120  Browner, "Lost in Translation" <i>RGS</i> 204-223
12/5	Conclusions  <b>Final Exam Questions Distributed</b>	Galvez, Chapter Five: 121-146
12/10		<b>FINAL EXAM DUE VIA BLACKBOARD</b>

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