

Anthropology of Reproduction
Spring 2014 * University of Notre Dame
Social Science - University Seminar – Exploring Anthropology
ANTH 13181-03 (First-year students only)

Meeting time: TR 9:30-10:45am
Meeting place: 524 Flanner Hall
Instructor: Holly Donahue Singh
E-mail: Holly.D.Singh.34@nd.edu
Office location: 640 Flanner Hall
Office hours: M 1:30-2:45 pm, T 11:00-11:45 am, or by appointment

Course Summary:

In this course, we will study human reproduction as a cultural process. Among our central questions will be: how do gender, class, race, and religion shape reproductive ideals and practices around the world? How do difficulties in reproduction, ranging from infertility and pregnancy loss (miscarriage) to natural disaster and political upheaval, impact those ideals and practices? We will examine perspectives of men and women as we situate local examples within national and global struggles to (re)produce the future.

Required texts (available at the Bookstore):

1. *Reproduction, Globalization, and the State: New Theoretical and Ethnographic Perspectives* Carole H. Browner and Carolyn F. Sargent, editors
Durham, NC: Duke University Press, 2011
2. *Testing Women, Testing the Fetus: The Social Impact of Amniocentesis in America*
by Rayna Rapp. Routledge, 2000
3. Other readings on Hesburgh Library Reserves (access through library homepage) [E]

Course Requirements:

2 quizzes with essay component (2 pg. each)	20%
Daily Journal	10%
Article presentation (1 pg. handout)	10%
Birth narrative and reflection (may rewrite) (6-7 pgs.)	20%
Creative Portfolio (12-14 pgs.)	30%
Attendance & Participation	10%

Note: You are encouraged to take advantage of the resources available at Notre Dame to enhance your work in the class, including, for example, the Notre Dame Writing Center <http://writingcenter.nd.edu/>. Advisors at the Writing Center will work with you one-on-one and can direct you toward helpful resources for writing.

Quizzes will be of mixed format and may consist of short answer, identifications, quote comparisons, and/or short essay questions that will cover readings, in-class films,

lecture, and in-class discussions. The quizzes may include a take-home component that will be due at the scheduled exam time, as well as an in-class component.

Daily Journal: In order to encourage regular writing, each student will create a Google Document and share it with me. Each day, M-F, you should write 75-100 words reflecting on the course and its themes. This should not be a summary of the course readings. It may be a combination of questions about the readings, reflections on class discussions, thoughts that you feel uncomfortable sharing with everyone in class, connections between the class content and other readings you encounter in other classes or in media (tv, movies, billboards, commercials) you encounter in your everyday life. You may also reflect on your ideas for/work on upcoming projects (such as birth narrative). This is not an exhaustive list. It is key that you write a little bit regularly and watch as your thoughts accumulate. Partners will be assigned; you and your partner should comment on each other's work once a week (you add your comments of 75-100 words in your partner's Google Doc in a different color each week on Monday). I will also evaluate your progress from time to time. This assignment will begin on Monday, January 20th and conclude on Friday, April 18th. You are not required to write in your daily journal during the spring break (including an extended break for the first quiz), March 5th-16th.

Article Presentation: You and one other student will present one article or chapter together during this course. Please take this assignment seriously as the article that you present will be included on the quizzes. Read the article and prepare an outline of the key points in the article. In class, make a brief (not more than 15 minutes) presentation of the article. Then pose a few questions connecting your article to the course topics to get discussion going. You may use PowerPoint or any other format of visual presentation that you wish; however, you are not required to use a digital format to organize your presentation. If you do use a digital format, please upload the file to the class Sakai site and e-mail it to yourself as a back-up. You will be allotted approximately 20 minutes to present the article and lead discussion with your classmates. Please distribute a handout of about 1 page in length on the article to your classmates.

Birth Narrative and Reflection: You will interview someone about their experience of birth. Students often interview a mother or grandmother, but you may also choose a father, a grandfather, a health professional, a sibling, or a friend (this is not an exhaustive list; please talk with me about your options). You should use an appropriate anthropological approach to record your interaction. You must secure written informed consent, making the interviewee aware that you will use the material collected for a class project. After the interview (as soon as possible) take notes about the interaction. You will use your fieldnotes and/or interview transcript to create a paper (approximately 5 pages, double-spaced) which not only reports the narrative, but also integrates perspectives from course readings/films to analyze the narrative. Your project should also include a reflective statement (1-2 pages, double-spaced) on the process of collecting and analyzing data, then translating it into a scholarly paper. Your complete project should include your interview notes, fieldnotes, paper, and reflective statement. We will discuss approaches to the interview and writing process during class to prepare you for this project. Due 3/25.

Creative Portfolio: You will develop a creative portfolio. The creative portfolio can be on any topic pertaining to the anthropology of reproduction. The portfolio should be seen as a capstone project, but also as a work in progress or work towards a larger project. Essentially, a portfolio is a thematic collection of artifacts accompanied by critical analysis. Your artifacts should demonstrate creativity, traditional research skills, and ethnographic research skills. For example, a project dealing with fashion and gender identity on the Notre Dame grounds might include a collage of photographs of Notre Dame students/magazine ads; fieldnotes taken while observing Notre Dame students on grounds; an opinion piece from *The Observer* or another campus publication; and articles from academics journals and popular media. Portfolios should include a variety of types of artifacts. Each artifact should be accompanied by a 1.5-2 page double-spaced typed document analyzing the artifact in terms of the themes and theories of this course, citing essays and books that we have read for the course. Please use the following citation style (author date: page #). Ex: (Smith 2005: 17).

Your portfolio should include an introduction (1-2 pages), analysis of 5 artifacts (1.5-2 pages each), a conclusion (1-2 pages), and a bibliography. (5 artifacts with 1.5 – 2 pages of analysis each, plus 1-2 pages each intro & conclusion = TOTAL 10-14 pages, double-spaced). Please submit a typed description of your topic in not more than one paragraph by **February 11th**. You will submit a preliminary **analysis of 1 artifact by February 25th**. You will receive 10 points toward your final portfolio grade for submitting this analysis on time, but it will be graded only for completeness and timely submission. Submission is required so that you can receive feedback on the progress of your project and on your techniques for analysis. If you do not submit on time, you will receive 0/10 points toward your final portfolio grade. You will submit an additional draft analysis of two more artifacts by April 8th.

Your complete portfolio is **due by the scheduled exam time on May 9th**. Projects will be presented during the final exam time. Your in-class presentation of about 5 minutes will be graded as one component of your project, so please come prepared to share your project with the class in a succinct manner. You may use PowerPoint or any other format of visual presentation that you wish; however, you are not required to use a digital format to organize your presentation. If you do use a digital format, please upload the file to the class Sakai site and e-mail it to yourself as a back-up. Late submission will earn a penalty on the portfolio/paper grade. There will be no separate final exam for the course; however, your attendance is required for all presentations and will count in your attendance & participation grade for the course.

Attendance: Attendance and participation comprise a portion of your grade for the course. I may not take attendance every day, but I will do so periodically and keep a record. Pop quizzes on reading assignments, writing assignments given during class time, and other activities will count towards your grade in attendance and participation. In order to encourage participation and preparedness, I may occasionally ask that you to come to class with 2 or 3 written questions on the day's readings/topics. If you are not in class, you cannot participate in these activities and you will not have the opportunity to make up the work. If you have an absence excused because of participation in an

approved off-campus event or because of illness, you may be excused from having that particular assignment count towards your grade. Excessive unexcused absences will result in a lowering of your grade in A&P; extremely excessive absences will lead to failure in the course.

Course policies:

Equity and Respect: Throughout the term, I challenge you to critically think about the body, power, gender, race, sexuality, etc. I expect class to be dynamic and, at times, controversial. Please ask questions of and challenge your classmates and instructor through meaningful comments. As you experience self-discovery and learn about your classmates, I encourage you to respect and appreciate differences. This classroom needs to be open and hospitable to all class members. If computer usage becomes a distraction from our collective engagement, I will ask you to put away computers. Please do bring paper and a writing implement, which you may need for note-taking or in-class assignments.

Academic Honesty: All students must familiarize themselves with the Honor Code on the University's website and pledge to observe its tenets in all written and oral work, including oral presentations, quizzes and exams, and drafts and final versions of essays. Entering Notre Dame you were required to study the on-line edition of the *Academic Code of Honor*, to pass a quiz on it, and to sign a pledge to abide by it. The full *Code* and a *Student Guide to the Academic code of Honor* are available at:

<http://www.nd.edu/~hnr/code/docs/handbook.htm>. Perhaps the most fundamental sentence is the beginning of section IV-B: The pledge to uphold the *Academic Code of Honor* includes an understanding that a student's submitted work, graded or ungraded – examinations, draft copies, papers, homework assignments, extra credit work, etc. - must be his or her own.

Individual Challenges: If you have any sort of physical, psychological, medical, or learning disability and feel that you may have need for some type of academic accommodation in order to participate fully in this class, please feel free to contact the Sara Bea Learning Center for Students with Disabilities at 631-7157 <http://disabilityservices.nd.edu> and also to discuss your concerns with me in private. Reasonable accommodations will be arranged at the recommendation of and in collaboration with the coordinator of Disability Services. Students with disabilities who will be taking this course and may need academic accommodations (especially in regards to the audio project) are encouraged to make an appointment to see me as soon as possible.

COURSE OUTLINE (All Readings Should Be Completed Prior to Class on the Date Listed. Dates and topics are tentative, so please pay attention in class and on Concourse/Sakai for updates.)

T 1/14 Introductions

- ❖ In-class film: *Made in India: A Film about Surrogacy* (2010)

R 1/16

- ❖ Conclusion and discussion: *Made in India: A Film about Surrogacy* (2010)
- [E] Ahluwalia, Sanjam. 2004. "Demographic Rhetoric and Sexual Surveillance: Indian Middle Class Advocates of Birth Control, 1877-1947."

T 1/21

- *Reproduction, Globalization, and the State: New Theoretical and Ethnographic Perspectives* [RGS] Carole H. Browner and Carolyn F. Sargent, editors
Introduction, Browner and Sargent 1-18
Ch. 7. Reproductive viability and the state: embryonic stem cell research in India / Aditya Bharadwaj 113-125

R 1/23

- RGS ch. 1. Global ethnography: problems of theory and method / Susan L. Erikson 23-37
- RGS ch 8. Globalization and Gametes: Islam, assisted reproductive technologies, and the Middle Eastern state / Marcia C. Inhorn 126-137

T 1/28 *Reproduction over the life course & in the context of extended family*

- [E] Sarah Lamb, "Conflicting Generations: Unreciprocated Houseflows in a Modern Society" p. 70-114.
- [E] Colen, Shellee. 1995. "'Like a Mother to Them': Stratified Reproduction and West Indian Child Care Workers and Employers in New York," p. 78-102.

R 1/30

- [E] Das Gupta, M. 1995. "Life course perspectives on women's autonomy and health outcomes." *American Anthropologist* 97(3):481-491.
- [E] Vlassoff, C. 1990. "The value of sons in an Indian village: how widows see it." *Population Studies* 44(1990):5-20.
- Recommended: Play "Half the Sky Movement"
<http://www.gamesforchange.org/play/half-the-sky-movement-the-game/>

T 2/4 *Creating Meaning through Kinship and Reproduction*

- [E] Malinowski, Bronislaw. 1932. "Procreation and Pregnancy in Native Belief and Custom." *The Sexual Life of Savages in North West Melanesia*, p. 140-78
OR [E] Evans-Pritchard, E. E. 1992[1951]. "Marriage." *Kinship and Marriage among the Nuer*. Ch 3: 49-104 (end of section V). (Half the class will read Malinowski; half will read Evans-Pritchard)
- [E] Martin, Emily. 1991. "The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles." *Signs* 16 (3): 485-501.

R 2/6

- RGS Problematizing polygamy, managing maternity: the intersections of global, state, and family politics in the lives of West African migrant women in France / Carolyn F. Sargent 192-203

T 2/11 **Reproduction and Creating Personhood**

- *Creative Portfolio/Paper topics due.* [Recommended for inspiration: Ginsburg, Faye and Rayna Rapp. 1991. "The Politics of Reproduction." *Annual Review of Anthropology* 20: 311-43 OR Inhorn, Marcia. 2006. "Defining Women's Health: A Dozen Messages from More than 150 Ethnographies." *Medical Anthropology Quarterly* 20(3):345-78.]
- [E] Conklin, Beth A. and Lynn M. Morgan. 1996. "Babies, Bodies, and Production of Personhood." p. 657-663 and 668-688.

R 2/13

- [E] Layne, Linda. 2003. "He was a Real Baby with Baby Things: A Material Culture analysis of Personhood, Parenthood, and Pregnancy Loss," p. 103-43.

T 2/18 **Ideologies of childbearing: Early Childbearing**

- [E] Johnson-Hanks, Jennifer. 2002. "On the limits of life stages in ethnography: toward a theory of vital conjunctures." *American Anthropologist* 104 (3): 865-80.
- [E] Ward, Martha C. 1995. "Early Childbearing: What is the Problem and Who Owns It?" Ch. 8, *Conceiving the New World Order*, 140-158.
 - ❖ In-class film: A Doula Story

R 2/20 **Models of Childbirth**

- [E] Jordan, Brigitte, Ch. 3. "The Crosscultural Comparison of Birthing Systems: Toward a Biosocial Analysis." p. 45-90. In *Birth in Four Cultures*

T 2/25

- *Preliminary analysis of one artifact for creative portfolio due*
- [E] Megan Biesele, "An Ideal of Unassisted Birth: Hunting, Healing, and Transformation among the Kalahari Ju/'hoansi," p. 474-492.

R 2/27 **Changing Views of Childbirth**

- [E] Reed, Richard K. 2005. "Couvade in Society and History," p. 32-47 and 57-75.

T 3/4

- ❖ In-class film: *The Business of Being Born*, selections
- [E] Van Hollen, C. 2003. "Baby Friendly' Hospitals and Bad Mothers," p. 166-205. In *Birth on the Threshold*.

R 3/6 Quiz #1

T 3/11-R 3/13 No class, spring break

T 3/18 **Infant Feeding**

- [E] Taylor, Erin N. and Lora Ebert Wallace. 2012. "For Shame: Feminism, Breastfeeding Advocacy, and Maternal Guilt."
- Rochman, Bonnie, "Milk Banks vs. Milk Swaps: Breast Milk's Latest Controversy" <http://healthland.time.com/2011/04/12/milk-banks-or-milk-swaps-breast-milks-latest-controversy/>
- [E] Pettigrew, Beth. 1992. " The breast/bottle controversy: women and development (Infant formula manufacturers deliberately attacking the practice of breastfeeding) *Resources for Feminist Research* 22.3/4:57-66/
- [E] Shostak, Marjorie. 1981. *Nisa: The Life and Words of a !Kung Woman*, ch. 1 ("Earliest Memories")

R 3/20 **Technology and Reproduction in Focus**

- *Testing Women, Testing the Fetus: The Social Impact of Amniocentesis in America* by Rayna Rapp. Routledge, 2000
 - Ch. 1. How Methodology Bleeds into Daily Life 1-22
 - Ch. 2. Accounting for Amniocentesis 23-52

T 3/25

➤ *Birth stories due.*

In class: discussion of birth stories.

R 3/27

- *Testing Women, Testing the Fetus: The Social Impact of Amniocentesis in America* by Rayna Rapp. Routledge, 2000
 - Ch. 3. The Communication of Risk 53-78
 - Ch. 4. Contested Conceptions and Misconceptions 79-102

T 4/1

- *Testing Women, Testing the Fetus: The Social Impact of Amniocentesis in America* by Rayna Rapp. Routledge, 2000
 - Ch. 6. The Disabled Fetal Imaginary 129-64
 - Ch. 7. Refusing 165-92

R 4/3

- *Testing Women, Testing the Fetus: The Social Impact of Amniocentesis in America* by Rayna Rapp. Routledge, 2000
 - Ch. 9. An Error in Cell Division, or the Power of Positive Diagnosis 223-64
 - Ch. 11. Ending Are Really Beginnings 305-320

T 4/8 **Politics and Reproduction/The Politics of Reproduction**

- *Preliminary analysis of two additional artifacts for creative portfolio due.*
- [E] Malthus, T. *An Essay on the Principles of Population*. Selections.
- [E] Diamond, Jared. 2008. "What's Your Consumption Factor?" In the New York Times, January 2, 2008.

- RGS 2. Globalizing, reproducing, and civilizing rural subjects: population control policy and constructions of rural identity in China / Junjie Chen 38-52
 - ❖ In-class film: *La Operación*

R 4/10

- [E] Heng, Geraldine and Janadas Devan. 1992. "State Fatherhood: The Politics of Nationalism, Sexuality, and Race in Singapore."
- RGS 6. Competing globalizing influences on local Muslim women's reproductive health and human rights in Sudan: women's rights, international feminism, and Islamism / Ellen Gruenbaum 96-110

T 4/15

- ❖ In-class film: *The Lynchburg Story*
- [E] Roberts, Dorothy. 2009. "Race, Gender, and Genetic Technologies: A New Reproductive Dystopia?"

R 4/17

- ❖ Film: *World in the Balance*. Watch streaming on Sakai and submit a discussion question on Sakai by 11:55 pm, W 4/16
(Also see website <http://www.pbs.org/wgbh/nova/worldbalance/>)
- [E] Malthus, T. "An Essay on the Principles of Population." Selections.

In class: Discuss film and workshop final projects in groups. Bring a draft of your project introduction and representations of your artifacts (at least 3, printout, etc.) to class.

T 4/22 ***Bodies in Motion: Child Circulation***

- Dokoupil, Tony. 2009. "What Adopting a White Girl Taught One Black Family" <http://www.newsweek.com/what-adopting-white-girl-taught-one-black-family-77335>
- [E] Newman, Erica. 2013. "History of Transracial Adoption: A New Zealand Perspective." *American Indian Quarterly* 37.1/2 (Winter 2013): 237-257,286
- Listen: <http://www.radiolab.org/story/295210-adoptive-couple-v-baby-girl/>
<http://www.npr.org/blogs/thetwo-way/2013/10/10/231536228/baby-veronicas-biological-dad-cherokee-nation-drop-legal-fight>
- Recommended: Twohey, Megan. 2013. "The Child Exchange: Inside America's Underground Market for Adopted Children." <http://www.reuters.com/investigates/adoption/#article/part1>

R 4/24

- RGS Epilogue The mystery child and the politics of reproduction: between national imaginaries and transnational confrontations / Didier Fassin 239-48
- [E] Kim, Eleana. 2007. "Our Adoptee, Our Alien: Transnational Adoptees as Specters of Foreignness and Family in South Korea." *Anthropological Quarterly* 80(2)497-531.
- [E] "Adoption and the Politics of Modern Families." *The Scholar&Feminist Online* 9(1)/9(2). http://sfonline.barnard.edu/reprotech/leinaweaver_01.htm
- Listen: <http://www.npr.org/2013/04/16/177350912/how-evangelical-christians-are-preaching-the-new-gospel-of-adoption>

- [E] Recommended: Joyce, Kathryn. 2013. *The Child Catchers: Rescue, Trafficking, and the New Gospel of Adoption*, ch. 2, 75-127.
- Recommended: Play "Papers, Please"
<http://www.gamesforchange.org/play/papers-please/>

T 4/29 Last class meeting

Quiz #2

F 5/9 10:30am-12:30pm Final exam time

Final Portfolio presentations. Complete portfolio due.