

Technology and Reproduction: Global Perspectives
University of Virginia * Spring 2010
Studies in Women and Gender: SWAG 2848-001

Meeting time: T/R 9:30-10:45

Meeting place: Clark 101

Instructor: Holly Donahue Singh, hd6w@virginia.edu

Course description:

How do technological developments in science and medicine change the ways we understand the value of human life? This course will focus on issues in technology and reproduction from historical and cross-cultural perspectives to illuminate these questions and the various answers generated by people around the world. We will examine perspectives on science, power, gender, and inequality as they influence cultural constructions of reproductive processes such as pregnancy, childbirth, and infertility, as well as political and ethical debates about the regulation of human fertility. The course will draw primarily from the work of medical anthropologists and scholars of science, technology, and society. We will explore global perspectives, placing particular emphasis on ethnographic examples from North America and South Asia.

Required readings:

- ❖ *Conceiving the New World Order: The Global Politics of Reproduction*, edited by Faye Ginsburg and Rayna Rapp (1995). (CNWO in Course Outline)
- ❖ Other readings available through Collab.

HONOR CODE/ACADEMIC HONESTY

The UVA Honor Code must be upheld at all times. Please use in-text citation for all in-class (and out-of-class) sources that you reference in your assignments.

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.

INDIVIDUAL CHALLENGES

Please see me as soon as possible if you have a documented learning disability or have an ESL need for accommodation so that appropriate arrangements can be made.

GRADING SUMMARY:

2 Quizzes	130 points
Response papers (3)	105 points
Capstone writing assignment	90 points
Attendance & Participation	100 points
Article presentation	75 points
Total Points =	500

GRADING DETAILS:

Attendance and Participation (100 pts.): To do well in this course, you must be prepared for class each day and ready to actively participate. In order to participate, you must be in class. You may miss two class sessions without penalty. Excessive absences will result in reductions from your A&P grade. In order to encourage participation and preparedness, I may ask that you to come to class with 2 or 3 written questions on the day's readings/topics. I also reserve the right to administer unannounced reading quizzes.

2 quizzes (130 pts. total): Quizzes will consist of short answer, identifications, quote comparisons, and short essay questions and will cover readings, in-class films, lecture, and in-class presentations. One or both quizzes may include a take-home essay to be distributed prior to the quiz.

Response papers (3, 35 pts. each): You are required to write a thoughtful response to the issues addressed in three of the six sections of the course, numbered 1-6 in the course outline. Responses should synthesize important aspects of the section, citing relevant examples from the readings. You may also reference personal experiences that illuminate your reflections on the material. Responses will be accepted at and no later than the last class meeting for each section. Responses should be of 2 pages double-spaced, or 1 page single-spaced.

Article Presentation (75 pts.): You and one other student in the class 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 (about 10 minute) presentation of the article. Then pose a few questions connecting your article to the course topics to get discussion going. You may also make use of outside resource that can help you make your point and stimulate discussion. You will be allotted approximately 25 minutes to present the article and lead discussion with your classmates. Please distribute some sort of handout on the article to your classmates. You may make use of any of the technology available in the classroom in your presentation, but you are not required to do so.

Capstone Writing Assignment (90 pts.): Each of you will identify a real-world case to analyze, using class readings, discussions, and perspectives to make sense of the case you choose. Your case for analysis may be, for example, a government agency or a non-governmental organization or a particular program run by that agency or organization, a graduate program, a particular technology, or a media campaign. You will provide a printed copy of the materials to be analyzed (or another appropriate representation, such as a CD), accompanied by your 4-5 page analysis of your case. Please cite appropriate references to make your argument about the nature of the case under consideration.

There will be no separate final exam for the course.

COURSE OUTLINE (All Readings Should Be Completed Prior to Class on the Date Listed.):

Thursday, January 21st Introductions to the Course and Assignments
In-class film: The Lynchburg Story

Tuesday, January 26th

Section 1: Introductions: Technology, Gender, and Reproduction

- HESS "The Cultural Construction of Science and Technology." In *Science and Technology in a Multicultural World: The Cultural Politics of Facts and Artifacts*. New York: Columbia University Press, (1995), by David Hess, 18-53.

Thursday, January 28th

- WATSON-VERRAN "Science and Other Indigenous Knowledge Systems" by Helen Watson-Verran and David Turnbull. In Sheila Jasanoff, Gerald Markle, James Petersen, and Trevor Pinch, eds., *Handbook of Science and Technology Studies* (1995), 115-39.
- MARTIN "The egg and the sperm: How science has constructed a romance based on stereotypical male-female roles" (1991) by Emily Martin. In *Signs* 16 (3): 485-501.

Tuesday, February 2nd

- HARAWAY "The Past Is the Contested Zone: Human Nature and Theories of Production and Reproduction in Primate Behaviour Studies" by Donna Haraway in *Simians, Cyborgs, and Women: The Reinvention of Nature* (1991), Ch. 2.
- HERRLE-FANNING "Figuring the Reproductive Woman: The Construction of Professional Identity in 18th-Century British Midwifery Texts." In *Body Talk: Rhetoric, Technology, Reproduction* (2000), by Mary Lay.

Thursday, February 4th

- KRIEGER "Man-Made Medicine and Women's Health: The Biopolitics of Sex/Gender and Race/Ethnicity" by Nancy Krieger and Elizabeth Fee. In Kory Moss, ed. *Man-Made Medicine*.
- EHRENREICH "Science and the Ascent of the Experts." In *For Her Own Good: Two Centuries of the Experts Advice to Women* (2005), by Barbara Ehrenreich and Deirdre English.

Tuesday, February 9th (Response for Section #1 due)

- *CNWO*, Ch. 5. "Like a Mother to Them: Stratified Reproduction and West Indian Childcare Workers and Employers in New York."
- FARMER "The Persistent Plagues: Biological Expressions of Social Inequalities," by Paul Farmer. In *Infections and Inequalities: The Modern Plagues* (1999), p. 262-82.
 - *Recommended*: Introduction to *Pathologies of Power*, by Paul Farmer.

Thursday, February 11th

Section 2: Making and Unmaking Families: The Varieties of Kinship Ties

- *CNWO*, Ch. 19. "Displacing Knowledge: Technology and the Consequences for Kinship" by Marilyn Strathern

Tuesday, February 16th

- *CNWO*, Ch. 7. "Households Headed by Women: The Politics of Race, Class, and Gender" by Leith Mullings
- *CNWO*, Ch. 6. "On the Outside Looking in: The Politics of Lesbian Motherhood" by Ellen Lewin

Thursday, February 18th

- STRONG "To Forget Their Tongue, Their Name, and Their Whole Relation: Captivity, Extra-Tribal Adoption, and the Indian Child Welfare Act" (2001) by Pauline Turner Strong In *Relative Values: Reconfiguring Kinship Studies*, ed. By Sarah Franklin and Susan McKinnon, ch. 17, 468-493.
- WEISS "Conditions of Mothering: The Bio-Politics of Falling in Love with Your Child" (1998) by Meira Weiss. In *Social Science Journal*. 35(1): 87-105.

Tuesday, February 23rd

- BHARGAVA "Researching Adoption: The Cultural Reality" (2005) by Vinita Bhargava in *Adoption in India: Policies and Experiences*, ch. 5, 75-97.

Thursday, February 25th (Response for Section #2 due)

- REDDY "'Our People': Kinship, Marriage, and the Family" (2005) by Gayatri Reddy in *With Respect to Sex: Negotiating Hijra Identity in South India*.

Tuesday, March 2nd In-class Quiz #1

Thursday, March 4th In-class film: World in the Balance

Week of March 9th *No classes* Spring Break

Tuesday, March 16th

Section 3: Birth Control Technologies and Population Debates

- HARTMANN "Rethinking the Population Problem," In *Reproductive Rights and Wrongs: The Global Politics of Population Control and Contraceptive Choice* by Betsy Hartmann (1987).
- AHLUWALIA "Global Agenda and Local Politics: Western Advocates and Discourse of Birth Control in Colonial India, 1920s-40s" In *Reproductive Restraints: Birth Control in India, 1877-1947*, Ch. 2. by Sanjam Ahluwalia

Thursday, March 18th

- *CNWO*, Ch. 2. "A Surfeit of Bodies: Population and the Rationality of the State in Post-Mao China" by Ann Anagost
- GREENHALGH "Introduction: An Anthropology of Science Making and Policymaking." In *Just One Child: Science and Policy in Deng's China* by Susan Greenhalgh (2008).

Tuesday, March 23rd

- *CNWO*, Ch. 10. "Coitus Interruptus and Family Respectability in Catholic Europe: A Sicilian Case Study" by Peter Schneider and Jane Schneider

- *CNWO*, Ch. 4. "Irniktakpunga!: Sex Determination and the Inuit Struggle for Birthing Rights in Northern Canada" by John D. O'Neil and Patricia Leyland Kaufert

Thursday, March 25th In-class film: *La Operación* (DVD 09139)

- *Class will meet in Clemons 201*

Tuesday, March 30th (Response for Section #3 due)

Section 4: Birthing Controversies: Technology, Medicalization, and State Control

- JORDAN "Buscando la Forma: An Ethnography of Contemporary Maya Childbirth in Yucatan" In *Birth in Four Cultures: A Cross-Cultural Investigation of Childbirth in Yucatan, Holland, Sweden, and the United States* (1993[1978]), by Brigitte Jordan, Ch. 2.

Thursday, April 1st

- *CNWO*, Ch. 3. "Modern Bodies, Modern Minds: Midwifery and Reproductive Change in an African American Community" by Gertrude Fraser

Tuesday, April 6th

- KAHN "Not Mamzers: The Legislation of Reproduction and the 'Issue' of Unmarried Women." In *Reproducing Jews: A Cultural Account of Assisted Conception in Israel* (2000) by Susan Martha Kahn, Ch. 2, 64-86.
- KANAANEH "Babies and Boundaries." In *Birthing the Nation: Strategies of Palestinian Women in Israel* (2002), Ch. 1, by Rhoda Kanaaneh, 39-80.

Thursday, April 8th (Response for Section #4 due)

- *CNWO*, Ch. 13. "Political Demography: The Banning of Abortion in Ceausescu's Romania" by Gail Kligman
- RAM "Rationalizing Fecund Bodies: Family Planning Policy and the Modern Indian Nation State" (2001) by Kalpana Ram. In Jolly, Margaret and Kalpana Ram, eds. *Borders of Being: Citizenship, Fertility, and Sexuality in Asia and the Pacific*.

Tuesday, April 13th

Section 5: Reproductive Technologies: Imaging/Imagining the Fetus, Re-Making Fetal Loss and Mother and Child Death

- SCHEPER-HUGHES "Two Feet under and a Cardboard Coffin: The Social Production of Indifference to Child Death," (1992). In *Death Without Weeping: The Violence of Everyday Life in Brazil*, by Nancy Scheper-Hughes, 268-339.

Thursday, April 15th

- RAPP "An Error in Cell Division, Or, The Power of Positive Diagnosis." In *Testing Women, Testing the Fetus: The Social Impact of Amniocentesis in America* (1999), Ch. 9 by Rayna Rapp.

Tuesday, April 20th

(Response for Section #5 due.)

- LAYNE "I Will Never Forget You': Trauma, Memory, and Moral Identity. In *Motherhood Lost: A Feminist Account of Pregnancy Loss in America* (2002), by Linda Layne. (To be discussed in class on Thursday, 4/22)

Thursday, April 22nd Capstone Writing Assignment due

Section 6: Reproducing Inequality: Assisted Reproductive Technologies

- CNWO, Ch. 18. "Postmodern Procreation: A Cultural Account of Assisted Reproduction" by Sarah Franklin

Tuesday, April 27th

- KAPSALIS "Mastering the Female Pelvis: Race and the Tools of Reproduction" (1997) by Terri Kapsalis. *In Public Privates: Performing Gynecology from Both Ends of the Speculum*, 31-59.
- ROBERTS "Race, Gender, and Genetic Technologies: A New Reproductive Dystopia?" (2009) by Dorothy Roberts. Recommended: Roberts, Dorothy. 1998. "Race and the New Reproduction" in *Killing the Black Body*.

Thursday, April 29th Quiz #2

- BHARADWAJ "Sacred Conceptions: Clinical Theodicies, Uncertain Science, and Technologies of Procreation in India" (2006) by Aditya Bharadwaj in *Culture, Medicine and Psychiatry* 30: 451-65. (To be discussed in concluding session on 5/4)

Friday, April 30th, by 5:00 pm: Last day to submit response for Section #6 to instructor mailbox in the basement of Brooks Hall.

Tuesday, May 4th Final Class Meeting: Discussion – where do we go from here?