



# Global Politics of Reproduction

ANTH 211:06

The College of Wooster      Tu/Th 2:30-3:50pm      Location: Kauke 036

## Syllabus – Fall 2013

**Instructor:** Dr. Christa Craven

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**Office Hours:** TBA & by appt

### Course Description:

This course will look at experiences and expectations of reproduction to explore how reproductive politics are intricately linked with the politics of nations, as well as cultural norms and expectations. We will consider how approaches to contraception, fertility, childbirth, and childcare differ across cultures, and often vary within cultures as a result of race-, class-, age-, gender-, and sexuality-based inequities. How, for instance, has the advent of new reproductive technologies (such as medicalized abortion and contraception, in vitro fertilization, and amniocentesis) affected our expectations and experiences of reproduction? How has uneven access to reproductive technologies throughout the world affected reproductive options and “choices”? How has the medicalization of childbirth affected traditional birthways and why are we seeing a resurgence of interest in midwifery and holistic healthcare in North America and Europe? How do approaches to sex, childbirth and childcare vary throughout the world—and who determines the “right” way to conceive, give birth, or raise a child?

### Required Texts:

Browner, Carole H. and Carolyn Sargent, eds. (“RGS” in Course Outline)

2011 *Reproduction, Globalization, and the State: New Theoretical and Ethnographic Perspectives*. Durham: Duke University Press. ISBN 9780822349600

Jordan, Brigitte (“Jordan” in Course Outline)

1993[1978] *Birth in Four Cultures: A Crosscultural Investigation of Childbirth in Yucatan, Holland, Sweden, and the United States*, 4<sup>th</sup> edition, revised and expanded by Robbie Davis-Floyd. Prospect Heights, IL: Waveland Press. ISBN 088133717X

DeLoache, Judy and Alma Gottlieb (“WoB” in Course Outline)

2000 *A World of Babies: Imagined Childcare Guides for Seven Societies*. New York: Cambridge University Press. ISBN 0521664756

Woodle (“W” in Course Outline, articles/websites available as links under “Resources”)

**Recommended Texts:**

- Ginsburg, Faye and Rayna Rapp, eds. (“CNWO” in Course Outline)  
1995 *Conceiving the New World Order: The Global Politics of Reproduction*.  
Berkeley: University of California Press. ISBN 0520089146
- Lock, Margaret and Patricia A. Kaufert, eds. (“PWBP” in Course Outline)  
1998 *Pragmatic Women and Body Politics*. Cambridge: Cambridge University  
Press. ISBN 0521629292

**Texts for Group Book Projects (you will read TWO of the following):**

- Gailey, Christine Ward  
2010 *Blue-Ribbon Babies and Labors of Love: Race, Class, and Gender in U.S. Adoption Practice*. Austin: University of Texas Press. ISBN 9780292725706
- Gruenbaum, Ellen  
2001 *The Female Circumcision Controversy: An Anthropological Perspective*.  
Philadelphia: University of Pennsylvania Press. ISBN 0812217462
- Guttman, Matthew  
2007 *Fixing Men: Sex, Birth Control, and AIDS in Mexico*. Berkeley: University of  
California Press. ISBN 9780520253308
- Inhorn, Marcia  
2012 *The New Arab Man: Emergent Masculinities, Technologies, and Islam in the Middle East*. Princeton University Press. ISBN 9780691148892
- Kanaaneh, Rhoda  
2002 *Birthing The Nation: Strategies of Palestinian Women in Israel*. Berkeley:  
University of California Press. ISBN 0520229444
- Layne, Linda  
2003 *Motherhood Lost: A Feminist Account of Pregnancy Loss in America*. New York:  
Routledge. ISBN 0415911486
- Lewin, Ellen  
2009 *Gay Fatherhood: Narratives of Family and Citizenship in America*. Chicago:  
University of Chicago Press. ISBN 0226476588
- López, Iris  
2008 *Matters of Choice: Puerto Rican Women’s Struggle for Reproductive Freedom*. New  
Brunswick, NJ: Rutgers University Press. ISBN 9780813543734
- Nestel, Sheryl  
2006 *Obstructed Labour: Race and Gender in the Re-Emergence of Midwifery*.  
Vancouver: University of British Columbia Press. ISBN 0774812206
- Padilla, Mark  
2007 *Caribbean Pleasure Industry: Tourism, Sexuality, and AIDS in the Dominican Republic*. Chicago: University of Chicago Press. ISBN 0226644367
- Paxson, Heather  
2004 *Making Modern Mothers: Ethics and Family Planning in Urban Greece*. Berkeley:  
University of California Press. ISBN 0520238206
- Rapp, Rayna  
1999 *Testing Women, Testing the Fetus: The Social Impact of Amniocentesis in America*.  
New York: Routledge. ISBN 0415916453
- Van Hollen, Cynthia  
2003 *Birth on the Threshold: Childbirth and Modernity in South India*. Berkeley:  
University of California Press. ISBN 0520223594

**Course Requirements:**

Group Book Project 1	20%
Group Book Project 2	20%
Take-Home Midterm Examination	20%
Research Paper OR Take-Home Final Examination	20%
Class Participation	+ 20%
	<hr/> 100%

**1. Group Book Projects:** The purpose of group book projects in this course is to further your knowledge of a particular area in the anthropology of reproduction through collaborative learning. On the second day of class, you will receive a brief description of each of the books that we will discuss throughout the semester. You will be involved in the presentation of TWO of these selections – one during the first half of the semester and one during the second half. You will be asked to indicate your preferences. I will do my very best to assign each student to their top choices, but please be flexible.

Once you receive your assignments and after each group member has read the book, you will design a 25-30-minute presentation of your book as a group [keep in mind that the group you work with will be different for each of your two book projects]. You should plan on meeting several times prior to your presentation to create a cohesive, creative, and collaborative presentation. The presentation should NOT be a dry summary of portions of the book by each participant. Rather it should include collaborative work and engage your audience. With this goal in mind, your project presentation should include both verbal and visual elements. Above all, be creative in your presentation – screen a play about an issue discussed in the book, introduce the class to one or two techniques described by the author, engage the class in a mock game show about the topic. Also include visual elements in your presentation – illustrate a poster, dress the part, provide vivid handouts – BE CREATIVE!! After each presentation, you will be expected to answer audience questions about the book.

Grades for the book projects will be determined for the group as a whole. In order to make sure that everyone is involved in the project, I will ask that you fill out an evaluation of each member of your group before your presentation. If one member consistently receives low marks from other group members, we will meet outside of class to figure out a course of action for determining grades on the project. Finally, attendance for your book presentation is mandatory – please plan accordingly.

In particular, your group grade for this project will take into account:

- Evidence that group members worked collaboratively (not just offering separate presentations of material)
- A coherent summary of the ideas in the book
- A focus and elaboration on a particular issue discussed in the book
- Creativity and effectiveness of verbal elements
- Creativity and usefulness of visual elements
- Clarity of connections with the content of other course readings
- Adheres to the time limit (25-30 minutes)
- Ability to answer audience questions about the book

**2. Midterm and Final Take-Home Examinations:** The purpose of the two take-home exams for this course is to ensure that you are engaging with the class materials and able to apply the theoretical concepts covered in the course. You will have approximately *one week* to write each exam. Exams may include both short-answer and essay questions and you will be encouraged to consult the readings for the course as an “open-book” exam and I will expect full citations of all course material and outside resources cited in your exam. Your responses are due *at the beginning* of class on their due date – if they are not turned in by this time, they will receive a late penalty of ½ a letter grade (5%) for each day they are overdue.

**3. Optional Research Paper:** In lieu of your final exam in this course, you may choose to write an 8-10- page research paper, which address a topic that we have not touched on or only touched on briefly in class. THIS PAPER WILL BE DUE ON THE LAST DAY OF CLASS (PLEASE NOTE: THIS IS BEFORE THE FINAL EXAM DATE). Ideally, you should choose a topic that addresses the global politics of reproduction in one cultural context and choose one aspect of your topic to pursue in depth. For instance, entire books have been written on lesbian motherhood in the U.S., gender politics & abortion in Hungary, and infertility in Egypt – explain early on in your paper how you will explore one aspect of your topic within a particular geographical area. In my evaluation of your paper, I will look for the following:

- A succinct and intriguing title that captures the essence of your paper
- Detailed description and introduction to your topic
- Careful, grounded use of concepts from class
- The creative and informed use of *additional* literature on the global politics of reproduction
- Original, provocative, compelling ideas on your topic
- Logical development and clear organization of those ideas
- Clear and consistent use of citations, bibliography, page numbers, etc.
- Sentences that are free of grammatical mishaps and misspellings

IF YOU CHOOSE THIS OPTION, YOU MUST MEET WITH ME TO DISCUSS YOUR TOPIC DURING THE WEEKS FOLLOWING FALL BREAK.

**4. Class Participation:** This course relies upon enthusiastic participation in the classroom. Your class participation grade will be measured by your *informed* participation in class discussions (by informed, I mean informed by a close reading of class materials, not just one’s own experience—this requires, of course, that everyone come to class prepared). As the semester progresses, you will be encouraged to draw earlier readings into your written work, exams and class discussions, so I strongly suggest that you take notes on the materials you read to aid you in this task. Prompt and regular attendance in class is also expected and recurrent absences or tardiness will significantly lower a student’s final grade for the course, as much as a full letter grade. Changes in the reading schedule will be announced during class and/or electronically, and it is the student’s responsibility to keep on top of such changes.

### Course Policies:

- ***Classroom Decorum:*** You are expected to treat all others in the class with respect. This means that you are free to disagree—in fact debate is encouraged—but abusive language, interrupting, or otherwise “silencing” others will not be tolerated. In such debates, keep in mind that others will likely have personal experiences that differ from your own—what may not seem like a “hot button” issue to you may hit far closer to home for others.
- ***Minimizing Distractions:*** Please be courteous to both your peers and your professor by turning off cell phones when in the classroom, and be sure to get a drink of water, buy a coffee, use the facilities, etc. *before* coming to class. Generally, the use of computers is also discouraged, since they can be a distraction to other students. If you prefer to access articles or take notes electronically, please turn off wifi. Bottom line, I hope that you will enjoy class with a focused and concentrated mind, and be respectful of the needs of others. Finally, unless you have made a written agreement with the professor, please do not record, tape or photograph any classroom activity.
- ***Formatting and Citations:*** Most written work for this course will be submitted electronically. But all written work should be computer-generated in a readable font of reasonable size (12 point) in double-spaced format. If you are turning in a hard copy, feel free to print double-sided, but not on previously used paper, and please staple. Pay attention to the appropriate written English usage of language and follow one style of formatting (AAA, APA, etc.)—particularly for bibliographic citations, references, and footnotes. Above all, remain consistent! Your grade will reflect the quality of your written work, as well as the thoughtfulness and effectiveness of its content.
- ***Conflict with Other Activities:*** Please alert me as soon as possible regarding any college-recognized scheduling conflicts (such as religious holidays, music, or sports, as identified by the Provost). I will work with you in advance to make reasonable accommodations, but will NOT make accommodations after a class or an assignment has already been missed.
- ***Enhancing Academic Performance:***
  - ***The Learning Center*** has a variety of services to aid students in time management and academic performance and offers accommodations for students with learning disabilities. In order to initiate services, students should contact Pam Rose, Director of the Learning Center, at the beginning of the semester. Please discuss any accommodations with me as early as possible in the semester, so that we can develop a plan to ensure your successful participation in class. All such discussions will remain confidential.
  - ***The Writing Center*** offers a variety of services to improve your writing, including writing tutorials, individual consultation about papers (not just proofreading), and assistance for students who are learning to write in English. The Writing Center is located in Andrews Library (main level) & you can learn more about their services or set up an appointment by going to their website.

- Grading Scale:**

A (100-93%)	B+ (89.9-87%)	C+ (79.9-77%)	D (69.9-60%)
A- (92.9-90%)	B (86.9-83%)	C (76.9-73%)	F (59.9-below)
	B- (82.9-80%)	C- (72.9-70%)	
- Academic Integrity:** Students are expected to follow Wooster's Code of Academic Integrity, which is available in full in the Scot's Key. It is your responsibility to ensure that the written work you submit in this course is your own and not reproduced from other courses. Ideas and citations from course materials and outside sources (including online sources) must be properly identified and referenced. Instances of plagiarism, cheating, or lying in connection with your academic work are serious infractions and grounds for receiving a failing grade in this course. They will also be reported to the Dean and may result in dismissal from the College. If you have questions regarding proper academic conduct or the citation of sources, feel free to contact me.

### Course Outline & Schedule:

Class Date:	Topic	Readings for Discussion	Assignment
Tu, Aug 27	1 Introduction		
Th, Aug 29	2 A Brief History of the Anthropology of Reproduction	* MacCormack 1982 (W) * Ginsburg & Rapp 1995 (CNWO)	
Tu, Sept 3	3 Ethnographic Approaches & Body Politics	* Lock & Kaufert 1998 (PWBP) * Kaufert (PWBP)	<b>Preference Sheets for Group Book Project Due</b>
Th, Sept 5	4 Reproduction & Globalization	* Rapp 2011 (Foreword to RGS) * Browner & Sargent 2011 (RGS)	
Tu, Sept 10	5 Historical & Global Ethnographic Approaches	* Fraser 1995 (CNWO) * Erickson 2011 (RGS)	
Th, Sept 12	6 The Politics of "Choice"	* Lopez 1998 (PWBP)	Book Project 1: López, <u>Matters of Choice</u>
Tu, Sept 17	7 Reproductive Bodies, Reproductive Politics	* Gruenbaum 1982 (W) * Gruenbaum 2011 (RGS)	Book Project 2: Gruenbaum, <u>The Female Circumcision Controversy</u>
Th, Sept 19	8 Family Planning/Planning Families	* Paxson 2002 (W)	Book Project 3: Paxson, <u>Making Modern Mothers</u>
Tu, Sept 24	9 Family Planning/Planning Families, continued	* Guttman 2011 (RGS)	Book Project 4: Guttman, <u>Fixing Men</u>

<b>Class Date:</b>	<b>Topic</b>	<b>Readings for Discussion</b>	<b>Assignment</b>
Th, Sep 26	10 Birthing Babies, Birthing the Nation	* Kanaaneh 2000 (W)	Book Project 5: Kanaaneh, <u>Birthing The Nation</u>
Tu, Oct 1	11 Reconceiving Manhood	* Inhorn 2011 (RGS)	Book Project 6: Inhorn, <u>The New Arab Man</u>
Th, Oct 3	12 Cultural Logics of Childbirth <i>Discuss Take-Home Exam</i>	* Jordan 1993[1978], Forward, Preface, 1-2	
Tu, Oct 8	<b>No Class – Fall Break</b>		
Th, Oct 10	13 <i>In-Class Film: Born in the U.S.A.: A Documentary About Childbirth in America (56 min, WOO <a href="#">RG518.U5 B67 2007</a>)</i>		<b>Take Home Midterm Exam Due</b>
Tu, Oct 15	14 Comparing Birthing Systems	* Jordan 3-5	<i>Meet about topics for *optional* final paper this week</i>
Th, Oct 17	15 Birth as a Rite of Passage	* Jordan 7 & 8 * Davis-Floyd 1994 (W)	
Tu, Oct 22	16 Stratified Reproduction	* Lazarus 1994 (W) * Craven 2005 (W)	
Th, Oct 24	17 “Choosing” Technologies	* Rapp 1998 (W)	Book Project 7: Rapp, <u>Testing Women, Testing the Fetus</u>
Tu, Oct 29	18 Reproductive Losses	* Layne 2006 (W)	Book Project 8: Layne, <u>Motherhood Lost</u>
Th, Oct 31	19 Birth & Modernity	* Van Hollen 2011 (RGS)	Book Project 9: Van Hollen, <u>Birth on the Threshold</u>
Tu, Nov 5	20 Reviving a History? <i>In-Class Film: Bringin’ In Da Spirit (excerpts, WOO <a href="#">RG962.5.N4 B75 2003</a>)</i>	* Nestel 2004 (W)	Book Project 10: Sheryl Nestel, <u>Obstructed Labour</u>
Th, Nov 7	21 Queer Families	<i>In-Class Film: Daddy &amp; Papa (57 minutes, WOO <a href="#">HQ75.28.U6 D33 2002</a>)</i>	
Tu, Nov 12	22 Dreaming the Family	* Lewin 2009 (W) * Naples 2004 (W)	Book Project 11: Lewin, <u>Gay Fatherhood</u>
Th, Nov 14	23 The Politics of Adoption	* Edwards 1999 (W) * Gailey 2000 (W)	Book Project 12: Gailey, <u>Blue Ribbon Babies and Labors of Love</u>

<b>Class Date:</b>	<b>Topic</b>	<b>Readings for Discussion</b>	<b>Assignment</b>
Tu, Nov 19	24 (Re)Productive Movements	* Padilla 2011 (RGS)	Book Project 13: Padilla, <u>Caribbean Pleasure Industry</u>
Th, Nov 21	25 Surrogacy in a Transnational Context	<i>In-Class Film: Google Baby (77 min, WOO <a href="#">HQ759.5 .G66 2011</a>)</i>	
Tu, Nov 26	26 Dr. Spock in Bali <i>In-Class Film: Bathing Babies in Three Cultures (Bateson &amp; Mead, 9 min, WOO <a href="#">HQ784.B37 B37 2005 [1952]</a>)</i>	* WoB 2000, 1-3	
Th, Nov 28	<b>No Class – Thanksgiving</b>		
Tu, Dec 3	27 Raising a World of Babies <i>In-Class Film: Pregnancy for Dummies: The First Three Months of Life (45 min, WOO <a href="#">RG525 .P73 2002, Disc 2</a>)</i>	* WoB 4-6	
Th, Dec 5	28 Raising a World of Babies, continued <i>Evaluations Discuss Final Exam</i>	* WoB 7-8	<b>Final Papers Due (in lieu of Final Exam)</b>
W, Dec 11			<b>Final Exam Due at 9:00am</b>



**Full Citations for Articles:**

- Craven, Christa  
2007 A "Consumers Right" to Choose a Midwife: Shifting Meanings for Reproductive Rights Under Neoliberalism. *American Anthropologist* 109(4):701-712. (PDF)
- Davis-Floyd, Robbie  
1994 The Rituals of American Hospital Birth. In *Conformity and Conflict: Readings in Cultural Anthropology*, 8th ed., David McCurdy, ed., pp. 323-340. HarperCollins, New York. Available at: <http://davis-floyd.com/the-rituals-of-american-hospital-birth-2/>
- Edwards, Diana  
1999 The Social Control of Illegitimacy Through Adoption. *Human Organization* 58(4):387-396. (PDF)
- Gailey, Christine Ward  
2000 Ideologies of Motherhood and Kinship in U.S. Adoption. In *Ideologies and Technologies of Motherhood*. Helena Ragoné and France Winddance Twine, eds. Pp. 11-55. New York: Routledge. (PDF)
- Gruenbaum, Ellen  
1982 The Movement against Clitoridectomy and Infibulation in Sudan: Public Health Policy and the Women's Movement. *Medical Anthropology Newsletter* 13(2): 4-12. <http://www.jstor.org/stable/647892>
- Kanaaneh, Rhoda  
2000 New Reproductive Rights and Wrongs in Galilee. In *Contraception Across Cultures: Technologies, Choices, Constraints*, Andrew Russell, Elisa J. Sobó, and Mary S. Thompson, eds., Pp. 161-177. Oxford: Berg Publishers. (PDF)
- Layne, Linda  
2006 A Women's Health Model for Pregnancy Loss: A Call for a New Standard of Care. *Feminist Studies* 32(3):573-600. <http://www.jstor.org/stable/20459106>
- Lazarus, Ellen  
1994 What Do Women Want? Issues of Choice, Control, and Class in American Pregnancy and Childbirth. *Medical Anthropology Quarterly* 8(1): 25-46. <http://www.jstor.org/stable/648990>
- Lewin, Ellen  
2009 Who's Gay? What's Gay? Dilemmas of Identity Among Gay Fathers. In *Out in Public: Reinventing Lesbian/Gay Anthropology in a Globalizing World*. Ellen Lewin and William Leap, eds., pp. 86-103 (Part II, Ch. 5). Malden, MA: Blackwell. <http://consort.library.denison.edu/record=b3827253~S6>
- MacCormack, Carol P.  
1982 Introduction: Biological, Cultural and Social Meanings of Fertility and Birth. In *Ethnography of Fertility and Birth*, 2<sup>nd</sup> ed., Carol P. MacCormack, ed., pp 1-14. Prospect Heights, Illinois: Waveland Press. (PDF, out of print)
- Naples, Nancy  
2004 Queer Parenting in the New Millennium. *Gender and Society* 18(6):679-684. <http://www.jstor.org/stable/4149389>
- Nestel, Sheryl  
2004 The Boundaries of Professional Belonging: How Race has Shaped the Re-emergence of Midwifery in Ontario. In *Reconceiving Midwifery*. Ivy Lynn Bourgeault, Cecelia Benoit, and Robbie Davis-Floyd, eds., pp. 287-305 (Part 4, Ch. 14). <http://consort.library.denison.edu/record=b2835660~S6>
- Paxson, Heather  
2002 Rationalizing Sex: Family Planning And The Making Of Modern Lovers In Urban Greece. *American Ethnologist* 29(2):307-334. <http://www.jstor.org/stable/3095170>
- Rapp, Rayna  
1998 Refusing Prenatal Diagnosis: The Multiple Meanings of Biotechnology. *Science, Technology and Human Values* 23(1):45-70. <http://www.jstor.org/stable/689948>
- Van Hollen, Cecilia  
2003 Invoking Vali: Painful Technologies of Birth in India. *Medical Anthropology Quarterly* 17(1):49-77. <http://www.jstor.org/stable/3655376>