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 Email: ccraven@wooster.edu
Office: Kauke 008 (Mailbox Kauke 126) Phone: (330) 263-2283
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)

Jordan, Brigitte (“Jordan” in Course Outline)

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

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

Ginsburg, Faye and Rayna Rapp, eds. ("CNWO" in Course Outline)
Berkeley: University of California Press. ISBN 0520089146

Lock, Margaret and Patricia A. Kaufert, eds. ("PWBP" in Course Outline)

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

Gailey, Christine Ward

Gruenbaum, Ellen

Guttmann, Matthew

Inhorn, Marcia

Kanaaneh, Rhoda

Layne, Linda

Lewin, Ellen

López, Iris

Nestel, Sheryl

Padilla, Mark

Paxson, Heather

Rapp, Rayna

Van Hollen, Cynthia
**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%

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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)

• **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:**

<table>
<thead>
<tr>
<th>Class Date:</th>
<th>Topic</th>
<th>Readings for Discussion</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Tu, Aug 27</td>
<td>1 Introduction</td>
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<tr>
<td>Th, Sept 5</td>
<td>4 Reproduction &amp; Globalization</td>
<td>* Rapp 2011 (Foreword to RGS)  * Browner &amp; Sargent 2011 (RGS)</td>
<td>Book Project 2: Gruenbaum, The Female Circumcision Controversy</td>
</tr>
<tr>
<td>Tu, Sept 10</td>
<td>5 Historical &amp; Global Ethnographic Approaches</td>
<td>* Fraser 1995 (CNWO)  * Erickson 2011 (RGS)</td>
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<tr>
<td>Tu, Sept 17</td>
<td>7 Reproductive Bodies, Reproductive Politics</td>
<td>* Gruenbaum 1982 (W)  * Gruenbaum 2011 (RGS)</td>
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<tr>
<td>Th, Sept 19</td>
<td>8 Family Planning/Planning Families</td>
<td>* Paxson 2002 (W)</td>
<td></td>
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<tr>
<td>Tu, Sept 24</td>
<td>9 Family Planning/Planning Families, continued</td>
<td>* Guttman 2011 (RGS)</td>
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<tr>
<td>Class Date</td>
<td>Topic</td>
<td>Readings for Discussion</td>
<td>Assignment</td>
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<tr>
<td>Th, Sep 26</td>
<td>10 Birthing Babies, Birthing the Nation</td>
<td>* Kanaaneh 2000 (W)</td>
<td>Book Project 5: Kanaaneh, Birthing The Nation</td>
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<tr>
<td>Tu, Oct 8</td>
<td>No Class – Fall Break</td>
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<tr>
<td>Th, Oct 10</td>
<td>13 In-Class Film: Born in the U.S.A.: A Documentary About Childbirth in America (56 min, WOO RG518.U5 B67 2007)</td>
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<tr>
<td>Tu, Oct 15</td>
<td>14 Comparing Birthing Systems</td>
<td>* Jordan 3-5</td>
<td>Meet about topics for <em>optional</em> final paper this week</td>
</tr>
<tr>
<td>Th, Oct 17</td>
<td>15 Birth as a Rite of Passage</td>
<td>* Jordan 7 &amp; 8&lt;br&gt; * Davis-Floyd 1994 (W)</td>
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<tr>
<td>Tu, Oct 22</td>
<td>16 Stratified Reproduction</td>
<td>* Lazarus 1994 (W)&lt;br&gt; * Craven 2005 (W)</td>
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<tr>
<td>Tu, Oct 29</td>
<td>18 Reproductive Losses</td>
<td>* Layne 2006 (W)</td>
<td>Book Project 8: Layne, Motherhood Lost</td>
</tr>
<tr>
<td>Tu, Nov 5</td>
<td>20 Reviving a History?&lt;br&gt; * In-Class Film: Bringin' In Da Spirit (excerpts, WOO RG962.5.N4 B75 2003)</td>
<td>* Nestel 2004 (W)</td>
<td>Book Project 10: Sheryl Nestel, Obstructed Labour</td>
</tr>
<tr>
<td>Th, Nov 7</td>
<td>21 Queer Families</td>
<td>In-Class Film: Daddy &amp; Papa (57 minutes, WOO HQ75.28.U6 D33 2002)</td>
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<tr>
<td>Tu, Nov 12</td>
<td>22 Dreaming the Family</td>
<td>* Lewin 2009 (W)&lt;br&gt; * Naples 2004 (W)</td>
<td>Book Project 11: Lewin, Gay Fatherhood</td>
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<tr>
<td>Class Date</td>
<td>Topic</td>
<td>Readings for Discussion</td>
<td>Assignment</td>
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<td>Th, Nov 21</td>
<td>25 Surrogacy in a Transnational Context</td>
<td>* In-Class Film: Google Baby (77 min, WOO HQ759.5 .G66 2011)</td>
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<tr>
<td>Tu, Nov 26</td>
<td>26 Dr. Spock in Bali</td>
<td>* In-Class Film: Bathing Babies in Three Cultures (Bateson &amp; Mead, 9 min, WOO HQ784.B37 B37 2005 [1952])</td>
<td>WoB 2000, 1-3</td>
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<tr>
<td>Th, Nov 28</td>
<td>No Class – Thanksgiving</td>
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<td>Tu, Dec 3</td>
<td>27 Raising a World of Babies</td>
<td>* In-Class Film: Pregnancy for Dummies: The First Three Months of Life (45 min, WOO RG525 .P73 2002, Disc 2)</td>
<td>WoB 4-6</td>
</tr>
<tr>
<td>Th, Dec 5</td>
<td>28 Raising a World of Babies, continued</td>
<td>* Evaluations Discuss Final Exam</td>
<td>WoB 7-8</td>
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<tr>
<td>W, Dec 11</td>
<td></td>
<td></td>
<td>Final Exam Due (in lieu of Final Exam)</td>
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</tbody>
</table>

Final Exam Due at 9:00am
Full Citations for Articles:

Craven, Christa

Davis-Floyd, Robbie

Edwards, Diana

Gailey, Christine Ward

Gruenbaum, Ellen

Kanaaneh, Rhoda

Layne, Linda

Lazarus, Ellen

Lewin, Ellen
http://consort.library.denison.edu/record=b3827253~S6

MacCormack, Carol P.

Naples, Nancy
http://www.jstor.org/stable/4149389

Nestel, Sheryl
http://consort.library.denison.edu/record=b2835660~S6

Paxson, Heather

Rapp, Rayna

Van Hollen, Cecilia