

Anthropology of Reproduction

Anthropology 45826

Fall 2016 / M & W 9:30-10:45 in 625 Flanner Hall

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Or by appointment

Course description:

In this course we will examine a variety of issues related to reproduction. Using a cross-cultural and critical approach, we will analyze how social negotiations over biological processes bring reproduction to the center of social theory. We will ask questions about how something private like reproduction becomes a public matter. How are these private processes embedded within broader social and institutional forces? We will explore a variety of topics, such as pregnancy and childbirth, reproductive rights, kinship and belonging, the use of new reproductive technologies, and the politics of the nation-state as they affect women's and men's reproductive lives. We will use ethnographic readings and examples from around the world to illustrate our discussions and gain an understanding of the complex intertwining of local and global politics regarding reproductive experiences and choices.

This course is also a methods course. Methods courses introduce students to the theoretical and analytical aspects of how anthropologists ask questions and produce knowledge by providing opportunities for original and hands-on research. Students will be guided through the process of project design, selection of appropriate methods, analysis of results, and the development of a final product. In this way, students are immersed in an experiential learning environment that allows them to think critically about an issue and employ the methods used by professional anthropologists in a meaningful fashion.

Course Goals:

The goals of this class are threefold: 1) to appreciate the ways that anthropologists have studied reproduction in a variety of contexts, 2) to assess the importance of an anthropological perspective on reproductive health issues and, 3) to critically understand that reproduction is shaped by broad social, political, and economic forces.

Learning Goals:

At the end of the semester I expect you to:

- a. Learn about research design in medical anthropology
- b. Learn about anthropological and ethnographic methods and apply them to your assignments
- c. Demonstrate the ability to think critically and articulate your thoughts in class and assignments
- d. Apply anthropological critique to cultural problems and situations regarding reproduction

Readings:

This course has a significant amount of reading. Your role as the student is to read everything, and come to class with at least two questions for discussion based upon the reading for that day.

1. Sobo, E.J. (ES). 2009. Culture and Meaning in Health Services Research: A Practical Field Guide. Walnut Creek, CA: Left Coast Press.
2. Roberts, E.F.S. (LR). 2012. God's Laboratory: Assisted Reproduction in the Andes. Berkeley: University of California Press.
3. Teman, E. (ET). 2010. Birthing a Mother: The Surrogate Body and the Pregnant Self. Berkeley: University of California Press.
4. Various readings (VR) – on Sakai
 1. Ginsburg, F., and R. Rapp. 1991. The Politics of Reproduction. Annual Review of Anthropology 20:311-343.
 2. Browner, C.H., & Sargent, C. F. 2011. Toward Global Anthropological Studies of Reproduction. In Reproduction, Globalization, and the State (pp. 1-17). Durham: Duke University Press.
 3. Jordan, B. 1997. Authoritative Knowledge and Its Construction. In R. E. Davis-Floyd & C. F. Sargent (Eds.), Childbirth and Authoritative Knowledge (pp. 55-79). Los Angeles: University of California Press.

4. Martin, E. 2001. Medical Metaphors of Women's Bodies: Birth. *In* The Woman in the Body: A Cultural Analysis of Reproduction (pp. 54-67). Boston: Beacon Press.
5. Davis-Floyd, Robbie. 1987. The Technological Model of Birth. *Journal of American Folklore*, 479-495.
6. Rapp, R. 2001. Gender, Body, Biomedicine: *Medical Anthropology Quarterly* 15(4): 466-477.
7. Fraser, G.J. 1995. Modern Bodies, Modern Minds. *In* F.D. Ginsburg, & R. Rapp (Eds.), *Conceiving the New World Order* (pp. 42-58). Los Angeles: University of California Press.
8. Layne, L.L. 2000. 'He Was a Real Baby with Baby Things': *Journal of Material Culture*, 5(3), 321-345.
9. Gravlee, C.G. 2011. Research Design and Methods in Medical Anthropology. *In* M. Singer & P. I. Erickson (Eds.), *A Companion to Medical Anthropology* (69-91). West Sussex: Blackwell Publishing Ltd.
10. Wendland, C. 2010. Research Methods. *In* A Heart for the Work (pp. 225-243). Chicago: University of Chicago Press.
11. Andaya, E., et al. 2012. Perceptions of Primary Care-Based Breastfeeding Promotion Interventions. *Breastfeeding Medicine*, 7(6), 417-422.
12. Scheper-Hughes, N., & Lock, M.M. 1987. The Mindful Body. *Medical Anthropology Quarterly*, 1(1), 6-41
13. Morgan, L.M., & Roberts, E.F.S. 2012. Reproductive Governance in Latin America. *Anthropology & Medicine*, 19(2), 241-254.
14. Veile, A. and Kramer, K., 2014. Birth and breastfeeding dynamics in a modernizing indigenous community. *Journal of Human Lactation*.
15. Veile, A., Martin, M., McAllister, L. and Gurven, M., 2014. Modernization is associated with intensive breastfeeding patterns in the Bolivian Amazon. *Social Science & Medicine*, 100, 148-158.
16. Bridges, K. M. 2007. Wily Patients, Welfare Queens, and the Reiteration of Race in the US. *Tex. Journal of Women & Law*, 17, 1.
17. Castañeda, H. 2008. Paternity for Sale. *Medical Anthropology Quarterly*, 22(4), 340-359.
18. Chavez, L.R. 2004. A Glass Half Empty. *Human Organization*, 63(2), 173-188.
19. Gould, S.J. 1984. Carrie Buck's Daughter. *Constitutional Commentary*, 2(2), 331-339.
20. Simmonds, J. 2006. Coercion in California. *Hastings Women's Law Journal*, 17(2), 269-294.
21. Homanen, R. 2013. Reflecting of work practices. *In* Knowledge and power in collaborative research.
22. Homanen, R. 2016. Becoming a parent in Finland. *Sociology of Health and Illness*.
23. Taylor, E.N., & Wallace, L.E. 2012. For Shame. *Hypatia* 27(1), 76-98.
24. Neville et al. 2012. Lactation and Neonatal Nutrition.. *Journal Mammary Gland Biol Neoplasia* 17:167-188.
25. Hinde, K. n.d. Mothers Milk: Evolutionary Perspectives & Cultural Contexts.
26. Dixon, L.Z., 2014. Obstetrics in a time of violence. *Medical Anthropology Quarterly*.
27. Davis-Floyd, R., 2001. The technocratic, humanistic, and holistic paradigms of childbirth. *IJGO*, 75, S5-S23.
28. Emerson, R. M., R. Fretz, and L. L. Shaw. 1995. *Writing ethnographic field notes*. U. Chicago Press.
29. Bernard, R. 2011. *Introduction to Qualitative and Quantitative Analysis*. Altamira.
30. Gutmann, M. 2011. Planning Men Out of Family Planning. *In* C.H. Browner & C.F. Sargent (Eds.), *Reproduction, Globalization, and the State*: (pp. 53-67). Durham: Duke University Press.
31. Sargent, C.F. 2011. Problematizing Polygamy, Managing Maternity. *In* C.H. Browner & C.F. Sargent (Eds.), *Reproduction, Globalization, and the State* (pp. 193-203). Durham: Duke University Press.
32. Whiteford, L.M., & Eden, A.R. 2011. Reproductive Rights in No-Woman's-Land. *In* C.H. Browner & C.F. Sargent (Eds.), *Reproduction, Globalization, and the State* (pp. 224-237). Durham: Duke University Press.

Assignments:

I will determine your grade from the following sources in order to evaluate your progress towards attaining the class goals. Further details about these assignments will be announced in class. There is no final exam for this course. The breakdown is as follows:

Assignment	Percentage	Date Due
Methods exercises	15% (5% each)	09/14; 10/05; 10/26
Mini-Research Paper	10%	10/10
Ethnographic Project	40% (5%, 10%, 25%)	09/21; 12/15; 12/15
Academic Talk Write-up	10% (5% each)	09/28; 11/02
Leading Discussion	10%	Once in semester
Participation	10%	Daily
Attendance	5%	Daily

The grading scale I use for this class is as follows: **A=97-100, A- = 90-96, B+ = 87-89, B= 84-86, B- = 80-83, C+ = 77-79, C= 74-76, C- = 70-73, D = 60-69, F = under 60.** I do not use a grading curve. You should be aware that ND now considers a grade of C- and below as deficient.

Written assignments should be emailed to me no later than 6:00 pm on the day they are listed in the syllabus. Late assignments will be penalized (they will be reduced one grade for every day they are late = from an A- to a B+ and so forth). Once an assignment is three days late, I will not accept it. I strongly encourage you to meet with me and discuss any concerns or questions you have with your assignment grades. Due to the short length of the term, however, these concerns or questions can only be addressed within two weeks after I have returned the assignment. Further instructions on the assignments are on Sakai.

If you have a documented learning disability and are authorized to have special arrangements for assignments, please inform me at the beginning of the course.

This is a reading-intensive, critical-thinking course based primarily on readings and discussions; it will be managed in the form of a seminar, where student participation in discussion is vital for the class to function and be stimulating. Come prepared – active participation in class, evidence of commitment, enthusiasm, and preparedness will help to make this class enjoyable and challenging.

Mini-Research paper:

The purpose of this assignment (10%) is to engage in depth with a topic and analyze it based on its popular representation. You will have to choose a topic to do with reproduction (the narrower the better) and then write a paper on the issue. You should analyze how your chosen topic is portrayed and viewed by the media (movies, television, talk shows). How is the media addressing this issue? In what way do they discuss it (or not discuss it)? How is this different from how scholars analyze it? How is it similar? Your goals should be to analyze and critically draw out tacit assumptions in the representations of this issue and connect them to course readings and discussions and ethnographic materials.

Low-Stakes Methods exercises:

An important goal for this class is for you to learn about how cultural/medical anthropologists carry out research. We will carry out several readings on this topic and you will practice some of these methods/parts of research in three low-stakes assignments (each worth 5%): observation, interview, and research location description. Further details are on Sakai. A big part of the experience of doing research is to go through an institutional review and learning about the ethics of research. Please visit <https://www.citiprogram.org/> to get certified as a researcher as soon as possible.

Ethnographic Methods Project:

A major course requirement will be to carry out an anthropological field investigation, in combination with library research, of any aspect of reproduction, reproductive health care, reproductive politics, etc. that inspires you to want to understand it better. The goal of this project is twofold: to engage in a topic related to the class theme of reproduction and to empirically think through research methods in the process. To do this you will choose three different research methods (based upon ones we have read in class or have been used by the researchers we are reading and meeting) and then use them in the field to get data.

Ethnography often follows a “lone wolf” model, of the intrepid anthropologist embarking on a topic on his/her own, only interacting with the locals and no one else. In an effort to make ethnography a more social endeavor, I would like you to work in groups of 3 on this project. There is advantage to working with others, as you are able to cover more ground, go into greater depth in a topic, gain insight from others’ perspectives, and collaborate intellectually. You will self-select your research group and propose a novel, interesting, creative research question and methods.

You will have to hit the ground running on this topic, proposing a research question by week #5. This proposal (5%) will be an 800-word document describing your research design: research question, three methods you will use, population, expected results, and the broader issue it addresses. The final outcome of this research will be a 2000-2500-word paper (25%) and a presentation (10%) at the end of the semester during the final exam time. It is an opportunity to highlight the interesting elements of your research as well as the innovative conclusions about methodology you have drawn.

Academic Talk Write-up:

Part of the intellectual formation is the engagement with topics within and outside of one's discipline. To this end, you are required to attend two academic talks/events that fully or tangentially (but in interesting, creative ways) have to do with reproduction, broadly construed. These could be talks within anthropology or outside of it. While I can let you know about several of these events as they appear on my radar, I am unlikely to know about every event on campus. Thus it is up to you to be aware of what is happening on campus and attend these events. If you have doubts about their suitability, please ask me. Your aim will be to attend these events and engage in some specific way—perhaps you can ask a question of the speaker or, if you are shy about speaking in public, you can approach the speaker later and ask them questions. Take good notes. You should write an 800-word analysis (the summary of the event should be no more than 200 words) that engages at least four of our class readings and/or topics. I will grade you on analytical engagement, content, and writing style. Each write up will be worth 5% (total of 10%).

Leading Discussion:

The course will be run as a seminar, meaning that your participation in class discussion is essential for the class to be intellectually stimulating. A very important part of your grade will be leading a class discussion (10%) during the first 30-45 minutes of class to jump-start discussion. To do this, you, and one or two of your classmates, will lead one discussion during the semester using any methods you deem appropriate. This activity will prepare you for public speaking and critical thinking. Some Notre Dame students in the past have chosen to lead these discussions using examples from ND, visual aids, participant observation, additional readings, role playing, debates, etc. Use your imagination.

Graduate Students:

Students taking this class as a graduate component will be graded at a graduate level. The assignments remain the same, except that they should be longer and students will be expected to present and defend an original position. Additional details on Sakai.

Important policies:

Attendance:

I will take attendance daily (5%). The course will be run as a seminar, meaning that your participation in class discussion is essential for the class to be intellectually stimulating. You **MUST** come to class having done all the readings and be prepared to talk actively about the topic at hand. It is not enough to just appear in class. You also have to be alert, awake, and actively listening. Excused absences include family emergency (your Dean needs to be aware of this), sports-related (I need notification from the Athletics office), or academic (conference details with your name on it). Every unexcused absence counts. After 3 unexcused absences your class grade drops one grade (from an A- to B+ and so forth). More than 5 absences result in the failure of the course. Consistent lateness and inattentiveness will also be penalized.

Honor Code:

I expect all students to adhere to academic honesty following the tenets of the Notre Dame Honor Code ("As a member of the Notre Dame, community I will not participate in or tolerate academic dishonesty"). A violation of this code is serious and could result in a failing grade.

Office hours:

I encourage you to come to my office to discuss your queries, progress in class, or any issues that come up. If you cannot come to my office hours you can make an appointment at a time that suits us both. This is an opportunity for you to ask questions outside of class in a less formal setting.

Lecture and Reading Schedule:

Week	Topic	Assignments Due
Week #1 08/24	<u>Introduction to Anthropology of Reproduction</u> No reading for today	
Week #2 08/29 08/31	<u>Classic Readings in the Anthropology of Reproduction</u> VR – Ginsburg and Rapp; Browner & Sargent; Rapp VR – Jordan; Martin; Davis-Floyd I	
Week #3 09/05 09/07	<u>From Ethnographies to Doing Research</u> VR – Fraser, Layne; ES – Ch. 2 ES – Ch. 5 & 7, VR – Gravlee	
Week #4 09/12 09/14	<u>Methods in Medical Anthropology</u> ES – Ch. 9 - 11 VR – Wendland, Andaya et al.; ES – 12 Skim: Emerson et al.; Bernard	Project: Draft of research question Methods: Description of place <i>Student-led discussion</i>
Week #5 09/19 09/21	<u>Body Politic & Reproductive Governance</u> VR – Scheper-Hughes & Lock; Morgan & Roberts VR – Veile & Kramer; Veile et al.	Get CITI certification by today Project: Research question Visit: Dr. Amanda Veile
Week #6 09/26 09/28	<u>Eugenics & Problematic Reproduction</u> VR – Bridges; Castañeda; Chavez VR – Gould; Simmonds Movie: The Lynchburg Story	<i>Student-led discussion</i> Academic Talk #1
Week #7 10/03 10/05	<u>Assisting Reproduction</u> LR – Pp. xvii-67 LR – Pp. 68-137	Methods: Observation
Week #8 10/10 10/12	<u>Cultivating Children</u> LR – Pp. 138-210 LR – Pp. 211-216	Mini-Research Paper <i>Student-led discussion</i>
10/17-10/21	No class, midterm break	

Week #9	<u>Birthing a Mother</u>	
10/24	ET – Prologue-Ch.2	
10/26	ET – Ch.3-5	Methods: Interview
Week #10	<u>Making mothers</u>	
10/31	ET – Ch.6-7	<i>Student-led discussion</i>
11/02	ET – Ch.8-Conclusions	Academic Talk #2
Week #11	<u>Health Care Institutions</u>	
11/07	VR – Homanen I & II	Visit: Dr. Riikka Homanen
11/09	Workshopping methods today	Project: Methods conversation
Week #12	<u>Breastfeeding</u>	
11/14	VR – Taylor & Wallace; Neville; Hinde	<i>Student-led discussion</i>
11/16	Movie: Made in India	
Week #13	<u>Midwifery and Obstetric Violence</u>	
11/21	VR – Dixon; Davis-Floyd II	Visit: Dr. Lydia Z. Dixon
11/23	No class - Thanksgiving	
Week #14	<u>Revisiting Methods</u>	
11/28	VR – Emerson et al.; Bernard	
11/30	Workshopping methods today	Project: Methods conversation
Week #15	<u>Globalization and the State</u>	
12/05	VR – Gutmann; Sargent; Whiteford & Eden	
12/07	Summary and Conclusion	
Exam Week	<u>Presenting your Work</u>	
12/15	8:00 to 10:00 am Merry Christmas holidays!	Project: Paper due Final presentations