

IDS 2935: Making Babies

I. Course Information

IDS 2935

Fall 2022

Meeting Day/Time: T 7 1:55-2:45 pm, R 6-7: 12:50-2:45pm

Location: T MAT 0018
R NPB 1001

Instructor

Dr. Adrienne Strong – adrienne.strong@ufl.edu

Office location: 441 Grinter Hall

Office hours: Tuesdays 3-5pm and Thursdays 3:00-4:00pm and by appointment via
<https://calendly.com/adrienne-strong>

Phone: (352) 392-4490



Teaching Assistant: Chloe Warpinski- cwarpinski@ufl.edu

Office location: TBA

Office hours: Tuesdays 10am-12pm and by appointment

"Kov Seti" by Joachim Luetke

Course Description

In the course, we will explore the different ways in which objective medical technologies and devices become anything but objective as they move throughout the world. We will begin with an introduction to some classics in the anthropology of reproduction, including influential works on medical imaging (ultrasound), infertility, and fetal testing, and then proceed to newer research, including a full-length ethnography, that explores the rapid expansion of these technologies to non-Euro-American contexts. In this way, we will conduct a semester-long conversation about relationships of power, governance, and influence between the global North and South centered on women's bodies as commodities, as objects of ideology, as autonomous selves, or combinations of these and other trends. The course will contextualize current debates on access to and coverage for reproductive healthcare services both in the United States and beyond, as well as help us to contextualize access to reproductive technologies and how differential access influences meanings of reproductive choice and quality of life in local contexts. We will ask questions about what form global reproductive futures might take in an era of gene editing but also risks, such as Zika, nuclear weapons, and climate change.

What is the pressing question the course explores?

The course will explore the pressing question of how ostensibly objective medical technologies and devices become anything but objective as they move throughout the world. Using readings from countries across the globe, we will trace the ways in which reproductive technology, medical advances, and societies act on each other to create emergent forms of kinship, identity, and sociopolitical belonging, and influence our expectations or experiences of reproduction both for ourselves as individuals, as well as local communities, and as an interdependent, global community. Likewise, the course is fundamentally about the impacts of these technologies on quality of life and the local meanings of this concept.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

Required & Recommended Course Materials (to purchase/rent)

Required:

Haunting Images: A Cultural Account of Selective Reproduction in Vietnam by Tine Gammeltoft

Other readings will be available through Canvas and course reserves.

II. Coursework & Schedule

1. List of Graded Work

Work	Description	Length	Weight of Final Grade
Reflection journals	After each of the course activities and outside speakers, you will be required to submit a 1000-word journal entry via Canvas. These journals are not summaries of the material presented or new facts you learned but are an opportunity for you to reflect on the information presented and the discussion that followed. In these reflections, you should consider answering questions such as: How did this speaker/trip/activity challenge or reinforce my current beliefs about this subject? What else would I need to know to be persuaded to agree with them (or maintain my current	1,000 words each	15% (3% each)

	position)? How can I connect this topic to my own life experiences or those of my family? What from this experience could I take with me into a future course or career?		
Group work	See description after this table	Variable	15%
Midterm take home essay exam	A two-essay written exam done out of class via a timed system in Canvas to assess students' ability to analyze and evaluate readings while connecting them to key course concepts and everyday life.	2 essays, minimum 1000 words each	20%
Topic selection for final project	Brief description of your proposed final project topic and its importance and relevance to the course themes and topics	One paragraph	5%
Peer review of draft project	In groups, students will share and comment on the draft content for the final project.		5%
Final project			20%
Attendance	See guidelines in Section III		5%
Participation	See guidelines in Section III		15%

Group work (15%): Based on a short survey available as a google form through Canvas, we will assign groups you will work with for the rest of the semester. These groups will engage in a variety of assignments both in class and outside of it. You will also work with each other to do peer reviews of your final project materials and to prepare for the midterm exam. Some of the in class activities are listed in the syllabus but there will be other, routine groupwork throughout the semester.

Details of Experiential Learning Component

Throughout the course, there will be a variety of experiential learning opportunities. Some of these will occur in the classroom, while others will include excursions outside UF in order to engage with the wider Gainesville community. There are planned activities that include interacting with original field data from the professor, as well as outside speakers who will bring another perspective to classroom discussions. We will have at least two outside speakers, one from Planned Parenthood and one midwife. Unfortunately, due to the large size of the class this semester, we will be unable to travel to visit these locations in person. You will also develop a short, five question interview guide on a topic of your choice related to the class content and then use that to talk with at least five community and/or family members of your choice. In groups, you will also research other local organizations related to reproductive health (broadly understood) and work with each other to conduct a brief interview with someone from the organization you have identified to learn more about them and their work.

Details of Self-Reflection Component

Reflection journals:

After each of the course excursions and outside speakers, you will be required to submit a 1000-word journal entry via Canvas. These journals are not summaries of the material presented or new facts you

learned but are an opportunity for you to reflect on the information presented and the discussion that followed. In these reflections, you should consider answering questions such as: How did this speaker/trip/activity challenge or reinforce my current beliefs about this subject? What else would I need to know to be persuaded to agree with them (or maintain my current position)? How can I connect this topic to my own life experiences or those of my family? What from this experience could I take with me into a future course or career?

Group participation assessments:

For the group work, you will each be asked to assess your own contribution, as well as the contribution of your fellow group members to the overall group discussions and assignments. By assessing ourselves, we build an awareness of our personal strengths and weaknesses, as well as highlight (potentially) unequal workloads. Such types of assessments are also common in workplaces and this exercise will prepare you for these environments, too. You will do this once in the middle of the semester. This assessment, and your thoughtful completion of it, will count in your participation grade for the semester.

2. Weekly Course Schedule (not all activities for Thursdays included here but every week will include some form of group activity or team based learning activities)

Week/ Date	Topic (Question/Subject)	Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
Week 1 Aug 25	Course policies, go over reading guides What does it mean to see like an anthropologist?	History, key themes and methods in the social sciences	N/A	N/A
Week 2 Aug 30	What is ethnography?	Social science methods- ethnography	Excerpts from <i>How to Think Like an Anthropologist</i> by Matthew Engelke Individual activity before class: Who are you anthropologically? Class activity: What would an anthropologist do?	Online syllabus quiz
Sept. 1	Contraception: Gender, race, and global uses of birth control Lecture	Close reading- texts; identifying social institutions and structures	Roberts, Dorothy. 1997. Preface and Ch.2: The Dark Side of Birth Control. In <i>Killing the Black Body</i> . Vintage Books.	Reflection journal due- what does it mean to be an anthropologist? Perusal
Week 3 Sept. 6		Analyzing and evaluating primary data; learning about key theories and methods in social sciences	Guttman, Matthew. 2011. Planning Men out of Family Planning, From: <i>Reproduction, Globalization, and the State</i> . Carole H. Browner and Carolyn F. Sargent, eds. Pp. 53-67 Possible guest speaker	

Week/ Date	Topic (Question/Subject)	Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
Sept. 8	Emergency contraception	Close reading-texts	Selections from <i>Emergency Contraception: The Story of a Global Reproductive Health Technology</i> by A. Foster and L. Wynn. Class activity: Analysis of transcripts from group discussions in Tanzania about family planning	
Week 4 Sept. 13		Enable students to analyze and evaluate data relevant to pressing questions concerning human society and/or the state of our planet.	Coeytaux, Francine and Barbara Pillsbury. 2001. Bringing emergency contraception to American women: The history and remaining challenges. <i>Women's Health Issues</i> 11(2): 80-86. In class activity: Design a survey about contraceptive methods and UF student knowledge of them.	
Sept. 15	Experiments and research: Genetic testing, designer babies, and ethics	Examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world	Clarke, Adele. 2000. Maverick Reproductive Scientists and the Production of Contraceptives, 1915-2000+. In <i>Bodies of Technologies: Women's Involvement with Reproductive Medicine</i> . In class activity: Use part of class time to go out and interview students around campus with survey designed on Tuesday. Discuss experience.	Perusall
Week 5 Sept. 20			Hart, Matthew. 6 August 2017. "Landmark CRISPR Breakthrough Makes Us Ask: 'How Realistic are Designer Babies?'" http://nerdist.com/crispr-genome-designer-babies-embryos/ "How to stop rogue gene-editing of human embryos?" by Pam Belluck, NYTimes, Jan. 23, 2019 In class: Watch CRISPR documentary	

Week/ Date	Topic (Question/Subject)	Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
Sept. 22	Imaging and prenatal diagnosis: 4D ultrasounds and why we want to see our babies	Address in relevant ways the history, key themes, principles, terminologies, theories, or methodologies of the various social science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.	Rapp, Rayna. 1998. Refusing Prenatal Diagnosis: The Multiple Meanings of Biotechnology. <i>Science, Technology and Human Values</i> 23(1):45-70. In class: Film- <i>Burden of knowledge: moral dilemmas in prenatal testing</i> . Fanlight productions (54 mins)	Final project topic due
Week 6 Sept. 27			Morgan, Lynn M. 2000. Magic and a Little Bit of Science: Technoscience, Ethnoscience, and the Social Construction of the Fetus. In <i>Bodies of Technologies: Women's Involvement with Reproductive Medicine</i> . Pp. 355-367	Perusall
Sept. 29	What does abortion mean around the world? Background lectures	Close reading- texts; identifying social institutions and structures	Gammeltoft, Tine. <i>Haunting Images: A Cultural Account of Selective Reproduction in Vietnam</i> Prologue, Intro and Chapter 1	
Week 7 Oct. 4		Close reading- texts; identifying social institutions and structures	Chapters 2 and 3 Class activity on book	
Oct. 6	Abortion continued Lectures cont.	Close reading- texts; identifying social institutions and structures	Chapters 4, 5, and 6	
Week 8 Oct. 11		Examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize	Chapter 7 and Conclusion Group discussion on the book as a whole	In class reflection on book due at

Week/ Date	Topic (Question/Subject)	Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
		the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Analyzing primary data Applying social science methods		end of class period
Oct. 13	Infertility and Assisted Reproductive Technologies (ARTs) Part 1	Address in relevant ways the history, key themes, principles, terminologies, theories, or methodologies of the various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.	Becker, G. 2000. <i>The Elusive Embryo: How Men and Women Approach New Reproductive Technologies</i> . Berkeley: University of California Press. Chapter 1 Inhorn, M.C. and D. Birenbaum-Carmeli. 2008. Assisted Reproductive Technologies and Culture Change. <i>Annual Review of Anthropology</i> 37:177-96.	Take home midterm essay exam due Monday at midnight
Week 9 Oct. 18	How do people in different places and with different religious beliefs view ARTs?	Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world. Communicating	Shoneyin, L. 2011. <i>The Secret Lives of the Four Wives</i> Parrott, F.R. 2014. 'At the hospital I learnt the truth': Diagnosing male infertility in rural Malawi.	Perusall

Week/ Date	Topic (Question/Subject)	Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
Oct. 20	What does kinship mean and who do we belong to? Background lectures	Present different social science theories and consider how their biases and influences shape pressing questions about the human condition and/or the state of our planet.	Inhorn, M. C. 2006. "He won't be my son": Middle Eastern Muslim men's discourses of adoption and gamete donation. <i>Medical Anthropology Quarterly</i> 20(1): 94-120. Simpson, B. 2013. Managing potential in assisted reproductive technologies: Reflections on gifts, kinship, and the process of vernacularization. <i>Current Anthropology</i> 54 (Supp. 7): S87-S96	Perusall
Week 10 Oct. 25	Reexamining kinship in an age of assisted reproduction	Communicating	Hayden, Cori. 1995. Gender, Genetics, and Generation: Reformulating Biology in Lesbian Kinship. <i>Cultural Anthropology</i> 10(1): 41-63. Class activity: Families are complicated Brainstorm questions to ask family/community members about reproductive health.	Peer assessment of groups due via TEAMMATES online
Oct. 27	Global surrogacy markets: Outsourcing baby-making	Communicating Close reading- texts; identifying social institutions and structures. Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.	Book: <i>A House for Happy Mothers</i> by Amulya Malladi Singh, H.D. 2014. "The World's Back Womb?": Commercial surrogacy and infertility inequalities in India. <i>American Anthropologist</i> 116(4):824-828. "It will soon be illegal to get paid to be a surrogate mother in India" August 6, 2019 https://www.vice.com/en_in/article/vb54nj/commercial-surrogacy-might-soon-be-banned-in-india "What is commercial surrogacy?" https://surrogate.com/about-surrogacy/types-of-surrogacy/what-is-commercial-surrogacy/	

Week/ Date	Topic (Question/Subject)	Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
Week 11 Nov. 1		Analysis of text/film	Deomampo, D. 2013. Transnational surrogacy in India: Interrogating power and women's agency. <i>Frontiers: A Journal of Women Studies</i> 34(3):167-188. In class: Films on surrogacy in different locations	Perusall
Nov. 3	HIV/AIDS: Advancing research and "positive" living and reproductive decision making	Enable students to analyze and evaluate qualitative or quantitative data relevant to pressing questions concerning human society and/or the state of our planet.	Richey, L.A. 2006. Gendering the therapeutic citizen: ARVs and Reproductive Health. <i>Centre for Social Science Research: Aids and Society Research Unit</i> . In class activity: Investigate local reproductive health organizations for your group to interview to learn more about.	Perusall
Week 12 Nov. 8		Communicating Close reading, analysis of images and film	Book: <i>Love, Money, and HIV: Becoming a Modern African Woman in the Age of AIDS</i> by Sanya A. Mojola Upton, R.L. and E.M. Dolan. 2011. Sterility and stigma in an era of HIV/AIDS: Narratives of risk assessment among men and women in Botswana. <i>African Journal of Reproductive Health</i> 15(1):95-102. Class activity: Analysis of videos and advocacy messaging around Positive Living in several countries	
Nov. 10	Understanding birth and its social importance	Examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world	Van Hollen, Cecilia. 2003. Invoking Vali: Painful Technologies of Modern Birth in South India. <i>Medical Anthropology Quarterly</i> 17(1): 49-77.	Final project draft due

Commented [SE1]: Change this out

Commented [SE2]: See if she can come speak again (Zoom)

Week/ Date	Topic (Question/Subject)	Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
Week 13 Nov. 15		Peer review as part of social sciences; evaluating claims and data Evaluation of sources	Read assigned peer reviews, prepare to discuss in class “New York hospital’s secret policy led to woman being given C-section against her will” October 5, 2017 https://www.theguardian.com/us-news/2017/oct/05/new-york-staten-island-university-hospital-c-section-ethics-medicine	Perusall
Nov. 17	Birth, technology, and alternative models. Why do we give birth the way we do?	Address in relevant ways the history, key themes, principles, terminologies, theories, or methodologies of the various social science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.	Leavitt, Judith Walzer. 1980. Birthing and Anesthesia: The Debate over Twilight Sleep. <i>Signs</i> 6: 147-164 Gawande, Atul. 2006 October 9. The Score: How Childbirth Went Industrial. <i>The New Yorker</i> , pp. 59-67. Class activity: Group annotation on excerpts from Irwin, Susan and Brigitte Jordan. 1987. Knowledge, Practice, and Power: Court- Ordered Cesarean Sections. <i>Medical Anthropology Quarterly</i> 1(3): 319-334 Visit from Abby Reichardt, midwife.	Summary of interviews with local organizations due (group). Reflection journal on experience due.
Week 14 Nov. 22			Davis-Floyd, R. E. 2001. The technocratic, humanistic, and holistic paradigms of childbirth. <i>International Journal of Gynecology & Obstetrics</i> 75: S5-S23.	Reflection journal due from Abby’s visit
Nov. 24			Thanksgiving	Interview your family members!
Week 15 Nov. 29	Emerging topics to be updated annually, e.g., climate change and reproduction, Zika, COVID, etc.	Analyze critically the role social sciences play in the lives of individuals and societies and the role they might play in students’	TBA	Reflection on interview exercise due

Week/ Date	Topic (Question/Subject)	Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
		undergraduate degree programs.		
Dec. 1	Emerging topics cont.		Finish discussion of emerging topics to be selected by class at start of the semester. Brainstorm with your group about how your idea of what it means to be an anthropologist has changed since the beginning of the class. Review your first reflection journal.	Reflection journal due
Dec. 6 Last day of class	Class wrap-up		Reflect on the course, share final projects with group members	Submit any materials related to your final project
Dec. 10			December 9 th is the last day of classes	

III. Grading

3. Statement on Attendance and Participation

Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

- Attendance: will be taken daily and recorded in the Canvas gradebook. You are allowed two “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a two-point deduction from your final grade.
- Participation: Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. I will inform you of your participation grade to date when mid-term exams are returned, and schedule a conference if you are earning below 70% of the possible points. Discussion is a key component of the course.
- NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see me as soon as possible to discuss alternative modes of participation.

Participation Grading Rubric:

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work.			
Thoughtful: Shows evidence of having understood and considered issues raised.			
Considerate: Takes the perspective others into account; respects community norms we establish collaboratively in the first class.			

4. Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100% of possible points	C	74 – 76%
A-	90 – 93%	C-	70 – 73%
B+	87 – 89%	D+	67 – 69%
B	84 – 86%	D	64 – 66%
B-	80 – 83%	D-	60 – 63%
C+	77 – 79%	F	<60

IV. Quest Learning Experiences

5. Course Delivery and Engagement

Number of Seats Anticipated: ____35____

Delivery Method: ____Mixed____

Students will work collaboratively to decode the weekly readings, practicing close reading and critical analysis skills through progressively more complicated reading guides that I will pair with the weekly assigned readings. Through the use of reading guides, I will ensure you are able to master the content in these more advanced readings while helping you to be prepared for class sessions which will rely heavily on discussion, team-based learning through activities and engagement with primary source materials, as well as peer feedback on your final projects. This type of format with the 35-person class size will allow for closer interaction between instructor and students and help students to form relationships between themselves, as well. Generally speaking, Tuesdays will focus more on concepts and content and the Thursday double periods will focus more on synthesis of the materials and application through group work and whole class discussion. The instructor will work with each of the groups over the course of the class period. Thursdays will also include outside speakers and the off-campus trips. The end of class on Thursdays will be reserved for a brief lecture to orient students to the next week's topic including key terms or background information they need to understand the texts.

The course material draws heavily on scholarship produced by anthropologists but the topics are, by their very nature, interdisciplinary. I will provide students with brief background lectures to situate and contextualize their readings both within the scientific and anthropological literature, geographic location, and historical moment. Some of the themes covered in the course are classic anthropological themes such as kinship and relatedness, as well as personhood and social reproduction via biological reproduction. In several of the readings, and especially in the full-length ethnography you will read, history also plays an important part in contextualizing the current state of health, social relationships, global power dynamics, and individuals' interactions with the technologies we are studying.

IV. Required Policies

11. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester

Faculty can expect to receive a student's accommodation letter within the first 3 weeks of classes; however, if a student registers with the DRC later in the semester faculty are still obligated to facilitate accommodations. Neither faculty nor administrators may independently deny a request for accommodation that is approved by the Disability Resource Center.

12. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

13. University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

14. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

15. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

16. Recordings of Online Class Meetings

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited. **Please note: The recording will only be available via the class Canvas site for currently enrolled students.**