

**Anthropology of Pregnancy and Birth
(ANG6930/ANT4930)
Spring 2014**

Thursdays, 9:35 am-12:35 pm
Location: Flint Hall 101

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Course website: <https://lss.at.ufl.edu>
Spring Office Hours: Tuesdays, 9:30-11:30 am

Course Overview

This course uses a biocultural life course approach to examine pregnancy and birth in human populations. The class focuses on several aspects of maternal health including reproductive ecology and determinants of fertility, maternal-fetal nutrition, birth experience and the political ecology of maternal health. Each of these topics has a long history, and could be covered in an individual course, but this class endeavors to provide a systematic overview and foundation for understanding issues associated with global maternal health and the anthropology of reproduction across the life course.

Required Books

- Davis-Floyd, R. and C. Sargent, eds. (1997) *Childbirth and Authoritative Knowledge: Cross-cultural Perspectives*. UC Press.
- Macadam, S. and K. Dettwyler, eds. (1995) *Breastfeeding: Biocultural Perspectives*. Aldine Transaction.
- Galvez, A. (2011) *Patient Citizens, Immigrant Mothers: Mexican Women, Public Prenatal Care, and the Birth Weight Paradox*. Rutgers University Press.

Supplementary articles will be made available electronically.

Course Requirements and Grading

Course grades are calculated based on participation in discussion, reading summaries, discussion leadership, and the final research project. Point totals differ for graduate students (total = 345 pts.) and undergraduate students (total = 275 pts.) to reflect differentials in workload.

Class Participation: I expect students to attend each class meeting and to take an active part in class discussions and activities. Active participation includes attendance but also requires that you read all assigned readings and prepare thoughtful questions and critical discussion points in advance of class meetings. I will evaluate your participation based on the *quality* of your contributions and not simply on how often you speak in class. The purpose of evaluating your participation is to encourage you to prepare for class and to promote thoughtful analysis and discussion. Points for participation are divided into:

1. Class participation and reading summaries

- a. Active participation in weekly discussions (30 pts.)
- b. Blog posts (5 for undergraduates/10 for graduate students) summarizing weekly readings (10 points each). Posts must be uploaded to E-Learning on Friday the week that the material is covered in class and must be at least 250-500 words each with proper grammar and spelling.

2. Leading discussion (20 pts. per presentation): starting the second week, each student will lead discussion on articles assigned for the class. Undergraduates are expected to lead discussion on one article during the semester; graduate students are expected to lead discussion on two articles during the semester.

Research Poster (175 pts.) Students will be required to present a research project on a topic relating to maternal health. In lieu of the typical research paper, you will present a poster detailing the results of your research during the last week of classes. Development of the research project will occur throughout the semester. Grading rubrics for each part of the poster project will be provided.

- 1) You are required to submit a **poster proposal** outlining the topic of your research project by **Friday, February 6th**; this proposal should describe the topic, including why the topic is important, and should identify some of the key questions or issues your project will explore (25 pts.).
- 2) A **250-300 word abstract** (25 pts.), and **annotated bibliography** (25 pts.) with at least 20 carefully selected references from scholarly literature is due by 5 pm Friday, **March 13th**.
- 3) You must submit a **draft copy of your final poster (electronically)** by 5 pm **Friday, April 18th**. (50 pts.)
- 4) The **final poster will be presented** during regular class time on **Thursday April 22nd** (50 pts.)

Categories	ANT4930 (Undergrad)	ANG6930 (Grads)
Participation	30 points	30 points
Reading summaries	50 points	100 points
Leading discussion	20 points	40 points
Poster projects	175 points	175 points
Total	275 points	345 points

Grades

Final grades will be based on the following scale: A (94-100), A- (90-93.99), B+ (87-89.99), B (84-86.99), B- (80-83.99), C+ (77-79.99), C (74-76.99), C- (70-73.99), D+ (67-69.99), D (64-66.99), D- (60-63.99), E (<59.99). Grades are awarded on the basis of points received in the class and are not curved or rounded up.

Policy on Late Assignments

Students are required to complete all assignments by the stated due dates. Late assignments will lose one half-letter grade for each day past the deadline. There are no make-up opportunities for any assignment, as you will have ample time to complete each requirement. I will not assign grades of “incomplete” except in the most unusual, extreme circumstances (i.e. alien abduction). You must provide documentation of such circumstances from an appropriate authority. Assignments are due by 11:59 pm on the day assigned unless otherwise specified.

Academic Honor Code

Students are expected to uphold the Academic Honor Code of the University of Florida. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and responsibility on the part of the University community. Please see the following website for a complete explanation of the Academic Honor Code: www.registrar.ufl.edu/catalog/policies/students.html.

Americans with Disabilities Act

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific modifications. Students requesting accommodation must first register with the Dean of Students Office and then provide documentation to the instructor. For more information about services available to University of Florida students:

Dean of Students Office Disability Resource Center
202 Peabody Hall or 0020 Reid Hall
Phone: (352) 392-1261 Phone: (352) 392-8570

University of Florida Counseling Services

Resources are available on-campus for students that feel like they are struggling in their personal or academic life. These resources include:

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Course Schedule and Readings

This is a preliminary schedule of topics and readings. The syllabus is a guide for the course and may be subject to change with advance notice.

Section 1: Introduction	
Week 1 (January 9) <i>Intro to the course</i>	Syllabus
Week 2 (January 16) <i>Biocultural approaches to maternal health, nutrition, and fertility</i>	<ul style="list-style-type: none"> Davis-Floyd and Sanger: Ch. 1-2 and Introduction McElroy, A. (1990) Biocultural Models in Studies of Human Health and Adaptation. <i>Medical Anthropology Quarterly</i>, 4(3): 243-265. Joseph, S. (2004) The biocultural context of high fertility among the Bekaa Bedouin. <i>American Anthropologist</i>, 106(1): 140-144.
Section II: Becoming Pregnant	
Week 3 (January 23) <i>Human Reproductive Ecology</i>	<ul style="list-style-type: none"> Vitzthum, V. (2008) Evolutionary Models of Women's Reproductive Functioning. <i>Annual Review of Anthropology</i>, 37:53-73. Ellison, P. (2003) Energetics and Reproductive Effort. <i>American Journal of Human Biology</i>, 15: 342-351. Wasser, S. and N. Place (2001) Reproductive filtering and the social environment. In, <i>Reproductive Ecology and Human Evolution</i>. Edited by P. Ellison. Aldine: New York. Pp137-157. Ellison, P. (2012) Social relationships and reproductive ecology. In, <i>Endocrinology of Social Relationships</i>. Edited by P. Ellison and P. Gray. Harvard University Press: Boston. Pp 54-73.
Week 4 (January 30) <i>Culture, fertility, and fertility behavior</i>	<ul style="list-style-type: none"> Bledsoe, C. et al. (1994) Constructing natural fertility: The Use of Western Contraceptive Technologies in Rural Gambia. <i>Population and Development Review</i>, 20(1): 81-113. Dudgeon, M. and M. Inhorn (2004) Men's influences on women's reproductive health: Medical anthropological perspectives. <i>Social Science & Medicine</i>, 59: 1379-1395. Bledsoe, C et al. (1998) Reproductive Mishaps and Western Contraception: An African Challenge to Fertility Theory. <i>Population and Development Review</i>, 24(1): 15-57. Becker, G. & R. Nachtigall (1994) 'Born to be a mother': The cultural construction of risk in infertility treatment in the U.S. <i>Social Science & Medicine</i>, 39(4): 507-518. Ettorre, E. (1999) Experts as 'storytellers' in reproductive genetics: exploring key issues. <i>Sociology of Health and Illness</i>, 21(5): 539-559.
Section III: Pregnancy and Birth	
Week 5 (February 6) <i>Pregnancy and vulnerability</i> *Poster proposal due Feb 6^t	<ul style="list-style-type: none"> Arps, S. (2009) Threats to safe motherhood in Honduran Miskito communities: Local perceptions of factors that contribute to maternal mortality. <i>Social Science & Medicine</i>, 69:579-586. Davis Floyd and Sanger: Chapters 4, 5, 13, 15, 17

Week 6 (February 13) <i>Maternal Nutrition</i>	<ul style="list-style-type: none"> Bentley, G. et al. (1999) Women's strategies to alleviate nutritional stress in a rural African society. <i>Social Science & Medicine</i>, 48: 149-162. Kuzawa, C. (2005) Fetal Origins of Developmental Plasticity: Are Fetal Cues Reliable Predictors of Future Nutritional Environments? <i>American Journal of Human Biology</i>, 17:5-21. Pelto, G. (1987) Cultural Issues in Maternal and Child Health and Nutrition. <i>Social Science & Medicine</i>, 25(6): 553-559. Flaxman, S. & Sherman, P. (2000) Morning sickness: a mechanism for protecting mother and embryo. <i>Quarterly Review of Biology</i>, 75(2): 113-148. Pike, I (2000) The Nutritional Consequences of Pregnancy Sickness: A Critique of a Hypothesis. <i>Human Nature</i>, 11(3): 207-232.
Week 7 (February 20) <i>Fetal-Maternal Conflict</i>	<ul style="list-style-type: none"> Haig, D. (1994) Genetic Conflicts in Human Pregnancy. <i>The Quarterly Review of Biology</i>. 68(4): 495-532. Markens, S. et al. (1997) Feeding the Fetus: On Interrogating the Notion of Maternal-Fetal Conflict. <i>Feminist Studies</i>, 23(2): 351-372. Gluckman, P. and M. Hanson (2004) Maternal constraint of fetal growth and its consequences. <i>Seminars in Fetal & Neonatal Medicine</i>, 9: 419-425. Fasouliotis, S. and J.G. Schenker (2000) Maternal-fetal Conflict. <i>European Journal of Obstetrics & Gynecology and Reproductive Biology</i>, 89:101-107.
Week 8 (February 27) <i>Stress and Pregnancy</i>	<ul style="list-style-type: none"> Schell, L.M. (1997) Culture as a Stressor: A Revised Model of Biocultural Interaction. <i>American Journal of Physical Anthropology</i>, 102:67-77. Huizink et al. (2003) Stress during pregnancy is associated with developmental outcome in infancy. <i>Journal of Child Psychology and Psychiatry</i>, 44(6): 810-818. Nepomnaschy, P. et al (2006) Cortisol levels and very early pregnancy loss in humans. <i>Proceedings of the National Academy of Sciences</i>, 103(10): 3838-3942. Bernazzani, O. and A. Bifulco (2003) Motherhood as a vulnerability factor in major depression: the role of negative pregnancy experiences. <i>Social Science & Medicine</i>, 56: 1249-1260. Davis Floyd and Sanger: Chapter 16
Week 9 (March 6) No Class (Spring break)	
Week 10 (March 13) <i>Childbearing: Cultural Practices and Birth Technology</i> *Poster abstract and annotated bibliography due March 13th	<ul style="list-style-type: none"> Davis-Floyd and Sanger: Ch 3, 7, 8, 9, 11, 18
Week 11 (March 20) No class (SfAA meetings)	
Week 12 (March 27) <i>Birth outcomes-Preterm delivery, IUGR, and birth weight</i>	<ul style="list-style-type: none"> Pike, I.L. (2004) Maternal Stress and Fetal Responses: Evolutionary Perspectives on Preterm Delivery. <i>American Journal of Human Biology</i>, 17:55-65. Moutquin, J. (2003) Classification and heterogeneity of preterm birth. <i>BJOG</i>, 110 (Suppl 20): 30-33. Mackey, M et al. (2000) Stress, pre-term labor and birth outcomes. <i>Journal of Advanced Nursing</i>, 32(3): 666-674. Lane, S. (2008) Structural violence, urban retail food markets, and low birth weight. <i>Health & Place</i>, 14:415-423.
Week 13 (April 3)	<ul style="list-style-type: none"> Galvez ethnography
Section IV: Postpartum and the fourth trimester	
Week 14 (April 10) <i>Bonding and breastfeeding</i>	<ul style="list-style-type: none"> Macadam and Dettwyler: Introduction, Ch 1-3, 8-10

<p>Week 15 (April 17)</p> <p><i>Politics of breastfeeding</i></p> <p>*Electronic version of posters due Fri. April 18</p>	<ul style="list-style-type: none"> • Macadam and Dettwyler, Ch 5, 6, 7 • Hausman, B (2007) Things (Not) to Do with Breasts in Public: Maternal Embodiment and the Biocultural Politics of Infant Feeding. <i>New Literary History</i>, 38(3): 479-504. • Scavenius, M. et al. (2007) In practice, the theory is different: A processual analysis of breastfeeding in northeast Brazil. <i>Social Science & Medicine</i>, 64: 676-688. • Zeitlyn, S. and R. Rowshan (1997) Privileged Knowledge and Mothers "Perceptions": The Case of breastfeeding and insufficient milk in Bangladesh. <i>Medical Anthropology Quarterly</i>, 11(1): 56-68.
<p>Week 16 (April 22) Poster Presentations</p>	