

Global Reproductive Technologies

I. Course Information

ANT 3930

Spring 2020

Meeting Day/Time: MW 3, 3-4: 9:35-10:25am, 9:35-11:30am

Location: Norman 1335

Instructor

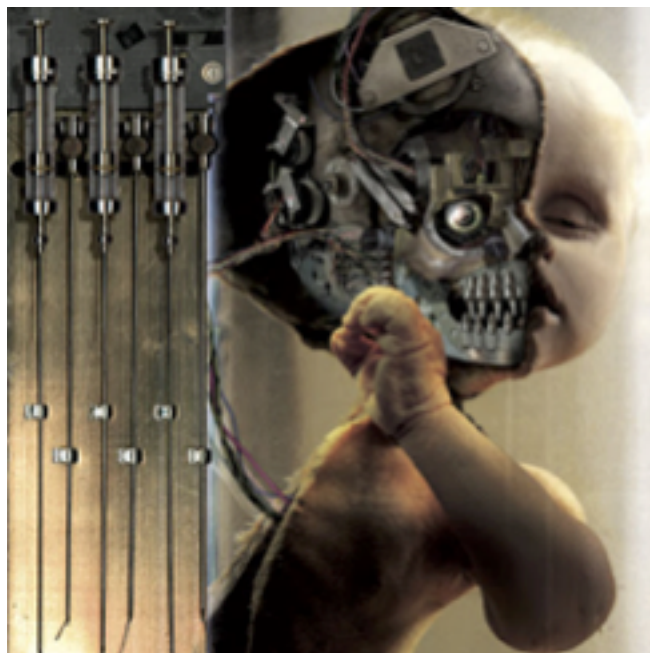
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"Kov Seti" by Joachim Luetke

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.

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. Each week's readings will come with a reading guide to help you get the most out of the material. I encourage you to use them each week. As we progress, the guides will become more complicated, helping you to build your analytical reading skills.

II. Coursework & Schedule

1. List of Graded Work

Work	Description	Length	Weight of Final Grade
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?	1,000 words each	15% (3% each)
Group book project	See description after this table	25-30 min. presentation	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	10%
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 and presentation materials for the final project.		5%
Final project-content	You will receive a rubric for the final project during the first half of the semester. In addition to being persuasive, your presentation must present an argument that is factually sound and draws on the themes and analytical tools learned in the course.		15%
Final project-presentation	TED-style persuasive talk addressing a topic from the course material, which asks the students to present a course topic in an engaging way to an educated audience with a mixture of oral and visual presentation elements. Students will build this project throughout the semester via stacking assignments that include peer and instructor feedback, as well as practice through the group book project presentations. This should be a TED style talk (https://www.ted.com), in which you take a persuasive tone and try to convince your audience of the merits of the idea/s you choose to focus on.		15%
Attendance	See guidelines in Section III		5%
Participation	See guidelines in Section III		15%

Book Project Presentation (25%): Students will select groups based on a book or other long reading from a list of options presented in the first week of class. Together, you will read and present a summary and analysis of the text to the class. The groups will be spread throughout the semester and will be responsible for one or more texts depending on class size. 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 and some of the longer articles. You will be asked to indicate your preferences. I will do my 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. 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, persuading us of the importance of one or more of the book's main arguments. With this goal in mind, your project presentation should include both verbal and visual elements. 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 consider:

- Evidence that group members worked collaboratively (not just offering separate presentations of material) – all group members must submit self and group assessments on the day of the presentation
- 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

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 Wednesday classroom discussions. Two trips to locations off-campus are currently planned, one to Planned Parenthood and one to the Florida School of Traditional Midwifery. Students also have the opportunity to work together to create short 5-question surveys on various topics related to their final presentations, which they will then use to speak with at least five community members in order to begin building basic research skills in qualitative methods.

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 book presentations, you will each be asked to assess your own contribution, as well as the contribution of your fellow group members to the overall group product. 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.

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	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
	What is ethnography?	Social science methods-ethnography	Excerpts from <i>How to Think Like an Anthropologist</i> by Matthew Engelke Go over list of books and long readings and be prepared to choose book presentation groups Individual activity before class: Who are you anthropologically? Class activity: What would an anthropologist do?	Online syllabus quiz
Week 2	Contraception: Gender, race, and global uses of birth control Lecture	Close reading- texts; identifying social institutions and structures	Roberts, Dorothy. 1997. Selections from 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?
		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 Class activity: Analysis of transcripts from group discussions in Tanzania about family planning	

Week / Date	Topic (Question/Subject)	Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
Week 3	Emergency contraception	Close reading-texts Enable students to analyze and evaluate data relevant to pressing questions concerning human society and/or the state of our planet.	MLK Jr. Day, no class	
			Book: <i>Emergency Contraception: The Story of a Global Reproductive Health Technology</i> by A. Foster and L. Wynn. All: 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.	Group book presentation
Week 4	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> .	
			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	
Week 5	Imaging and prenatal diagnosis: 4D ultrasounds and	Address in relevant ways the history, key themes, principles, terminologies, theories, or	Book: Rapp, Rayna. 1998. Refusing Prenatal Diagnosis: The Multiple Meanings of Biotechnology. <i>Science, Technology and Human Values</i> 23(1):45-70.	Group book presentation Final project topic due

Week / Date	Topic (Question/Subject)	Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
	why we want to see our babies	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.		
			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 In class: Film- <i>Burden of knowledge: moral dilemmas in prenatal testing</i> . Fanlight productions (54 mins)	
Week 6	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	
		Close reading- texts; identifying social institutions and structures	Chapters 2 and 3 Class activity on book	
Week 7	Abortion continued Lectures cont.	Close reading- texts; identifying social institutions and structures	Chapters 4, 5, and 6	
		Examine the cultural, economic, geographic, historical, political, and/or	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
		social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Analyzing primary data Applying social science methods	Class activity: Pick groups for survey design activity based on final project topics; begin discussing survey ideas	end of class period
Week 8	Global surrogacy markets: Outsourcing baby-making	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.	<i>"It will soon be illegal to get paid to be a surrogate mother in India"</i> August 6, 2019 https://www.vice.com/en_in/article/vb54nj/commercial-surrogacy-might-soon-be-banned-in-india <i>"India bans commercial surrogacy to stop 'rent a womb' exploitation of vulnerable women"</i> December 20, 2018 https://www.telegraph.co.uk/news/2018/12/20/india-bans-commercial-surrogacy-stop-rent-womb-exploitation/ <i>"What is commercial surrogacy?"</i> https://surrogate.com/about-surrogacy/types-of-surrogacy/what-is-commercial-surrogacy/	Take home midterm essay exam due
		Communicating Analysis of text/film	Book: <i>A House for Happy Mothers</i> by Amulya Malladi <i>"Made in India: A film about Surrogacy"</i>	Group book presentation
Week 9	Infertility and Assisted Reproductive	Address in relevant ways the history, key themes, principles, terminologies, theories, or	Becker, G. .2000. <i>The Elusive Embryo: How Men and Women Approach New Reproductive Technologies</i> . Berkeley: University of California Press. Chapter 1	

Week / Date	Topic (Question/Subject)	Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
	Technologies (ARTs) Part 1	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.		
	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	Inhorn, M. C. 2003. <i>Local Babies, Global Science: Gender, Religion, and In Vitro Fertilization in Egypt</i> . New York: Routledge. Introduction Book: <i>Assisting Reproduction, Testing Genes: Global Encounters with the New Biotechnologies</i> by Daphna Birenbaum-Carmeli and Marcia C. Inhorn, Eds.	Group book presentation
Week 10	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.	Selections from Edwards, J et al. eds. 1999. <i>Technologies of Procreation: Kinship in the Age of Assisted Conception</i> , (2nd ed.). London: Routledge. Class activity: Families are complicated	
	Reexamining kinship in an age of assisted reproduction	Communicating	Book: Hayden, Cori. 1995. Gender, Genetics, and Generation: Reformulating Biology in Lesbian Kinship. <i>Cultural Anthropology</i> 10(1): 41-63.	Group book presentation

Week / Date	Topic (Question/Subject)	Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
Week 11	HIV/AIDS: Advancing research and “positive” living	Enable students to analyze and evaluate qualitative or quantitative data relevant to pressing questions concerning human society and/or the state of our planet.	Brisson, Julien and Vinh-Kim Nguyen. 2017. Science, technology, power and sex: PrEP and HIV-positive gay men in Paris. <i>Culture, Health & Sexuality</i> 19(10): 1066-77.	
		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 Class activity: Analysis of videos and advocacy messaging around Positive Living in several countries	Group book presentation
Week 12	Understanding birth and its social importance	Examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world	Book: 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 Group book presentation
		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 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.	

Week / Date	Topic (Question/Subject)	Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
Week 13	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.	Book: Davis-Floyd, R. E. 1994. The Technocratic Body: American Childbirth as Cultural Expression, <i>Social Science & Medicine</i> , Vol. 38, No. 8, 1125-1140. All: Leavitt, Judith Walzer. 1980. Birthing and Anesthesia: The Debate over Twilight Sleep. <i>Signs</i> 6: 147-164	Group book presentation
	Visit to Florida School of Traditional Midwifery	Experiential learning trip	Gawande, Atul. 2006 October 9. The Score: How Childbirth Went Industrial. <i>The New Yorker</i> , pp. 59-67.	
Week 14	Emerging topics to be updated annually, e.g. climate change and reproduction, Zika, etc.	Analyze critically the role social sciences play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs.	TBD- to be updated before start of each semester course is offered	Reflection journal due
		Enable students to analyze and evaluate qualitative or quantitative data relevant to pressing questions concerning human society	https://www.sciencedaily.com/releases/2019/05/190503080600.htm https://www.newsecuritybeat.org/2019/09/climate-change-influence-fertility-rates/ https://www.weforum.org/agenda/2015/11/how-does-climate-change-affect-fertility/	

Week / Date	Topic (Question/Subject)	Method/Concept/Practice at Work	Homework: Reading & Activities for Before Class	Assigned Work Due
		and/or the state of our planet.		
Week 15	Final Project Presentations	Communication of knowledge, thoughts, reasoning. Evaluation of sources and data.	Brainstorm 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
	Final Project Presentations continued	Analyze critically the role social sciences play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs.		Submit any materials related to your final project presentation

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.bluera.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.