

Anthropology of Pregnancy and Birth
(ANG6930/ANT4930)
Spring 2016
Monday 3-6 pm
Location: Turlington Hall 1101

Dr. Alyson Young
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Course website: <https://lss.at.ufl.edu>
Spring Office Hours: Monday 12-2 pm & Wednesday (TBA)

Course Overview

This course uses a biocultural life course approach to examine variability in health among mothers across the world. 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.
- Cecil, R. (1996). *The anthropology of pregnancy loss: Comparative studies in miscarriage, stillbirth, and neonatal death*. Oxford, UK: Berg Publishers.
- Lane, S. D. (2008). *Why are our babies dying? Pregnancy, birth, and death in America*. Boulder: Paradigm Publishers.

Suggested books

- Cassidy, Tanya, Abdullahi Osman El- Tom, and Valérie Adt. (2015) *Ethnographies of Breastfeeding: Cultural Contexts and Confrontations*. Bloomsbury.

Supplementary articles will be made available electronically.

Class structure

Each class will be divided into three components:

- A brief lecture that introduces the fundamentals of the topic for that week.
- Group work where students will be broken into teams and assigned a specific article to analyze.
- Discussion-each team will present their analysis of the article and discuss it with the class.

Course Requirements and Grading

Course grades are calculated based on the following:

1. Individual discussion questions (10%)

Each student will post two discussion questions on Canvas about the weekly readings the night before class. The purpose of posting discussion questions prior to class is to encourage you to prepare for class and promote thoughtful analysis and in-class discussion.

2. In class group work (20%)

Each team will upload their weekly article analysis to Canvas on Monday evening.

3. In class discussion (20%)

Students will be assessed based on their contribution to both leading and participating in weekly class discussions.

4. Research Poster Project (50%)

Students are required to present a research poster on a topic relating to pregnancy and birth during the last class session (April 18). Several assignments will be used to assess the progress of research for the poster throughout the semester:

- 1) A **poster proposal** outlining the topic of the research project is due **February 19th**; 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. (20%)
- 2) A **300 word abstract and annotated bibliography** with at least 10 carefully selected references from scholarly literature is due **March 18th**. (20%)
- 3) An electronic **copy of your final poster** is due Friday, April 15th. (10%)
- 4) The **final poster presentations** will be held during regular class time on **Monday April 18th** (10%)

Grades

Grades are awarded on the basis of points received in the class and are not curved.

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).

Attendance & Participation

Students have to be in class to receive credit for group activities and discussion. Excused absences require documented proof of absence and non-emergency situations must be approved in advance.

Per UF policy, "... acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused."

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 (including weekends). 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.

- 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.

Date	Readings/Assignments
January 11 <i>Intro to the course</i>	Syllabus
January 18	No class-MLK Day
January 25 <i>Lived experience</i>	<ul style="list-style-type: none"> • Lane book
Feb. 1 <i>Maternal health & reproduction</i>	<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. • Pelto, G. (1987) Cultural Issues in Maternal and Child Health and Nutrition. <i>Social Science & Medicine</i>, 25(6): 553-559. • Davis-Floyd and Sargent: Introduction and Ch. 1
Feb. 8 <i>Biocultural frameworks</i>	<ul style="list-style-type: none"> • Lock M, and Nguyen V-K. 2010. Local biologies and human difference. Wiley-Blackwell Publishing. p 83-108 • McElroy, A. (1990) Biocultural Models in Studies of Human Health and Adaptation. <i>Medical Anthropology Quarterly</i>, 4(3): 243-265. • Worthman C, and Kohrt B. 2005. Receding horizons of health: biocultural approaches to public health paradoxes. <i>Social Science & Medicine</i> 61(4): 861-878. • Davis-Floyd and Sargent: Ch. 2
Feb 15. <i>Fertility & Conception</i>	<ul style="list-style-type: none"> • 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. • 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. • Davis-Floyd and Sargent: Ch. 5 <p>Poster proposal due Feb 19</p>
Feb. 22 <i>Fetal development</i>	<ul style="list-style-type: none"> • 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. • Gluckman, P. and M. Hanson (2004) Maternal constraint of fetal growth and its consequences. <i>Seminars in Fetal & Neonatal Medicine</i>, 9: 419-425. • Markens, S. et al. (1997) Feeding the Fetus: On Interrogating the Notion of Maternal-Fetal Conflict. <i>Feminist Studies</i>, 23(2): 351-372. • Davis-Floyd and Sargent: Ch 3
Feb. 29	No class-Spring break

March 7 <i>Defining a healthy pregnancy</i>	<ul style="list-style-type: none"> • 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. • Ettorre, E. (1999) Experts as 'storytellers' in reproductive genetics: exploring key issues. <i>Sociology of Health and Illness</i>, 21(5): 539-559. • Davis-Floyd and Sargent: Ch. 4
March 14 <i>Pregnancy loss</i>	<p>Cecil: Ch. 1, 6, 8, 9</p> <p>Poster abstract and annotated bibliography due March 18th</p>
March 21 <i>Birth outcomes</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.
March 28 <i>Childbirth</i>	<ul style="list-style-type: none"> • Davis-Floyd and Sanger: Ch. 7-9, 11
April 4 <i>Breastfeeding</i>	<ul style="list-style-type: none"> • 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. • McKenna, J. J. and Gettler, L. T. (2016), There is no such thing as infant sleep, there is no such thing as breastfeeding, there is only breastsleeping. <i>Acta Paediatrica</i>, 105: 17-21. doi: 10.1111/apa.13161
April 9	<p>No class-Dr. Young away at academic conference</p> <p>*Electronic version of posters due Fri. April 15</p>
April 18	Student poster presentations