

Sex and Politics: Reproducing Humanity?

IDST 089

Fall semester, 2010

INSTRUCTORS

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DESCRIPTION OF COURSE

This interdisciplinary seminar will explore the phenomenon of human reproduction at multiple levels, ranging from the individual to community, national, and ultimately global levels. We will seek to understand who is reproducing, what is being reproduced, and the various factors that facilitate or constrain different reproductive acts. Themes to be investigated include gender, historical assumptions about reproduction, the ethics of reproduction, assisted reproduction technologies, adoption and surrogacy, birth control and reproductive rights, demography and population-level trends, over-population, and climate change. Drawing on the instructors' diverse disciplines, such as religious studies, geography, sociology, and public health, in-class activities and homework assignments will encourage students to hone their critical thinking skills by engaging with the topic of reproduction.

CLASSROOM

Davie 101

CLASS TIMES

Tuesdays & Thursdays, 11:00am - 12:15pm

OFFICE HOURS

By appointment

GRADING

The final course grade will be based on the following criteria as indicated below:

- Participation (10%)
- Daily written assignments (20%)
- Preparatory work for final projects (annotated bibliography, 10%; outline, 10%)
- Individual preliminary paper (30%)
- Group presentation and paper (20%)

HONOR CODE

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to the instructors or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected.

The Instrument of Student Judicial Governance defines plagiarism as deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise. Plagiarism can take many forms and there may be a number of reasons why it occurs. To avoid potential problems: **quote and cite any words that are not your own, and if you paraphrase the words of another, you must still give proper attribution.** All academic work in this course, including writing assignments and research projects, is to be your own work, unless otherwise specifically provided. It is your responsibility if you have any doubt to confirm whether or not collaboration is permitted.

REQUIRED BOOKS

Two books are required for this seminar and are available at the UNC Student Stores.

Goldberg M (2009). *The Means of Reproduction: Sex, Power, and the Future of the World*. New York NY: The Penguin Press.

Booth WC, Colomb GG, Williams JM (2008). *The Craft of Research*, 3rd edition. Chicago IL: The University of Chicago Press.

Other required readings will be posted on Blackboard or have online links within the syllabus.

DAILY WRITTEN ASSIGNMENTS

These assignments are intended 1) to make sure students have completed the readings for each class, and 2) to encourage students to think critically about the readings before coming to class in preparation for discussions. Each written assignment should consist of at least **three points** you want to make about the readings and be three concise paragraphs in length (less than one page). Your assignment needs to demonstrate that you have completed all the readings. If there is more than one reading assigned for that day, be sure to include at least one point, question, or insight from each required reading. You will be using these assignments to generate discussion during class.

Daily written assignments are due at the end of each class period and will be submitted as a hard copy (i.e. printed out, NOT emailed).

There are several different ways to think about these three points you want to make about the readings. You could look at the Bloom's Taxonomy handout and think about some of the questions, particularly those in the later stages of the Taxonomy while reading.

Alternatively, here are some possible points you could make:

- Ask yourself whether you "buy" the main arguments the readings. If yes, what made it a particularly strong argument? If no, what could the author have done to convince you? What are the main strengths or weaknesses of the argument?
- Ask yourself if you could apply the arguments or ideas of the readings to other situations - other places, other spatial scales, other time periods, other issues - and explain what you might find out if you did so.
- Ask yourself how you might go about testing whether the ideas or arguments the authors are making are true or not - explain.
- Ask an interesting question about the reading, explaining why it is interesting and some possible answers it makes you think of.
- Relate a piece of the readings to something else that you have learned or experienced, such as to another readings, a personal experience, or to other themes of the class. Explain how the reading relates, why it is particularly thought-provoking, and whether it helps you to think in a new way?
- If something is confusing to you in the reading, explain what, why it was confusing, and what you think it might mean.
- Explain what you see as a particularly important point or conclusion in the reading; be sure to explain why you think it is so important.

The daily written assignments account for 20% of the final course grade, or up to 20 points. Each daily written assignment handed in is worth a maximum 1 point and will be graded as follows:

- Demonstrating a critical analysis of the readings: check plus (1 point)
- Demonstrating a summary of the readings but without analysis: check (0.75 point)
- Failure to demonstrate that you have read and understood the readings: check minus (0.5 point)

This means if you get full credit on all your daily assignments, you only need to turn in 20 of them (provided you receive a full one point for each daily written assignment).

RESEARCH PROJECT

The research project for the course consists of a combination of short individual assignments and an integrated group presentation and paper from several students around a common theme.

The progression of assignments for the final project will be as follows:

- September 23 - Students will bring 2-3 potential paper topics to class. We will discuss these topics in small groups.
- October 14 - Each student will bring a 1-page annotated bibliography of the topic which was strongest of the 2-3 identified earlier.
- November 4 - Outline due, outlining the logical flow of your argument.
- November 23 - Individual 8-10 page papers due.
- November 30, December 2, December 7 - Group presentations (20 minutes long each).

More detailed instructions about each assignment are posted on Blackboard.

LATE ASSIGNMENTS

Students are responsible for completing and submitting all research project assignments by the respective due dates. Late assignments will be reduced one letter grade per day past the due date.

Students will submit daily written assignments in class each day; no late submissions will be accepted.

REVISIONS

The instructors may revise this syllabus as they see fit over the course of the semester.

Week 1	INTRODUCTION
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8/24/10	Overview and course logistics (Autumn, Joseph, Paul)
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8/26/10	What is reproduction? (Autumn, Joseph, Paul)
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Required reading	Butler, O (1996). <i>Bloodchild and Other Stories</i> . New York NY: Seven Stories Press. (pp. 3-29) What would life be like without sex? <i>Discover</i> ; June 1992 (5 pgs)
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Week 2	BUILDING UPON BIOLOGY
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8/31/10	Reconceptualizing reproduction (Autumn)
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Required reading	Freedman DH (1992). The aggressive egg. <i>Discover</i> ; June 1, 1992. (p. 1-4)
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Optional reading	Martin E (1991). The egg and the sperm: how science has constructed a romance based on stereotypical male-female roles. <i>Signs</i> ; 16(3):485-501.
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Annandale E, Clark J (1996). What is gender? Feminist theory and the sociology of human reproduction. *Sociology of Health & Illness*; 18(1): 17-44.

Pocock G, Richards CD (2006). The physiology of the male and female reproductive systems. In *Human Physiology: The Basis of Medicine*, 3rd Ed. New York NY: Oxford University Press.

9/2/10	Sex versus gender (Paul)
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Required reading	Johnson JL, Greaves L, Repta R (2007). <i>Better Science with Sex and Gender: A Primer for Health Research</i> . Vancouver BC: Women's Health Research Network. (p. 1-27)
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Optional reading	Krieger N (2003). Genders, sexes, and health: what are the connections—and why does it matter? <i>Int J Epidemiol</i> ; 32: 652-657.
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Week 3	ANTHROPOLOGIES OF REPRODUCTION
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Research project reading	Booth WC, Colomb GG, Williams JM (2008). From Topics to Questions. In <i>The Craft of Research</i> , 3rd edition. Chicago IL: The University of Chicago Press. [Chapter 3, pp. 31-50]
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9/7/10	Historical assumptions behind reproductive acts (Joseph)
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Required reading	Kimmel MS (2000). Ordained by Nature: Biology Constructs the Sexes. In <i>The Gendered Society</i> . New York NY: Oxford University Press. (pp. 25-35)
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Pinto-Correia C (1997). *The Ovary of Eve: Egg and Sperm and Preformation*. Chicago IL: The University of Chicago Press. (pp.1-19, 65-72)

Optional reading	Moore LJ (2002). Extracting Men from Semen: Masculinity in Scientific Representations of Sperm. <i>Social Text</i> ; 20(4): 91-119.
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9/9/10 Challenging and redefining what is reproduction and who is reproducing (Autumn)

Required reading	Weismantel M (2004). Moche Sex Pots: Reproduction and Temporality in Ancient South America. <i>American Anthropologist</i> , 106(3), 495-505.
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Optional reading	Ginsburg F (1991). The Politics of Reproduction. <i>Annual Review of Anthropology</i> , 20, 311-343.
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Week 4	ETHICS
Research project reading	Booth WC, Colomb GG, Williams JM (2008). From Questions to a Problem. In <i>The Craft of Research</i> , 3rd edition. Chicago IL: The University of Chicago Press. [Chapter 4, pp. 51-67]

9/14/10 Defining human life as a matter of ethics (Joseph)

Required reading	Singer P (2002). Unsanctifying Human Life. In <i>Unsanctifying Human Life: Essays on Ethics</i> . Malden MA: Blackwell Publishers (pp. 215-232)
	Green RM (1974). Conferred Rights and the Fetus. <i>The Journal of Religious Ethics</i> ; 2(1): 55-75.
	Singer P (2010). Should This Be the Last Generation? <i>New York Times</i> Opinionator blog, available at http://opinionator.blogs.nytimes.com/2010/06/06/should-this-be-the-last-generation/?hp

9/16/10 Medical ethics (Paul)

Required reading	Ramsey P (1972). Shall We "Reproduce"? I: The Medical Ethics of In Vitro Fertilization. <i>Journal of the American Medical Association</i> ; 220(10): 1346-1350.
	Ramsey P (1972). Shall We "Reproduce"? II: Rejoinders and Future Forecast. <i>Journal of the American Medical Association</i> ; 220(11): 1480-1485.
	Elias S, Anna GJ (1986). Social Policy Considerations in Noncoital Reproduction. <i>Journal of the American Medical Association</i> ; 255(1): 62-68.

Week 5	WHOSE BABY IS IT?
Research project reading	Booth WC, Colomb GG, Williams JM (2008). From Problems to Sources. In <i>The Craft of Research</i> , 3rd edition. Chicago IL: The University of Chicago Press. [Chapter 5, pp. 68-83]

9/21/10 Fertilization, adoption, and surrogacy (Autumn)

Required reading	Shanley ML (1993). "Surrogate" Mothering and Women's Freedom: A Critique of Contracts for Human Reproduction. <i>Signs</i> ; 18(3): 618-639.
9/23/10	Access and economics of reproduction (Joseph)
Required reading	Solinger R (2005). Racializing the Nation: From the Declaration of Independence to the Emancipation Proclamation, 1776-1865. In <i>Pregnancy and Power: A Short History of Reproductive Politics in America</i> . New York: NYU Press. (p. 27-62)

Assignment Topic assignment due.

Week 6	HISTORY OF BIRTH CONTROL
Research project reading	Booth WC, Colomb GG, Williams JM (2008). Engaging Sources. In <i>The Craft of Research</i> , 3rd edition. Chicago IL: The University of Chicago Press. [Chapter 6, pp. 84-102]

9/28/10	History of birth control (Paul)
Required reading	Gordon L (2002). Introduction: Birth Control, the Moral Property of Women. In <i>The Moral Property of Women: A History of Birth Control Politics in America</i> . (pp. 1-6) Gordon L (2002). Part 1: From Folk Medicine to Prohibition Resistance. In <i>The Moral Property of Women: A History of Birth Control Politics in America</i> . Chicago IL: University of Illinois Press. (pp. 7-54)

9/30/10	Birth control, morality, and social policy (Autumn)
Required reading	Solinger R (2005). Introduction: What is Reproductive Politics? In <i>Pregnancy and Power: A Short History of Reproductive Politics in America</i> . New York NY: New York University Press. (pp. 1-25) Solinger R (2005). No Extras: Curbing Fertility in the Great Depression. In <i>Pregnancy and Power: A Short History of Reproductive Politics in America</i> . New York NY: New York University Press. (pp. 103-129)

Week 7	RELIGION: NAVIGATING SOCIO-CULTURAL PRESSURE
Research project reading	Booth WC, Colomb GG, Williams JM (2008). Making Good Arguments. In <i>The Craft of Research</i> , 3rd edition. Chicago IL: The University of Chicago Press. [Chapter 7, pp. 103-119]

10/5/10	Be fruitful and multiply (Paul)
Required reading	Greeley A (1997). Sex and Family. In <i>The Catholic Myth: The Behavior and Beliefs of American Catholics</i> . New York NY: Touchstone. Joyce K (2009). Introduction (pp. ix-xiv) and Be Fruitful and Multiply (pp. 133-153). In <i>Quiverfull: Inside the Christian Patriarchy Movement</i> . Boston MA: Beacon Press.

Optional reading	Talbot M. (2008). Red Sex Blue Sex. <i>The New Yorker</i> ; 84(35): 64.
10/7/10	Case study: Jewish continuity (Joseph)
Required reading	Wertheimer, J. (2005) "Jews and the Jewish Birthrate" <i>Commentary Magazine</i> Oct. 2005 (5 pages) Dorff E and Kassel A. (2207) Conservative Movement Responsum (Jewish legal opinion) on "Mitzvah Children"(14 pages) Farber, H (2008) "I'm Going to Count to Three, and Then All Rabbis Need to Get Out of My Uterus," from "jspot.org" (archived at http://web.archive.org/web/20080219182217/jspot.org/?p=1883) (Please read the blog post and the comments).

Week 8	ABORTION
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10/12/10	University Day—No class
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10/14/10	Abortion: framing the issue and understanding arguments (Autumn)
Required reading	Sang-Hun C (2010). South Korea confronts open secret of abortion. <i>New York Times</i> , January 6, 2010. (2 pages) Hemingway E (1927). Hills Like White Elephants. In <i>Men Without Women</i> . New York NY: C. Scribner's Sons.

Assignment Annotated bibliography due.

Week 9	ABORTION (CONTINUED)
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10/19/10	Abortion: beyond the individual (Joseph)
Required reading	Gold RB (2009). All that's old is new again: the long campaign to persuade women to forego abortion. <i>Guttmacher Policy Review</i> ; 12(2): 19-22. Cohen SA (2008). Abortion and women of color: the bigger picture. <i>Guttmacher Policy Review</i> ; 11(3): 2-5.
10/21/10	Fall break—No class

Week 10	DEMOGRAPHY
Research project reading	Booth WC, Colomb GG, Williams JM (2008). Prologue on Planning. In <i>The Craft of Research</i> , 3rd edition. Chicago IL: The University of Chicago Press. [pp. 173-176]

10/26/10	What demography tells us about patterns of reproduction (Paul)
Required reading	McFalls JA (2007). <i>Population: A Lively Introduction</i> , 5th Edition. Washington DC: Population Reference Bureau. (pp 1-23)
Optional reading	Bongaarts J (1975). Why high birth rates are so low. <i>Population and Development Review</i> ; 1: 289-296.

10/28/10	Patterns of reproduction and why they matter (Paul)
Required reading	Morgan SP, Taylor MG (2006). Low fertility at the turn of the twenty-first century. <i>Annual Review of Sociology</i> ; 32: 375-399.
Week 11	POVERTY, POPULATION, AND DEVELOPING COUNTRIES
Research project reading	Booth WC, Colomb GG, Williams JM (2008). Planning; Drafting Your Report. In <i>The Craft of Research</i> , 3rd edition. Chicago IL: The University of Chicago Press. [Chapters 12 & 13, pp. 177-201]
11/2/10	Controlling populations in developing countries (Joseph)
Required reading	Goldberg M (2009). The Great Population Panic, or Fighting Communism with Contraception. In <i>The Means of Reproduction: Sex, Power, and the Future of the World</i> . New York NY: The Penguin Press.
Optional reading	Mitchell T (1991). America's Egypt: discourse of the Development Industry. <i>Middle East Report</i> ; 169: 18-34+36. Connelly M, Kennedy P (1994). Must it be the West against the Rest? <i>The Atlantic Monthly</i> . December, 1994.
11/4/10	Family planning and rights: Human, women's, and reproductive (Autumn)
Required reading	Goldberg M. (2009). Sisterhood is International. In <i>The Means of Reproduction: Sex, Power, and the Future of the World</i> . New York NY: The Penguin Press. (30 pages)
Optional reading	Goldberg M. (2009). Missing Girls. In <i>The Means of Reproduction: Sex, Power, and the Future of the World</i> . New York NY: The Penguin Press.
Assignment	Paper outline due.
Week 12	NATIONALISM, IMMIGRATION, ASSIMILATION & BABIES
Research project reading	Booth WC, Colomb GG, Williams JM (2008). Revising Your Organization and Argument; Communicating Evidence Visually. In <i>The Craft of Research</i> , 3rd edition. Chicago IL: The University of Chicago Press. [Chapters 14 & 15, pp. 203–231]
11/9/10	Immigration and Nationalism in a Global Context (Joseph)
Required reading	Goldberg M. (2009). The Birth Strike. In <i>The Means of Reproduction: Sex, Power, and the Future of the World</i> . New York NY: The Penguin Press.
11/11/10	Immigration and nationalism in the United States (Paul)
Required reading	Teitelbaum MS, Winter J (1998). A Generation of Demographic

reading	Debate in the Unites States. In <i>A Question of Numbers: High Migration, Low Fertility, and the Politics of National Identity</i> . New York NY: Hill & Wang. (pp. 127 -143)
Optional reading	Teitelbaum MS, Winter J (1998). American Political Interests and Population Statistics. In <i>A Question of Numbers: High Migration, Low Fertility, and the Politics of National Identity</i> . New York NY: Hill & Wang. (pp. 127 -143) (pp. 144 – 171)
Week 13	ENVIRONMENT & POPULATION
Research project reading	Booth WC, Colomb GG, Williams JM (2008). Introductions and Conclusions. In <i>The Craft of Research</i> , 3rd edition. Chicago IL: The University of Chicago Press. [Chapter 16, pp. 232-248]
11/16/10	Environmental degradation and (over)population (Paul)
Required reading	McKibben B (1998). [chapter 3] <i>Maybe One: A Case for Smaller Families</i> . (22 pages) Tierney J (1990). Betting on the Planet. <i>The New York Times</i> . (7 pages)
Optional reading	The Population Connection’s video “World Population,” available at http://www.populationconnection.org/site/PageServer?pagename=issues_main
11/18/10	Reproduction and climate change (Autumn)
Required reading	McKibben B (1998). [chapter 5] <i>Maybe One: A Case for Smaller Families</i> . Family Planning: A Major Environmental Emphasis (2 pages): http://oregonstate.edu/ua/ncs/archives/2009/jul/family-planning-major-environmental-emphasis Contraception is the greenest technology: Family Planning Cheapest Way to combat climate change (2 pages). http://www.optimumpopulation.org/releases/opt.release09Sep09.htm
Optional reading	Rojas-Cheatham A, Paredes DG, Friffin S, Shah A, Shen E (2009). <i>Looking Both Ways: Women’s Lives at the Crossroads of Reproductive Justice and Climate Justice</i> . Oakland CA: Asian Communities for Reproductive Justice (pp. 1-10).
Week 14	REPRODUCTION AFTER THE APOCALYPSE
11/23/10	Reproduction after the apocalypse (Joseph)
Required reading	Genesis 19:24-19:38 (Lot's Daughters)
Assignment	Individual preliminary papers due.

11/25/10 **Thanksgiving—No class**

Week 15	GROUP PRESENTATIONS
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11/30/10 **Group presentations**

12/2/10 **Group presentations**

Week 16	LAST WEEK OF CLASS
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12/7/10 **Group presentations**

12/16/10	Complete report (final assignment) due by 12:00 noon.
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