

UEP 395/ SOC 395: SCIENCE, TECHNOLOGY, & JUSTICE:
MAKING “MODERN” FAMILIES
Mon/Wed 5:45 – 7:10pm, Upper Stearns Parking Lot North Tent

Fall 2021

Instructor: April Hovav (she/her)

Email: Ahovav@oxy.edu

Office: UEP 103 + Zoom

Zoom: <https://occidental.zoom.us/j/7785005304>

Office Hours: Wednesdays 4:00-5:30pm & by appointment

<https://moodle.oxy.edu/course/view.php?id=34286>

Required Texts: All required texts will be available on Moodle

Does reproductive justice include a right to bear children using technological means? What about using 3rd parties like egg and sperm donors? Are reproductive technologies expanding definitions of family or reinforcing race, class, and gender inequalities? This upper-division seminar will examine reproduction from a social justice perspective, with particular attention to how the politics of reproduction are shaped by the intersecting inequalities of gender, race, class, dis/ability, and sexuality. Reproduction is not only a biological process; it is a battleground of social and political struggle. The course will familiarize students with foundational academic and activist approaches to reproduction. Students will learn about the history of and differences between reproductive rights and reproductive justice movements. We will then look at the new questions and challenges reproductive technologies raise for social justice.

Land acknowledgment: The land on which we gather for this course is the ancestral and unceded territory of the Tongva People. Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that brought us to this place. Click through to read more about the [Gabrielino-Tongva tribe](#) and about the practice of [land acknowledgement](#).

CORE 395 is a 4-unit course. On average, you should expect to spend at least twelve (12) hours a week (including in-class time) on this course.

COURSE OBJECTIVES

In this course, we will consider the following questions:

1. How is reproduction simultaneously biological and social?
2. In what ways is reproduction both public and private?
3. How do inequalities shape reproductive experiences?
4. What role do social institutions such as medicine, nation-states, and markets play in reproduction?
5. What do debates about reproduction tell us about gender, race, class, nation, dis/ability and sexuality?
6. What are the consequences of reproductive technologies for family formation, social inequalities, and ethics?

STUDENT LEARNING OUTCOMES

This course is intended to develop a knowledge base and skill set that will serve you in social sciences courses and beyond.

1. Define and give examples of key concepts such as reproductive justice, medicalization, and commodification.
2. Identify and explain the core components of complex academic texts: the key argument, concepts, evidence and/or the authors' theoretical approach.
3. Discuss the relationship between inequalities, personal choices, and structural forces in the context of reproduction.
4. Analyze a topic related to reproduction using concepts and arguments from course readings.
5. Research non-governmental organizations and policies related to reproduction.

ASSESSMENT AND GRADES

Participation	20%
Discussion Questions	10%
NGO Paper	20%
NGO Presentation	10%
Analytic Paper Proposal	5%
Analytic Paper	25%
Policy Presentation	10%
Total	100%

Final course grades will be awarded on the following scale:

Letter	Num	%
A	4.0	100- 94
A-	3.7	93 - 90
B+	3.3	89 - 87
B	3.0	86 - 83
B-	2.7	82 - 80
C+	2.3	79 - 77
C	2.0	76 - 73

C-	1.7	72 - 70
D+	1.3	69 - 67
D	1.0	66 - 60
F	0.0	< 60

ATTENDANCE POLICY AND PARTICIPATION DEFINITION

Participation is expected as the work that we do in class is critical to your understanding of the material and you will be giving feedback to your peers on many occasions. Discussion and small group activities supply the opportunity for you to demonstrate your learning and put it into practice, and allow me the opportunity to assess whether you are grasping the relevant concepts. However, if there is a medical issue or family emergency please let me know; I recognize that other life issues can sometimes arise unexpectedly. If you must miss class due to an official Oxy event, or due to [reasons of faith or conscience](#), please let me know as early in the semester as possible.

Your health and well-being, and that of our community, are essential. If you are feeling any symptoms of illness, even if they are slight, please refrain from attending class in-person until explicitly cleared by Emmons. Similarly, if you have a known exposure to someone who has tested positive for COVID-19, please do not return to in-person class until Emmons confirms that you are cleared to participate in your usual activities.

Your participation grade will be assessed through in-class activities and using the participation rubric below.

<u>Criteria for Assessing Participation</u>	<u>Grade</u>
You frequently make original and thoughtful contributions that spark discussion and demonstrate insight. You offer analytical comments based on knowledge of the readings and relevant topics. You engage with other students and always come prepared.	A
You make useful contributions and participate voluntarily, based upon some reflection and familiarity with required readings.	B
You sometimes make comments voluntarily or give limited comments when asked, but rarely participate in conversations. Your comments only reference the most basic points of readings or topics.	C
You make tangential or irrelevant comments only when asked and show little in-class engagement with the readings and topics.	D
You make no contributions to discussion, come to class unprepared, and are not actively engaged in class or rarely attend.	F

Discussion Questions (10%)

Starting in week 3, each class two students will present 1-2 discussion questions each on one or more of the readings for the day. If you'd like you can bring outside texts like newspaper articles or video clips to that relate to the topic of the day to further fuel discussion. Students will sign up to write discussion questions for specific days. More information will be provided in class.

NGO Paper (20%) – Due: October 6

Select a non-governmental organization (NGO) that works on issues related to reproduction. Write a 3–4 -page paper about the organization, its history, and its approach to reproduction using concepts from the course readings to identify the organization's approach. More information will be provided in class. Students will select organizations in advance to ensure that there is no overlap.

NGO Presentation (10%) – Due: October 6

Create an 8-10 minute presentation about the NGO you researched. Be prepared to answer questions from your classmates and the professor.

Analytic Paper Proposal (5%) – Due: November 1

Submit a 1-page proposal describing the topic you intend to research followed by a list of the outside sources you plan to consult and a list of the academic course readings you intend to use in your analysis.

Analytic Paper (25%) – Due: November 22

Over the course of the semester, you will write an 6-8-page analytic paper on a reproductive topic of your choosing. It can be a topic covered in the course or a topic related to reproduction that we did not cover. You will first explain your topic using at least two outside sources (i.e., newspaper articles, TED talks, documentaries). You will then analyze the topic using concepts and arguments from at least four of the academic course readings. Explain how the course readings apply to the phenomenon you researched. You should *critically engage* with the course readings. For example, explain whether and how your findings on your research topic support or negate the author's theory. How might your research suggest ways of modifying an author's theories? The key to this paper is to demonstrate your ability to apply theories and concepts from the course to a topic that interests you. More detailed information about the assignment will be provided in the third week of class.

Policy Presentation (10%) - DUE November 29th or December 1st

Create a 10-15 minute presentation about a recent policy issue related to reproduction. The policy can be related to your analytic paper or NGO paper or separate. More information will be provided in class.

COURSE POLICIES

COVID-Specific Policy on Masks

Students are expected to wear masks at all times during all indoor classroom activities. Students should not eat or drink in class; please step outside if you need to remove your mask for even a brief period of time.

Statement of the Shared Academic Integrity Commitment

Academic Integrity is a shared community value. It is built around trust and respect between members of the Occidental Community, and embodies a commitment to honesty and integrity in every aspect of one's academic life.

All members of the Occidental community are committed to uphold the highest degree of academic integrity. Unless stipulated otherwise, the academic work done for all assignments is expected to be the student's own, and students give proper credit to the ideas and work of others.

Signing the Academic Integrity Commitment at matriculation and at the beginning of every semester represents a student's affirmation to uphold the shared values of honesty and integrity. When signing the Integrity Commitment associated with work in a course, students are affirming that they have not cheated, plagiarized, fabricated, or falsified information; nor assisted others in these actions.

[Link](#) to Student Handbook (which includes the framing of the commitment, definitions of Academic Ethics, and Process for alleged violations of the commitment)

Title IX statement

Title IX statement, and statement of role of faculty member as a mandatory reporter ([Link to Title IX](#))

In the event that you choose to write or speak about having experienced sexual misconduct, including sexual assault, dating violence, domestic violence, stalking, sexual exploitation or any other form of sexual and/or gender-based harassment, as a designated Responsible Employee, I must notify the Title IX Office. They will contact you to let you know about accommodations and support services at Oxy and reporting options both on and off-campus. You have no obligation to respond to the Title IX Office or to meet with them to discuss support services and reporting options.

If you do not want the Title IX Office notified, instead of disclosing this information to your instructor, either through conversation or a class assignment, you can speak confidentially with the following people on campus:

- *Oxy's Survivor Advocate, Project SAFE (survivoradvocate@oxy.edu)*

- *Emmons Counseling (For appointments, call: 323-259-2657)*
- *Rev. Dr. Susan Young, Office of Religious and Spiritual Life (young@oxy.edu)*

The sexual misconduct policy, along with additional resources, can be found at: <http://www.oxy.edu/sexual-respect-title-ix/policies-procedures>. If you would like to contact the Title IX Office directly, you can email Title IX Coordinator Alexandra Fulcher at afulcher@oxy.edu or call 323-259-1338.

Special Accommodations/Learning Differences ([Link to Disability Services](#))

Students with documented disabilities and learning differences who are registered with Disability Services are required to present their accommodation letter to the instructor at the beginning of each semester, or as soon as possible thereafter. Any student who has, or thinks they may have, a physical, learning, or psychological disability may contact Disability Services at accessibility@oxy.edu to learn about available services and support. More information is available at <http://www.oxy.edu/disability-services>.

Accommodations for Reasons of Faith and Conscience ([Link to the policy in Catalog](#))

Consistent with Occidental College's commitment to creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that students should be excused from class for reasons of faith and conscience without academic consequence. While it is not feasible to schedule coursework around all days of conviction for a class as a whole, faculty will honor requests from individual students to reschedule coursework, to be absent from classes that conflict with the identified days. Information about this process is available on the ORSL website: <https://www.oxy.edu/office-religious-spiritual-life>

Classroom Conduct Policy

Respect. I expect that all students will treat their classmates with respect. This course covers a number of controversial topics. To maintain an environment where everyone feels comfortable participating in class, it is extremely important to display respect for each other at all times. Offensive, derogatory, or simply inconsiderate behavior will NOT be tolerated.

Computers. Laptops/tablets are not permitted for taking notes in class, unless DSP recommends that you use one. Laptops/tablets may be used for viewing course readings or in-class activities at the discretion of the instructor.

Phones. Use of cell phones is not permitted in class. Unless you are given permission in advance due to extenuating circumstances, I expect that you will either silence or turn off your cell phone prior to coming to class. Texting in class will negatively affect your participation grade.

Recording. Audio or video recording of the lectures is not allowed without my approval in advance.

Communication Policy

I will use *Moodle* and *email* to send important announcements, so please ensure that your Oxy inbox is not full and check your email regularly. You are responsible for any information sent out via email.

If you have questions that are not answered in the syllabus, you can come to my office hours or email me, but please keep in mind that I need up to 24 hours to respond (longer on weekends or holidays). If your question requires a lengthy response, I will ask you to set up a time to meet. When sending me an email, please use the course number UEP 395 in the subject line.

You are responsible for all class material. If you miss a class, it is your responsibility to contact a classmate for notes. If you have questions about the material you missed *after reviewing the notes*, you are welcome to come to office hours or email me.

WRITE THE NAMES AND EMAILS OF TWO STUDENTS YOU CAN CONTACT FOR NOTES:

Assignment Submission Policy

Submission guidelines. All assignments written for UEP 395 should meet the following style guidelines:

- Provide a title and a heading that includes your name, the course number, your professor's name, and the date of submission.
- Use a size 12 serif font and double-spacing. Include page numbers.
- Credit all sources with in-text citations and use specific page numbers whenever possible.
- Provide a bibliography (any style of your choosing so long as it is consistent).

Electronic submissions. All assignments will be turned in via Moodle. Assignments will not be accepted via email. You are responsible for making sure that the correct file has been uploaded. Blank or corrupted files and files in unreadable formats will be treated as if they had not been turned in. You will be required to resubmit the file and will be penalized for any lateness, as described below.

Late papers/assignments. Late submissions will be penalized by a 10% deduction in the assignment grade every 24 hours late (including weekends) unless due to an emergency situation excused by the instructor. Email the instructor as soon as possible to discuss alternate arrangements due to an emergency. In-class work will not be accepted late.

COURSE SCHEDULE

All listed readings are required and available on Moodle.

Section I: Theorizing Reproduction

August 30: Introduction

September 2: Reproductive Politics

Solinger, Rickie. 2005. "What is Reproductive Politics?" Pp. 1-26 in *Pregnancy and Power: A Short History of Reproductive Politics in America*. New York: New York University Press.

September 8: Stratified Reproduction (CLASS WILL NOT MEET ON SEPT 8th - Look out for an alternative activity on Moodle)

Ginsburg, Faye and Rayna Rapp. 1995. "Introduction: Conceiving the New World Order." Pp. 1-18 in *Conceiving the New World Order: The Global Politics of Reproduction*, edited by Ginsburg, F. and R. Rapp. Berkeley: University of California Press.

Colen, Shelle. 1995. "'Like a Mother to Them': Stratified Reproduction and West Indian Childcare Workers and Employers in New York" Pp. 78 – 102 in *Conceiving the New World Order: The Global Politics of Reproduction*, edited by Ginsburg, F. and R. Rapp. Berkeley: University of California Press.

September 13: Reproductive Justice

Luna, Zakiya and Kristen, Luker. 2013. "Reproductive Justice." *Annual Review of Law & Social Science* 9: 327-352

Asian Communities for Reproductive Justice. 2005. *A New Vision for Advancing Our Movement for Reproductive Rights, Reproductive Health, and Reproductive Justice*.

September 15: Reproductive Governance (CLASS WILL MEET ON ZOOM)

Morgan, Lynn and Elizabeth Roberts. 2012. "Reproductive Governance in Latin America." *Anthropology & Medicine* 19: 241-254.

September 20: Distributed Reproduction

Murphy Michelle. "Distributed Reproduction" in Casper, M. J., & Currah, P. (Eds.). (2011). *Corpus: an interdisciplinary reader on bodies and knowledge*. Palgrave Macmillan.

Remainder of readings subject to change

Section II: Assisted Reproductive Technologies

September 23: In-Vitro Fertilization

Selections from Thompson, Charis. *Making Parents*

Inhorn, Marcia. 2007. "Masturbation, Semen Collection, and Men's IVF Experiences: Anxieties in the Muslim World." *Body and Society* 13(3): 37-53.

September 27: Creating "Fetal Subjects"

Petchesky, Rosalind Pollack. 1987. "Fetal Images: The Power of Visual Culture in The Politics of Reproduction." *Feminist Studies* 13(2): 263-292.

September 29: Constructing Knowledge

Jordan, Brigitte. 1997. "Authoritative Knowledge and its Construction" Pp. 55-79 in Robbie E. David-Floyd and Carolyn F. Sargent (Eds.) *Childbirth and Authoritative Knowledge: Cross-Cultural Perspectives*. Berkeley: University of California press

October 6: NGO Presentations (CLASS ON ZOOM)

October 13:

Bell, Ann V. 2009. "'It's Way out of My League': Low-Income Women's Experiences of Medicalized Infertility." *Gender and Society* 23(5): 688-709.

October 18

Smietana, Marcin, Thompson, Charis, & Twine, France Winddance. 2018. Making and breaking families—reading queer reproductions, stratified reproduction and reproductive justice together. *Reproductive Biomedicine & Society Online* (7): 112-130.

Russell, Camisha. 2021. "Which lives matter in reproductive biomedicine?" *Reproductive Biomedicine & Society Online*.

October 27 Prenatal Testing & Dis/ability

Roberts, Dorothy. 2009. "Race, Gender, and Genetic Technologies: A New Reproductive Dystopia?" *Signs: Journal of Women in Culture and Society*, 34(4), 783-804

Rapp, Rayna. 1998. "Refusing Prenatal Diagnosis: The Meanings of Bioscience in a Multicultural World." *Science, Technology, & Human Values* 23(1): 45-70.

November 3

Hashiloni-Dolev, Yael, and Aviad Raz. 2010. "Between Social Hypocrisy and Social Responsibility: Professional Views of Eugenics, Disability and Repro-Genetics in Germany and Israel." *New Genetics and Society* 29(1): 87-102.

Generations Ahead. 2009. Bridging the Divide: Disability Rights and Reproductive Rights and Justice Advocates Discussing Genetic Technologies.

Jarman, Michele 2015. "Relations of Abortion: Crip Approaches to Reproductive Justice." *Feminist Formations* 27(1):46-64.

Section III: Reproductive Markets

October 20: Gamete Markets

Erthman, Martha. "The Upside of Baby Markets" in *Baby Markets*

Mroz "One Sperm Donor: 150 Offspring" *New York Times* Sept. 5, 2011

October 25

Almeling, Rene. 2011. "Selling Genes, Selling Gender" Pp. 52-84. *Sex Cells: The Medical Market for Eggs and Sperm*. Berkeley: University of California Press.

Walks, Michelle. 2013. "Feminine pregnancy as cultural fetish." *Anthropology News* 54 (1-2):12.

October 27: Critiques of Surrogacy

Harrison, Laura. 2016. "'The Woman or the Egg?'" Comparing Surrogacy and Egg Donation Databases" in *Brown Bodies, White Babies: The Politics of Cross-Racial Surrogacy*. New York: NYU Press.

Maniere, Emma. "Mapping Feminist Views on Commercial Surrogacy" in *Babies for Sale*

November 8: Surrogacy Market in the US

Selections from Jacobson, Heather. *Labor of Love*.

November 10: Transnational Surrogacy

TBA

November 17: Egg Freezing

Martin, Lauren Jade. 2010. "Anticipating Infertility: Egg Freezing, Genetic Preservation, and Risk." *Gender & Society* 24(4): 526-545.

November 22: Reproductive Futures CLASS WILL MEET ON ZOOM

TBA

November 29: Presentations

December 1: Presentations