

Dr. Angela Castañeda  
Anthropology Senior Seminar: ANTH 452 “S”  
Tuesday and Thursday 10:00-11:30am Asbury Hall 219  
Spring 2015

### **Ethnographic Perspectives on Reproduction**

*The mother’s womb is replaced by the womb of culture,  
which, comfortably or uncomfortably, cradles us all.*

Robbie Davis-Floyd

#### **Course Description**

Reproduction is a topic that straddles both the public and private. It can be viewed as an intimate topic at the individual level while simultaneously open for public debate surrounding policy at local, state and national levels. Students in this seminar will examine the social and cultural constructions of reproduction, and how power in everyday life shapes reproductive behavior and its cross cultural meanings. For example, childbirth is a subject that touches the lives of each of us, and in this class we will be using an anthropological lens to explore the how and why of birth practices. Additional topics addressed are state intervention in fertility and reproduction, the cultural production of “natural” childbirth, the politics of fetal personhood, and cultural variation in ideas about surrogacy and prenatal diagnosis, among others.

As a seminar, each class period will consist of rigorous in-class discussions where students will also be expected to serve as discussion leaders as well as provide reflective response papers on the assigned readings. A portion of each class will also be dedicated to the final thesis project. The final class project asks students to design a research question of particular interest to them and craft a thesis paper grounded in our discussions on the anthropology of reproduction. Throughout the semester students will work on individual ethnographic research projects that incorporate the ideas discussed in class. Each student will design a research project that requires using ethnographic methods and present this research at the annual **Sociology and Anthropology Senior Symposium on Thursday, April 23, 2015.**

#### **Required Reading:**

Gutmann, Matthew C., *Fixing Men: Sex, Birth Control, and AIDS in Mexico*, University of California Press, 2007.

Roberts, Elizabeth, *God’s Laboratory: Assisted Reproduction in the Andes*, University of California Press, 2012

Taylor, Janelle, *The Public Life of the Fetal Sonogram*, Rutgers University Press, 2009

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, *The Craft of Research, Third Edition*, University of Chicago, 2008.

**For Viewing:** We may not have time to screen all of the films on the syllabus, however, the list below is provided to enhance material presented in the readings and serve as supplemental material for your research projects.

*A doula's story: On the front lines of teen pregnancy*  
*All My Babies* (1952 film about granny midwives in the health department system)  
*At Highest Risk* (Documentary in Andean Peru about reproductive health of Quechua)  
*Babies* (documentary about the first year of birth for babies in four cultures)  
*Birth Story: Ina May Gaskin & the Farm Midwives* (recent history of American midwifery)  
*Birth at Home* (traditional midwives of India, their spirituality rebirth, and “unclean” status)  
*Expecting/La Espera* (story of a young couple and abortion in Chile)  
*Guerilla Midwife* (opening birth centers in Bali)  
*It's My Body, My Baby, My Birth* (10 mothers with varying natural birth experiences)  
*Juno* (teenage pregnancy)  
*Laboring Under an Illusion: Mass Media Childbirth vs. the Real Thing* (media and birth)  
*The Pill* (one a documentary and the other a comedy about the morning after pill)  
*What to Expect when You're Expecting* (comedy)

### **Course Requirements**

1. Participation: As a seminar course, each student is expected to come to class prepared to actively engage in class discussion. As a designated S class, you are also expected to listen, provide peer reviews, raise questions and actively share reflections and critiques with fellow students. In addition to regular class participation (which includes several assignments due in class to keep you on track with your seminar project), students are also expected to lead class discussion, peer edit and maintain a fieldwork log.
  - i. Peer Editing: Writing is a process and part of the process is reworking second, third, and even more drafts of your work, however, sometimes we become too familiar with our work, thus sharing your written work with others is a very useful part of the writing process. Students will work together during the second half of the semester, offering useful critiques and comments on each other's work. A copy of all peer editing comments must also be given to the instructor.
  - ii. Fieldwork Log: Fieldwork is a time-consuming process and, to be done well, requires steady and consistent effort spread over the course of the project. To help you keep on track, you should keep a fieldwork log, starting at the very beginning as you brainstorm ideas. The log will record the interviews you do, the events and places you visit in connection with your research, and the approximate time you spend on fieldwork tasks. I will look at these logs during our individual sessions, as well as periodically during class time when we will collectively discuss the progress of your fieldwork.
2. Discussion Leaders: Students will be assigned to lead group discussion, which includes preparing discussion questions and an outline related to the assigned reading.
3. Thesis Proposal: Students will write a concise statement of research which should justify the selection of a thesis topic, outline a research schedule and discuss theoretical, methodological and ethical implications to their research (as well as potential relevant bodies of literature--it should include an annotated bibliography of at least 6 sources). Students will also present their research proposal to the class and should expect to share their research question(s), methods, and form of analysis.

a. Annotated Bibliography: Students will compile an annotated bibliography, which should conform to the American Anthropological Association style guide (see hand out for details). This should include the sources you have found and read related to your topic. After reading each article carefully (two times if necessary) do the following: Write a brief (one paragraph) summary of the main point of the article, followed by a sentence or two of why/how it is relevant or not relevant to your research topic and how it might impact/change your research problem (i.e. does it leave something out you wish to address, or does it already address exactly the problem you had in mind, or will your problem complement it in some way and how). The annotated bibliography will form the base to help guide your research project, and it should include a wide range of sources across with varying publishing dates, particularly scholarly books and refereed journals, but also dissertations, conference papers, popular texts and websites, among other sources.

4. Draft Thesis: This draft should include a complete version of your final thesis paper. It should include a title page, introduction, all sections, citations, conclusion and bibliography. The draft thesis will receive detailed comments but will not be graded. Failure to turn in a draft thesis will result in a 10% reduction of your final grade.

5. Presentation of Research: Each student will participate in two presentations of their research. The first will be presented in class and will be graded. The second will be a formal public presentation at the annual Senior Symposium. Failure to present at the Senior Symposium will result in a 10% reduction in your final grade. In the presentation, you are expected to address your research objectives and methods, thesis, evidence and conclusions (approximately 10 minutes). This should be both well organized and rehearsed, and students should be prepared to answer questions from the audience following their presentation. These presentations are a mandatory component of the S requirement for this course.

a. Senior Symposium: The Sociology and Anthropology Department has a tradition of each spring celebrating senior majors with a public mini-conference. During this symposium, senior anthropology and sociology majors will present their research to the larger DePauw community, faculty, friends and family. This year the symposium will be held on **Thursday, April 23, 2015.**

6. Seminar Paper: Each student must successfully demonstrate an ability to apply the methods and theories they have learned about to a unique research problem/question. The bibliography should include at minimum 12 supportive sources. Each student should aim to craft a final paper on a topic of their choosing that demonstrates such high quality as to merit consideration for potential publication and/or serve as the base for a larger research project (i.e. Fulbright or Masters thesis). The senior requirement consists of the completion of a 25-35 page thesis seminar paper with a grade of C- or higher. Two copies (one comb-bound and one electronic) should be turned in. The bound version will be added to the S&A Senior Thesis Archive.

### **Notes on Grading**

A note on graded materials—you must wait at least 24 hours (but no more than 1 week) before coming to see me about a grade you received on any class material. I am available

to look over a graded assignment only after you have taken sufficient time to read through both your original work and my comments. Keep in mind that reviewing graded material also means a possible increase OR decrease in the original grade, so be sure to look over your work carefully before bringing it to my attention for a second time.

Your final grade for the course will be based on the following:

- Participation, class attendance, and preparation .....10%
  - Discussion Leader.....10%
  - Thesis Proposal.....10%
  - Presentation.....10%
  - Seminar Paper.....60%
- TOTAL 100%

**Grading Scale**

A 94%+	A- 90-93%	
B+ 87-89%	B 84-86%	B- 80-83%
C+ 77-79%	C 74-76%	C- 70-73%
D+ 67-69%	D 64-66%	D- 60-63%
F 59%-		

The following information will help you better understand the criteria for graded material:

A= exceptionally thought-provoking, original, creative in both content and manner of presentation, and a skillful use of concepts and/or materials which are fully supported.

B= presents a solid understanding of the subject matter and an ability to handle the issues and materials encountered in the subject with only minor errors.

C= demonstrates an adequate understanding of the subject matter with central ideas present, but too general, repetitious and not clearly supported or integrated with evidence and details.

D= a minimally acceptable performance with a confusing central idea and lacking details. Parts of the assignment are missing and/or incomplete.

F= shows lack of effort and minimal comprehension of material with major mechanical errors, no thesis, and misuse of key concepts.

**S Competence**

This course is also an S course. This means that a large majority of the work we will be doing in class will include numerous opportunities to express your thoughts orally. In order to become S certified, you must demonstrate competence in the following ways:

- Listens efficiently and reflectively.
- Adapts the manner of delivery to the specific receivers and the particular situation.
- Adapts content and organization to the specific receivers and the particular situation.

- Expresses a thesis or point of view orally and supports it with appropriate evidence.

In addition to class discussions, students will also demonstrate their S competence in assignments that include group activities, paired work, ethnographic fieldwork (i.e. interviews and participant observation) and the final public presentation of their thesis project. These assignments and activities will help you become more aware of successful listening and speaking techniques as well as allow you the opportunity to engage in various forms of oral communication. At the end of this course, you will receive both a final letter grade and a competency mark (S or no S). The professor will maintain communication with students on their progress towards S certification.

### **Attendance**

Attendance and active class participation is required at every scheduled seminar session. Late arrivals will not be tolerated. As a seminar class that meets only once a week, students should not miss more than one class period during the semester. Missing more than one class period is equivalent to over two weeks of course material and thus unacceptable for the completion of a senior seminar. Irregular attendance and repeated late arrivals will result in the lowering of the final course grade.

### **Class Preparation**

Your class preparation is essential to your required active participation in the course. You must complete assigned readings **before** the class period for which they are assigned. You must come to class with prepared questions and comments regarding the assigned readings (note participation in course requirements and S competency). This will help ensure your active participation in class.

**Things to think about regarding the readings: What was the author's main point/thesis? How does this relate to the class topic? What connection can you make between the reading and your own life? AND How does this relate to your own thesis project?**

### **Assignment Policy**

All assignments must be turned in as specified by the instructor (either hard copy stapled and numbered or electronically submitted). In order to maintain fairness among all students, late assignments will not be accepted without a medical excuse or otherwise documented emergency. The instructor retains the right to lower the grade on any late assignment accepted. If you must miss class on the day an assignment is due, it is your responsibility to turn the assignment in early.

### **Academic Dishonesty**

All work must be **your own**. You must give credit to **any** information and/or ideas that you use that are not your own by citing it in your work. If you are unfamiliar with proper citation procedures, you should contact your instructor and/or consult the W center.

### **Student Accommodations:**

“DePauw University is committed to providing equal access to academic programs and university administered activities with reasonable accommodations to students with disabilities, in compliance with the Americans With Disabilities Act and Amendments

(ADAAA). Any student who feels she or he may need an accommodation based on the impact of a disability or learning challenge is strongly encouraged to contact Pamela Roberts, Director of Student Disability Services and ADA Compliance for further information on how to receive accommodations and support. Contact information for Student Disability Services is: 408 S. Locust Street, Suite 200, in The Memorial Student Union Building (765-658-6267). It is the responsibility of the student to share the letter of accommodation with faculty and staff members. Accommodations will not be implemented until the faculty or staff member has received the official letter. Accommodations are not retroactive. It is the responsibility of the student to discuss implementation of accommodations with each faculty and staff member receiving the letter.”

### **Questions???** This is the time to ask!

I always encourage all of my students to take advantage of my office hours, either for questions, concerns, or just “drop-in” discussions, and I feel communication is especially important during your senior seminar. Please feel free to stop by Asbury Hall 219, and if the “official” hours are not convenient or you would like to ensure yourself a specific block of time, we can easily set up an appointment that meets your needs and schedule, you only have to ask. You can reach me: office phone x4372 or email [acastaneda@depauw.edu](mailto:acastaneda@depauw.edu).

## **Course Outline**

### **WEEK 1 INTRODUCTION**

January 27th

- Course Introduction, discussion of texts, requirements and expectations. Sign-up for discussion leaders.
- READ: Rayna Rapp and Faye Ginsburg's "The Politics of Reproduction"
- DUE: Potential Topics, write a paragraph for at least two provisional research topics. In your paragraphs be sure to address the central topic as well as pros and cons, including the project's feasibility as well as methods you are considering to gather data. Also, include with each proposal a list of the sources you have found that relate to your potential projects. You need to have 3-5 sources for each topic and the majority need to be academic in nature (think books, journal articles).
- Film: *No Woman No Cry*

January 29th

- READ: PART 1 and 2 *The Craft of Research*
- Library Session, IRB, and S Center

### **WEEK 2**

February 3rd

- READ: Roberts, *God's Laboratory* pgs. 1-101

- DUE: Narrow your topic down to one research question; rewrite your paragraph on your topic and provide a preliminary list of 10 potential sources related to your project.
  - Film: *Made in India*
- February 5<sup>th</sup>
- READ: Roberts, *God's Laboratory* pgs. 102-216
    - Discussion Leader

### WEEK 3

- February 10th
- READ: Taylor, *The Public Life of the Fetal Sonogram* pgs. 1-76
  - Film: *Eggsploitation*
- February 12th
- READ: Taylor, *The Public Life of the Fetal Sonogram* pgs. 77-174
    - Discussion Leader

### WEEK 4

- February 17th
- READ: Gutmann, *Fixing Men* pgs. 1-99
- February 19th
- READ: Gutmann, *Fixing Men* pgs. 100-212
    - Discussion Leader

### WEEK 5

- February 24th
- READ: PART 3 *The Craft of Research*
  - DUE: Bring to class completed IRB forms.
  - Reminder: Continue reading secondary source material.
- February 26th
- DUE: Draft annotated bibliography with three sources.
  - Reminder: Submit IRB for approval (if necessary) by Feb. 27<sup>th</sup> and begin fieldwork, remember to keep track of your work in the fieldwork log.

### WEEK 6

- March 3rd
- DUE: Final Proposal and Annotated Bibliography. Be prepared to make a 5 minute presentation on a secondary source which you regard as indispensable to your project.
- March 5th
- DUE: Project Outline, provide a detailed outline of the body of your paper, indicating the main sources for each section. BRING 2 COPIES

### WEEK 7

March 10th

- Individual 30 minute meetings with students
- March 12th
- Fieldwork day

### **WEEK 8**

- March 17th
- DUE: List of things you have done, are currently working on and still plan to do.
- March 19th
- Fieldwork day

### **WEEK 9 SPRING BREAK**

### **WEEK 10**

- March 31st
- READ: PART 4 *The Craft of Research*
  - DUE: List of things you have done, are currently working on and still plan to do.
- April 2nd
- Fieldwork day

### **WEEK 11**

- April 7th
- Individual 30 minute meetings with students
- April 9th
- Fieldwork day

### **WEEK 12**

- April 14th
- DUE: Provide 12 pages of written work for peer review. This can be any combination of sections from your thesis (i.e. parts from different chapters, an intro or literary review). Sources should be included in the draft.
- April 16th
- Fieldwork day

### **WEEK 13**

- April 21st
- DUE: In-class presentation of research, be prepared to present your main argument, methodology and conclusions (approximate time limit 10 minutes).
  - DUE: final rough draft
- April 23rd
- **SENIOR SYMPOSIUM PRESENTATION 6:30-9:30pm**

### **WEEK 14**

April 28th

- DUE: List of things you have done, are currently working on and still plan to do.

April 30th

- Fieldwork day

**WEEK 15**

May 5th

- Finish Writing

May 7th

- **DUE: SUBMIT TWO (2) COPIES OF FINAL DRAFT  
(1 bound and 1 electronic)**

NOTE: The instructor retains the right to change the syllabus for this class as necessary.