

Anthropology 462/662
WSP 462/ HTW 462
Culture and Reproductive Health and Medicine
Spring 2009
(This course is part of the Consortium for Culture and Medicine— CCM)

Professor Cecilia Van Hollen

Dates: Tues. 4:30-7:30

Location: 1507 Setnor Academic Building

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Office Hours: Mondays 2-4, or by appointment

Course description:

This course examines diverse ways in which societies throughout the globe view and manage human reproduction and the implications this has for health care and medicine. The emphasis will be on women's reproductive health throughout the life cycle, including puberty, sex, pregnancy, family planning, childbirth, infertility, and menopause. The course also explores changes in reproductive health care in the context of globalization and considers how an understanding of the influence of culture and social relations on reproductive health is crucial for the development of international public health policy and practice. This course will be of interest to students in socio-cultural anthropology, gender studies, and health studies (including medicine, nursing, public health, and global health). The course is designed for advanced undergraduate students and graduate/professional students. This is a seminar-style course; emphasis is placed on full participation in class discussions and on student oral presentations of course materials. Undergraduate students will conduct independent ethnographic research projects which apply concepts from the course to "real world" settings in the Syracuse community. Graduate/professional students can choose to either do an independent ethnographic research project/paper, or write a literature review final paper.

This course is part of the Consortium for Culture and Medicine (CCM), including students from Syracuse University, SUNY Upstate Medical University, and Le Moyne College.

The major goals of this course are:

- To gain knowledge of the field of the anthropology of reproduction as a sub-field within medical anthropology.
- To gain knowledge about theories of medicalization; Marxist feminist analysis; symbolic analysis; rites of passage; globalization; nationalism; political economy of health; and development discourse analysis.
- To gain introductory knowledge of diverse cultural contexts (including but not limited to: India, the U.S., Israel, Japan, Egypt, Ivory Coast, Vietnam, Sri Lanka, Papua New Guinea, Malaysia)
- To gain skills in independent research (including ethnographic research), writing, and oral presentation.

Required Readings:

- * Ginsburg, Faye & Rayna Rapp, eds. *Conceiving the New World Order: The Global Politics of Reproduction* 1995 (University of California Press)
- * Inhorn, Marcia & Frank Van Balen, eds. *Infertility Around the Globe: New Thinking on Childlessness, Gender, and Reproductive Technologies* 2002 (University of California Press)
- * Kanaaneh, Rhoda Ann *Birthing the Nation: Strategies of Palestinian Women in Israel* 2002 (University of California Press)
- * Martin, Emily *The Woman in the Body: A Cultural Analysis of Reproduction* 2001 [1987] (Beacon Press)
- * Rapp, Rayna *Testing Women, Testing the Fetus: The Social Impact of Amniocentesis in America* 1999 (Routledge)
- * Van Hollen, Cecilia *Birth on the Threshold: Childbirth and Modernity in South India* 2003 (University of California Press)

The books are available for purchase in the **SU Bookstore** (303 University Place; phone: 443-9901) and are on 2-hour reserve in the Bird Library Reserve Room and in the Upstate Health Sciences library.

Articles required for the course are available to all students through the Electronic Reserve system of the Upstate Health Services Library. All students will be given a LEAP account to for the Upstate library to access the e-reserves. To access the Upstate library e-reserves, you go to the Health Sciences Library web site at <http://library.upstate.edu/articles/reserves>. Go to "Electronic Reserves" and click on "Consortium for Culture and Medicine" which will take you to "Culture and Reproductive Health and Medicine" where you will find the readings. The readings are in PDF format.

Students from Syracuse University can also access these articles through Blackboard (click on "Tools" and then "Course Reserves" and find the article listed on the syllabus).

We will also be showing the following films in class and you are expected to view them all:

- All My Babies* (1952) (54 mins) (Bird Library: VC13243/DVD)
- Born at Home* Directed by Sameera Jain. Produced by Matrika & Sublunar Films. New Delhi, India. 60 Min. (South Asia Center, #125)
- Born in the U.S.A.* (Bird Library: VC8943)
- El Sebou': Egyptian Birth Ritual* (27 mins; DVD) Director: Fadwa El Guindi. 1986 (Bird Library – on order)
- Something Like A War* (Bird Library: VC 12594; 52 mins) Director/Producer: Deepa Dhanraj. N & N Productions (India). Distributed by Women Make Movies. 1991
- Van Hollen's* video clips from research for *Birth on the Threshold*. 1995

Additional films may be added as the semester progresses.

Course Requirements:

1. Students are required to attend class regularly, to keep up with the readings, and to participate in class discussions. You are expected to come to class having done the readings and fully prepared to comment on and discuss all of the readings.

2. Each student is responsible for giving two in-class presentations on the weekly readings. Each presentation should be 15 minutes followed by discussion. In your presentation you are expected to do the following things:
 - 1) *Briefly* introduce the key points of the presentation reading materials (you should assume that all students have done the reading already so you should highlight key points; you should *not* give a full outline of the reading.
 - 2) Discuss how the readings contribute to the theme of the week and the other readings for the week.
 - 3) Comment on how the ideas presented in this piece contribute to our understanding of the field of the anthropology of reproduction more broadly and how they can contribute to improving health care services.
 - 4) Critique the piece by explaining why you thought the reading was effective, useful, interesting and/or what you thought was problematic about the piece and how it could have been improved.
 - 5) Provide the class with three questions for class discussion. The questions raised are a key part of your presentation. Be sure to raise questions that are open-ended enough to facilitate conversation and debate about the reading and the points it raises. In your questions, feel free to relate the reading to experiences in contemporary American society and/or your own personal experiences.
 - 6) You must provide the class with a hand-out outlining your presentation. Be sure to include your three questions on the hand-out. Make copies for everyone in the class.

3. You will have two take-home exams (6 pages each). These will be in essay format. You will be asked to respond to one or two questions for each take home exam. These will focus specifically on the readings for the course. You will be given the questions one week before they are due in class.

4. Each student is also required to conduct a research project and to write a final paper based on the research. All final papers are due in class on the last day of class. All students are required to give a brief oral presentation of your final research projects in class during the last two classes of the semester.

Undergraduate students are required to conduct ethnographic research projects of their own and to write a **10-12 page paper** based on your own ethnographic research. (You are also required to submit a 1-page research project proposal as well as a 1-page research project progress report. Dates on which these are due are indicated in the syllabus).

Graduate/professional students will write a **15-20 page paper** that will be either 1. a literature review paper on The Anthropology of Reproduction, or on a sub-topic (to be determined in consultation with me), or, 2. a research paper analyzing your own

ethnographic research. (You are also required to submit a 1-page research project proposal as well as a 1-page research project progress report. Dates on which these are due are indicated in the syllabus).

During the course, students will be introduced to ethnographic research methodology to guide your ethnographic research projects.

Grades:

Class attendance and participation:	15%
One in-class presentations of readings:	10%
Two 6 page take-home exams (essays):	40% (20% each)
Research Paper:	30%
<u>Final Research Presentation:</u>	<u>5%</u>
Total	100%

More than 2 unexcused **absences** will result in lowering your grade. Absences are only considered “excused” with an official note.

You are allowed legal absences for a religious holiday, as long as you submit a notice in writing to me one week prior to the religious holiday.

Students with disabilities are urged to see me about accommodations for their needs.

Academic Honesty:

I do not tolerate plagiarism or any other forms of cheating. If I find a case of cheating, I will give you an F on the assignment, possibly for the course, and immediately report you to the relevant college/university administrator of your home institution.

Paraphrasing: Avoid using long direct quotations of readings and/or lecture notes. Instead it is better to paraphrase those ideas, that is, to explain the ideas from the readings or the lectures or films using *your own words*. However, when you paraphrase, you **MUST STILL CITE THE SOURCE** of the idea. If you fail to cite the source, you are implying that it is your own idea and that is a form of plagiarism.

Direct quotes: If you do use direct quotations, then you must put the quotation within quotation marks and use the correct citation following the quotation. The format to be used for citations will be handed out with the first paper assignment.

For more information on plagiarism and the Syracuse University Academic Integrity Policy see <http://academicintegrity.syr.edu>. For Upstate students you can find information under Student Records at: <http://www.upstate.edu/currentstudents/records/> “Student Code of Conduct and Related Policies.” It is **YOUR responsibility** to review and comply with the regulations of your home institution.

Academic courtesy:

All students are expected to follow simple rules of academic courtesy to your fellow students and instructors. Please come to class on time to avoid disrupting the class. Once class begins, you must refrain from personal conversations. You must put away all non-course reading materials (e.g. newspapers). Turn off and put away all cell phones and MP3 players. Refrain from using computers for any non-course related activities. Please avoid premature preparations to leave class; your instructor will let you know when class is over. Eating is not allowed during class. You may be asked to leave the class for the day if you do not follow these rules.

Syllabus:

Week 1: Jan. 13: **Introduction**

Week 2: Jan. 20: **Feminist Critiques of Reproduction in the U.S.**

Film

Born in the U.S.A.

Required reading:

Read first half of book by Emily Martin for next class.

Week 3: Jan. 27: **Feminist Critiques of Reproduction in the U.S. (con't)**

Required reading:

Martin, Emily (2001[1987]) *The Woman in the Body* – Whole book.

Davis-Floyd, Robbie (1987) “The Technological Model of Birth” (Electronic Reserve)

Davis-Floyd & Davis (1987) “Obstetric Training as a Rite of Passage” (Electronic Reserve)

Week 4: Feb. 3: **Menstruation, Menopause, Culture, & Power**

Required reading:

Gottlieb, Alma (1988) “Menstrual Cosmology among the Beng of Ivory Coast” (Electronic Reserve)

McGilvray, D.B. (1994) “Sexual Power and Fertility in Sri Lanka: Batticaloa Tamils and Moors” In: Carol MacCormack, ed. *Ethnography of Fertility and Birth* Chap. 2 (Electronic Reserve)

Herdt, Gill (1982) “Sambia Nosebleeding Rites and Male Proximity to Women” In: *Ethos* (Electronic Reserve)

Lock, Margaret (1993) “The Politics of Mid-Life and Menopause: Ideologies for the Second Sex in North America and Japan” (Electronic Reserve)

Agee, Eve (2000) “Menopause and Transmission of Women’s Knowledge: African American and White Women’s Perspectives” (Electronic Reserve)

Hand-out:

Assignment for Research Papers

Week 5: Feb. 10: Globalization and Birth

Required reading:

Ginsburg & Rapp, (1995) "Introduction: Conceiving the New World Order" (Ginsburg & Rapp)

Van Hollen (2003) *Birth on the Threshold: Childbirth & Modernity in South India*, Prologue, Introduction, Chaps. 1 - 4

Film

Van Hollen video clips (fieldsites; *cimantham*; *tiddukkarittal*)

**** Research Project Proposals Due in Class****

Week 6: Feb. 17: Globalization and Birth (cont'd)

*** Take-home exam #1 will be handed out in class ***

Required reading:

Van Hollen (2003) *Birth on the Threshold*, Chaps. 5, 6, Conclusion, Epilogue

Film:

Born at Home

Week 7: Feb. 24: Nationalism & Birth

*** Take-home exam #1 due in class ***

Required reading:

Kanaaneh (2002) *Birthing the Nation: Strategies of Palestinian Women in Israel* Introduction, Chaps. 1-3

Film

El Sebou': Egyptian Birth Ritual (27 mins; DVD)

Week 8: March 3: Nationalism & Birth

**** Research Project Progress Report Due in Class ****

Required reading:

Kanaaneh (2002) *Birthing the Nation: Strategies of Palestinian Women in Israel* (Chap. 4-5, Conclusion)

Fraser, Gertrude (1995) “Modern Bodies, Modern Minds: Midwifery and Reproductive Change in an African American Community” (Ginsburg & Rapp)

Craven, Christa (2005) “Claiming Respectable American Motherhood: Homebirth Mothers, Medical Officials, and the State” (Electronic Reserve)

Film:

All My Babies (1952) (54 minutes) (Bird Library)

March 10: No Class: Spring Break

Week 9: March 17: **Population Control**

Required reading:

Anagnost, Ann 1995 “A Surfeit of Bodies: Population and the Rationality of the State in Post-Mao China” (Ginsburg & Rapp)

Kligman, Gail 1995 “Political Demography: The Banning of Abortion in Ceausescu’s Romania” (Ginsburg & Rapp)

Das, Veena 1995 “National Honor and Practical Kinship: Unwanted Women and Children” (Ginsburg & Rapp)

Morsy, Soheir 1995 “Deadly Reproduction among Egyptian Women: Maternal Mortality and the Medicalization of Population Control” (Ginsburg & Rapp)

Film:

Something Like a War

Week 10: March 24: **New Reproductive Technologies: Prenatal diagnoses**

Required reading:

Rapp *Testing Women, Testing the Fetus: The Social Impact of Amniocentesis in America* (Chaps 1—6, 11)

Week 11: March 31: **New Reproductive Technologies and Fertility/Infertility**

Required reading:

Inhorn & Van Balen, eds. *Infertility around the Globe*, Chapters 1, 5 — 8

Abu-Lughod, Lila (1995) “A Tale of Two Pregnancies” (Electronic Reserve)

Week 12: April 7: New Reproductive Technologies and Fertility/Infertility

Required reading:

Inhorn & Van Balen, eds. *Infertility around the Globe*, Part IV: Chapters 14 –16

Lewin, Ellen “On the Outside Looking In: The Politics of Lesbian Motherhood”
(Ginsburg & Rapp)

Hayden, Corinne P. (1995) “Gender, Genetics, and Generation: Reformulating Biology in Lesbian Kinship” (Electronic Reserve)

*** Take-home exam #2 will be handed out in class ***

Week 13: April 14: Students research presentations

*** Take-home exam #2 due in class ***

April 22: Mayfest: No Class

Week 14: April 28: Students research presentations

*** Final Research Papers due in class ***

Academic journals of interest to medical anthropologists (selected)

American Anthropologist
American Ethnologist
American Journal of Public Health
Anthropology and Medicine
Culture, Medicine and Psychiatry
Current Anthropology
Ethos
Human Organization
IASTAM Journal of Asian Medicine
International Journal of Health Services
Journal of Health Politics, Policy, and Law
Journal of Health & Social Behavior
Journal of Public Health Policy
Medical Anthropology Quarterly
Medical Anthropology
Reproductive Health Matters
Social Science & Medicine
Women and Health