

Sociology of Reproduction and Gender (SYD 4808, #21356, section WM40) Spring 2024

When: Tuesday: Periods 2-3 (8:30 a.m. -- 10:25 a.m.)

Thursday: Period 3 (9:35 a.m. – 10:25 a.m.)

Where: Pugh 120

This section is NOT a Writing Requirement section for the 24,000 word-writing requirement

The course does fulfill Gen Ed credit in Social & Behavioral Science ("S") and Diversity ("D").

Note: Because this is an upper division course, you should have taken at least one (preferably more than one) introductory course in sociology, women's studies, or psychology. However, I have had conscientious students without prior training in sociology do quite well in this course. So students with diverse backgrounds have succeeded in the course.

Dr. William Marsiglio

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Office: Turlington 3108

Office Hours:

Tuesday: 10:30 a.m. – 11:30 a.m.

Thursday: 10:30 a.m.-- 12:30 p.m.

I will use Canvas for this course. **If you want to communicate with me via email, please so directly at [marsig@ufl.edu](mailto:marsig@ufl.edu) rather than through the Canvas system. Emailing me directly will maintain the thread of our conversation more efficiently.**

### **KEY COVID-19 RELATED LINKS**

COVID-19 Community Testing Locations: <https://ufhealth.org/covid-19-test/locations>

UF Gator Perks Program: <https://benefits.hr.ufl.edu/gatorperks/discount-program/shopping/>

UF COVID-19 Vaccine Scheduling Information: <https://one.ufl.edu/>

UF Health Vaccination Information: <https://coronavirus.ufhealth.org/vaccinations-2/vaccine-availability/>

### **COURSE DESCRIPTION**

This course will examine contemporary reproductive issues within a U.S. context. Much of the analysis will employ a gender lens. The principle topics to be covered include: the social construction of reproductive values, norms, beliefs, attitudes, and practices that tend to either normalize or stigmatize circumstances for reproduction; contraception; life

course issues and reproduction (e.g., teenage pregnancy, delayed childbearing); abortion; infertility; alternative pathways to parenthood including surrogacy, assisted reproductive strategies, and adoption; the social implications of reproductive technologies; and the sociopolitical context and social control of reproduction (Who should be allowed to procreate? Should gays/lesbians/bisexuals/trans persons be afforded the same rights as heterosexuals to become parents? Should prisoners have fertility rights? Should women irrespective of age be permitted to use modern technologies to gestate child? Should the government fund abortion or assisted reproductive procedures?).

Lectures, readings, and discussions will focus on these issues from both macro and micro perspectives. In other words, we will examine how culture and social structures shape the reproductive realm and we will consider the social psychological aspects of how individuals feel, think, and act in relation to specific reproductive choices. By studying the interrelationship between aspects of the larger society and individuals' personal reproductive experiences from a sociological perspective, this course will examine linkages between society and the individual within a fundamental sphere of social life. The course will also stress the interdisciplinary nature of social policy issues related to reproduction.

### **MAJOR COURSE OBJECTIVES**

- 1) Introduce students to the basic social forces related to social class, race, gender, and more that affect individuals' reproductive consciousness, values, beliefs, decision making, and fertility outcomes. Reading assignments and lectures provide students opportunities to see how social scientists use varied methods to collect information about specific reproductive issues. Moreover, students will critically assess how that information can be used to frame understanding about how those social patterns can produce possible consequences. [content, critical thinking]
- 2) Provide students with a brief overview of how social norms regarding the relative importance of biological versus nonbiological parenthood influence the public's perception of family. The course will show how the social sciences expose students to strategies to identify, study, and address social issues and research questions related to these matters. In-class exercises will provide students with opportunities to work in small teams and apply critical thinking skills to accomplish various tasks (e.g., speculate on the probable social consequences that involve reproductive technologies). [critical thinking, communication]
- 3) Help students to develop the ability to understand how various social processes and structures related to reproductive experiences affect one another. This will be accomplished by showing how various social changes alter public perceptions and social initiatives related to reproductive experiences. [content]

- 4) Encourage students to interview parents to develop a better understanding of how to apply social science qualitative methods to understanding aspects of the reproductive realm [content, communication, critical thinking].
- 5) Provide students with insights about how a sociological perspective and the course material are directly or indirectly related to students' everyday life experiences, decision making, and future family planning. [critical thinking, communication].

### **STUDENT LEARNING OBJECTIVES**

The general education student learning outcomes (SLOs) describe the knowledge, skills and attitudes that students are expected to acquire while completing a general education course at the University of Florida. The SLOs fall into three categories: *content, communication, and critical thinking*:

- 1) *Content* is knowledge of the concepts, principles, terminology and methodologies used within the discipline. Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.
- 2) *Communication* is the development and expression of ideas in written and oral forms. Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.
- 3) *Critical thinking* is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion. Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.

**Relevance to General Education Requirements:** According to University of Florida's Gen Ed description for the social and behavioral sciences, the D and S requirements are as follows:

**Diversity:** “students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mandate their own and other people’s understandings of themselves and an increasingly diverse US society.” Note: “The Diversity designation is always in conjunction with another program area.”

**Social and Behavioral Sciences:** “courses provide introduction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social behavioral science. Students will learn to identify, describe, and explain social institutions, structures or

processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspective in individual and societal decisions.”

## **REQUIRED READING MATERIALS**

Course Packet: I have compiled a small collection of readings (mostly book chapters) that can be purchased from BookiT. They operate completely online now. You can order your packet at <https://shopbookit.com/products/syd-4808-section-21356-sociology-of-reproduction-and-gender-professor-marsiglio>.

They offer free shipping. They can also be accessed from the front page of the website ([www.bokit.com.bz](http://www.bokit.com.bz)). You need to acquire this material quickly so that you can stay on top of the readings.

In the syllabus, you’ll see numerous journal articles that I’ve assigned, and I’ve uploaded those to Canvas under “files” and “readings” tabs. You’ll be responsible for deciding whether you want to print them or not. **My experience is that students tend to process this material more deeply/effectively if they print and then highlight it and place notes on the hard copies.**

## **OPTIONAL READING MATERIAL**

Marsiglio, William and Kendra Siler-Marsiglio. (2015). [\*The Male Clock: A Futuristic Novel about a Fertility Crisis, Gender Politics, and Identity\*](#). Rotterdam, The Netherlands: Sense Publishers.

## **CLASS FORMAT AND ETIQUETTE**

This course is reading and discussion intensive. The format is a combination of lecture, class discussion, in-class small group exercises, and videos. The lectures supplement the assigned reading material so it is important that students attend class regularly in addition to reading the assignments. I encourage student participation and portions of some classes will be set aside specifically for class discussion on selected topics. Students will be encouraged to refine their critical thinking skills individually while completing small in-class group projects. In addition, students will have an opportunity to learn about qualitative interviewing and personally conduct in-depth interviews.

Students should feel free to think about how their personal experiences are relevant to our class discussions and group exercises; however, it is essential that students attempt to understand how their experiences illustrate sociological concepts and general patterns or represent exceptions to those patterns.

Because many students are likely to have strong personal opinions about the issues we will cover

in this course, we need to create an environment in which students feel comfortable expressing their ideas and disagreeing with one another in a civil manner. My teaching philosophy is grounded on the assumption that it is better to "allow" students to take unpopular or unconventional stands on gender issues than to try and police speech. However, I expect students to direct their critical comments toward a specific idea or philosophy, rather than personalizing attacks against other students. So long as the comment does not reflect a personal attack, I will expect students to take the initiative to defend their own position in a civil way if they are offended by another student's way of thinking.

If all goes as planned, we should have a lot of fun and learn from each other.

### **COURSE REQUIREMENTS AND GRADING**

|   |       |   |
|---|-------|---|
| In-class Small Group Projects, Individual Reading Reflections | 100   | <p><b>Please understand that my lectures will be essential for the midterm and final exams, as well as for the interview training.</b></p> <p>(handed-in during class, 10 points apiece), not accepted outside of class because they are designed to promote student engagement with other students in class, students with OFFICIALLY EXCUSED absences and missed in-class assignments will answer a separate short essay question on the Final Exam. That answer will have the max value of the total number of points missed (ie., if you missed 20 points worth of in-class assignments because of an EXCUSED ABSENCE, your essay will be evaluated out of a max of 20 points), 10%</p> |
| Abortion Book Group Project                                   | 100   | February 8, Thursday 12:50 p.m., Details TBA as to how report will be submitted (late penalties will apply), 10%  |
| Midterm Exam  | 200   | March 8, Tuesday, 8:30 a.m.–10:30 a.m., 20%   |
| Interview/Memos   | 200   | April 2, Tuesday, audio submitted via Canvas before 8:00 a.m., hard copies of report submitted during class (if not in class it is considered late and late penalty applies), 20%   |
| Personal Analytic Essay or Critique of <i>The Male Clock</i>  | 200   | April 11, Thursday, hard copy during class, late otherwise and late penalty applies, 20%  |
| Final Exam  | 200   | May 2, Thursday, 12:30 p.m. — 2:30 p.m. (SAME ROOM), NOT cumulative, 20%  |
| Total   | 1,000 |   |

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. **Link to Full Description:** <https://archive.catalog.ufl.edu/ugrad/1516//regulations/info/attendance.aspx>

## **UF UNDERGRADUATE ATTENDANCE POLICIES**

Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.

In general, 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. Other reasons also may be approved.

Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence.

You cannot participate in classes unless you are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to instructors.

If you do not participate in at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however. The department will notify you if you have been dropped from a course or laboratory. You can request reinstatement on a space-available basis if you present documented evidence.

The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

## **EXAM, PAPER, AND GRADING POLICIES**

The exams will consist of 50 multiple choice questions apiece. These questions will require you to understand the meaning of concepts, theories, and empirical patterns

related to the material. The final is NOT cumulative; it will cover material not covered on the midterm. All exams are the property of this course. Students are not permitted to take an exam out of the classroom or office nor may they write down exam questions--failure to comply will result in an "E" since non-compliance is, in effect, cheating. Cheating or copying during an exam also results in an "E" for the exam and the entire course and I will not hesitate to take students to honor court.

I expect all students to take the exam during the scheduled class period. I do not give make-up exams except under the rarest of circumstances. You **MUST NOTIFY ME IN ADVANCE** that there is a very serious problem, and I will process your request based on university policy regarding excused absences and make-up exams. If I administer a make-up exam, I reserve the right to give an exam that is of the same format but different questions from the exam the class had. Students who take make-up exams for **ANY REASON**, other than university authorized absences, will be graded on a straight percentage scale (i.e., any curve that is applied to students who take the exam during the scheduled period will **NOT** apply to students taking a make-up exam). My policy is designed to promote fairness for students taking the exam during the scheduled period because those who take it late have additional time to study and potentially consult with students who have taken the scheduled exam. I encourage you to not take this class if you anticipate that you might miss an exam. I will administer **NO EARLY FINAL EXAMS** (everyone, including seniors and out-of-state students, will take the exam during the scheduled period)

I expect to receive all student papers by the assigned due dates. I will assign a **late penalty of 20 points per DAY (not class period) for papers handed in after the announced due date (regardless of your excuse)**. If the project is due on a Thursday and you don't get around to submitting it to me until the following Monday, you will be penalized 20 points apiece for Thursday and Friday (40 points) and another 20 points for Saturday and Sunday combined. For example, if you would have earned, say, 180 points out of a possible 200 (90% = A-), your final project score would be 120 due to the penalty (60% = D-). A good strategy is to complete your paper a week in advance and then spend the last week making minor changes to it if necessary and having your friends proof-read it.

Your final grade is based solely on the assignments and grading scale listed above. In addition, I may, on rare occasions, award a student from 1-10 additional points if he/she has done an **EXCEPTIONAL** job in class discussion and has stellar attendance. Offering insightful comments and asking thought provoking questions on a regular basis throughout the course is required--simply talking a lot does not suffice nor will an occasional brilliant comment earn you any of the points. Being present and being prepared **EVERY** day (having read the material) is part of **EXCEPTIONAL** participation in my mind. To clarify my philosophy regarding these potential points, I'll describe a specific student I once had who would have risen to the level of being awarded some **EXCEPTIONAL** participation points (she actually earned an A so she didn't need them). The person attended class **EVERY** day; she was on time **EVERY** day; she did her readings on time throughout the **ENTIRE** semester; she actually read them early in the

morning prior to each class period; she was able to answer EVERY question regarding the readings that other students could not; she offered insightful commentary on a consistent basis throughout the ENTIRE semester--not in spurts; she asked thought provoking questions at various points throughout the ENTIRE semester; and she was a leader in her small in-class group projects. This student is the standard I use to assess EXCEPTIONAL participation. I include this option to provide a little protection to the rare student who works incredibly hard but may have some unforeseen tragedy adversely affect his or her performance on one of the other assignments.

There is absolutely NO additional extra credit for this course. **Please do NOT ask about extra credit.**

**Note: A minimum grade of “C” is required for general education credit.**

**VERY IMPORTANT:** Your final point total, and the letter grade associated with it, are FINAL. I will NOT simply add a point or two to someone's final point total so he or she can get a passing grade or a score that will enable the student to graduate that semester. Students should not ask for preferential treatment: it's unfair to the other students and challenges the integrity of the grading scale. **Students must complete ALL assignments to pass the course.**

**Link for UF Grading Policy: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>**

### **SPECIAL CONSIDERATIONS**

Students are not permitted to sell class notes or tapes of lectures, presentations, or discussions.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to get started with the Disability Resource Center. [Get Started with the DRC - Disability \(ufl.edu\)](#).

It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. Students with disabilities should follow this procedure as early as possible in the semester. The SDS office is located in 001 Reid Hall.

Students interested in seeking writing assistance should consider visiting the UF University Writing Program. It provides 30-minute consultations. The Writing Studio is located in Turlington Hall 2215 phone: 352-846-1138. Link: [Writing Studio – University Writing Program \(ufl.edu\)](#).

### **FINAL GRADE DISTRIBUTION**

The distribution I list below shows the range of grades, the grade point value in terms of



how a student's grade will be calculated into his or her GPA, the percentage range I will be using to assign final grades, and the point value range that I'll use to determine final grades. PLEASE NOTE THAT IF YOU EARN A GRADE OF "C-" OR BELOW IT WILL NOT BE COUNTED TOWARD YOUR GENERAL EDUCATION REQUIREMENTS OR YOUR SOCIOLOGY MAJOR REQUIREMENTS. In other words, you will need at least 730 points in this class in order for it to count toward your Gen Ed or sociology major requirements.

| Grade | Grade Points | Percent  | Points        |
|-------|--------------|----------|---------------|
| A     | 4.0          | 93-100   | 930-1,000     |
| A-    | 3.67         | 90-92    | 900-929       |
| B+    | 3.33         | 87-89    | 870-899       |
| B     | 3.0          | 83-86    | 830-869       |
| B-    | 2.67         | 80-82    | 800-829       |
| C+    | 2.33         | 77-79    | 770-799       |
| C     | 2.0          | 73-76    | 730-769       |
| C-    | 1.67         | 70-72    | 700-729       |
| D+    | 1.33         | 67-69    | 670-699       |
| D     | 1.0          | 63-66    | 630-669       |
| D-    | .67          | 60-62    | 600-629       |
| E     | 0            | Below 50 | 599 and below |

### **INCOMPLETE GRADES**

The College of Liberal Arts and Sciences has a specific policy and proceed regarding incomplete grades. Please see the following documents:

<http://www.clas.ufl.edu/forms/incomplete-grade-policy-clas.pdf>

<http://www.clas.ufl.edu/forms/incomplete-grade-contract.pdf>

### **UNIVERSITY OF FLORIDA HONOR CODE**

In 1995 the UF student body enacted an [honor code](#) and voluntarily committed itself to the highest standards of honesty and integrity. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

#### **Preamble**

In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The

quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

### **The Honor Pledge**

*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.*

*On all work submitted for credit by students at the university, the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment.*

The university requires all members of its community to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

### **Student Responsibility**

Students should report any condition that facilitates dishonesty to the instructor, department chair, college dean, Student Honor Council or Student Conduct and Conflict Resolution in the Dean of Students Office.

### **Faculty Responsibility**

Faculty members have a duty to promote honest behavior and to avoid practices and environments that foster cheating in their classes. Teachers should encourage students to bring negative conditions or incidents of dishonesty to their attention. In their own work, teachers should practice the same high standards they expect from their students.

Any form of "paper sharing," electronic paper purchasing, or plagiarism will not be tolerated. I will fail students for the entire COURSE for any form of academic misconduct regarding the preparation of their paper. Please do your own work!

Found at <http://www.dso.ufl.edu/judicial/honorcode.php>

## **ASSIGNMENT DESCRIPTIONS**

### **In-class Small Group Projects, Individual Reading Reflections (worth 100 points)**

Because this course will be discussion oriented and include a number of in-class exercises, so attendance is **CRITICAL**. At various points throughout the course, I will ask students to complete projects during the class period or I will request that students

answer a question I pose in class and submit their answer to me before the following class period. Some of the in-class projects will involve small group exercises. In general, if you miss an announcement that I make at the beginning of class because you are late or did not attend, it is your responsibility to know what's going on in class. Everyone should make at least two "class-buddies" to keep them informed of class assignments if they are late or miss a class. I will try to post announcements on CANVAS in a timely way. However, it's ultimately the student's responsibility to stay on top of missed material/announcements.

The projects/reflection papers will be worth 10 or 20 points apiece and will occur randomly throughout the semester. Those persons who participate and satisfactorily complete their small group projects or reflection papers will be eligible for points. Fewer points will be awarded to persons who are part of a group that does a mediocre job. For the written assignments on a class reading, I will assign points based on the quality of the work the student submits during the class period. **You can NOT make-up these exact in-class participation projects under any circumstances (see alternative point option below). You also can NOT email me answers or hand them in late.** The projects are designed to promote class interaction that cannot be duplicated outside of the class environment. However, for students who miss turning in an assignment or miss class on a day when an in-class project is conducted and have a **UNIVERSITY AUTHORIZED EXCUSE**, they will have an opportunity to earn the value of the assignments not submitted. In other words, if, during the semester, you do not submit projects that would have added up to, say, 20 points, or 30 points, ... you will complete a short essay question during the Final Exam that will be worth a max of either 20 or 30 points, respectively. I expect and hope that students will ATTEND ALL classes.

Purpose: I require attendance to reinforce the importance of learning as an interactive process and secure your commitment to the success of this course. I also want to encourage and reward students to read their assigned readings on time. By attending and participating in class discussions and group projects, students will have the opportunity to develop their critical thinking and team-work skills. These skills are essential for today's labor market.

### **Midterm (200 points)**

The exam will consist of 50 multiple-choice questions and cover roughly the first 8 weeks of the semester including readings, lectures, and in-class projects. The lecture material will be emphasized. I will post a brief study guide with sample questions.

### **Qualitative Interviews/Memos (200 points)**

I will provide more details about this assignment during class. In short, each student will conduct 2 audio-taped qualitative interviews with individuals who are parents. For each interview, students will prepare a document (several pages) that includes four types of "memos" (descriptive, theoretical, methodological, and personal). The topic of the interviews will deal with men's and women's thoughts and feelings regarding their ability

and desire to have children, as well as their experience of becoming a father or mother. We will have a training session during the middle of the term to clarify the logistical features of this assignment and help you feel comfortable. Students who do not attend this session will be at a distinct disadvantage in completing this assignment well.

We will refer to a series of documents that provide an overview of conducting qualitative interviews. These documents can be retrieved through Canvas under the “files” folder (conducting qualitative interviews, interviewing memos, memo writing example).

**Note:** Ideally, students will secure the use of a micro-cassette, digital tape recorder, cell phone or landline phone recorder, or computer with recording capabilities. Students will submit the audio files via CANVAS for me to verify that the interviews were completed. I will NOT grade a paper unless I can verify that the interviews took place.

**Purpose:** To provide students with some hands-on experience doing empirical research relevant to this course. This assignment provides students with the opportunity to learn through "doing." It also gives students a chance to talk in public about their efforts while comparing their experience with those of others.

### **Term Project Options (200 points):**

You can choose from one of two options for the term project. You are permitted to submit one term project only. I will only grade one project per student. Read the section carefully below as to how students should present the paper and how it will be evaluated.

#### **A. Personal Analytic Essay**

You will need to prepare an analytic, creative essay that demonstrates your ability to think sociologically about your personal life experiences (thoughts, feelings, and actions) or those close to you that are relevant to the reproductive realm. For this assignment, you will need to choose a reproductive issue (or perhaps a set of interrelated issues) and develop an essay that applies perspectives and concepts learned in this course to your individual example. Your approach should emphasize the **gendered dimensions** to the reproductive realm and **explicitly draw upon course readings and concepts**. Think about how public and personal constructions of gender and gender identity come into play. To what extent and how is your experience influenced by the fact that you are a male, female, or a transgender person? How did others relate to you based on your gendered presentation of self? How did you express yourself based on your gendered self-perceptions?

You should **EXPLICITLY use the symbolic interactionist perspective** to frame your analytic essay (see reading by Sandstrom, Lively, Martin, and Fine (2014) from week 1). By using this perspective, you will focus on concepts directly relevant to it (e.g. self, identity, definition of the situation, role making, etc.). You will need to **demonstrate** that you understand the basic themes associated with this perspective and how it is used to frame a person’s way of interpreting social life. You will also need to incorporate other

concepts from the course that deal more specifically with reproductive themes (procreative consciousness, fatherhood/motherhood readiness, pregnancy intendedness). You should use **at the very least 10 sociological concepts** in your analysis (SI concepts and other concepts combined). **Bold** and underline these concepts in the text the first time you use them.

Experiences with pregnancies and the birthing process, deliberations about having kids, concerns about pregnancy scares, extensive contraceptive decisions with partners, abortion or adoption experiences, detailed discussions with friends or family members who have used an assisted reproductive technique, and donating sperm or eggs are just some of the topics you might address. Remember that this course deals primarily with reproductive issues, not parenting, so it is not appropriate to focus on the hands-on aspects or moral labor associated with parenting.

Ultimately, you need to show me that you've learned something in THIS COURSE and can thoughtfully apply that knowledge/perspective(s) to your analysis of your situation. If you turn in a paper that you could have written prior to taking this course, I will not evaluate it favorably.

**Purpose:** This assignment is designed to force you to think about how this course, and at least some of the issues we address, are related to your lived experience. By applying a sociological or social psychological perspective to your own thoughts, feelings, and actions in the reproductive realm, you should develop a deeper understanding of the relevant issues as well as a heightened consciousness about your own experiences.

**B. Creative Critique of *THE MALE CLOCK: A Futuristic Novel about a Fertility Crisis, Gender Politics, and Identity***

In your essay you should develop your sociologically-informed observations about the futuristic world portrayed in this science fiction novel in which a virus compromises human fertility and fundamentally alters social life. You should focus on how gender themes shape individuals' experiences with the reproductive and family construction processes. Your task is to reflect on the diverse issues presented in the novel and develop a critical analysis that explores the dimensions of the story that you find most compelling, troubling, or refreshing. Your approach can:

- highlight your own views on how gender power dynamics might unfold relative to a world experiencing the fertility crisis described in the book,
- identify new issues not covered in the book that you believe would be significant and life altering,
- note other institutional forces beyond those mentioned in the book that you believe would play a significant role in how men would perceive and construct families,

- refine, expound on, or challenge patterns depicted in the book and explain your reasoning,
- share insights about how interpersonal dynamics relevant to the romantic arena might change that differ from what is presented in the novel,
- present your creative interpretations and assessment of the storyline's socially significant aspects.

In short, your essay needs to go beyond merely summarizing or describing the events depicted in the novel. Your essay should showcase your ability to apply a gender lens as you think sociologically and critically about a futuristic social world that is likely to be quite different from our current reality.

**Purpose:** The assignment provides students a unique (and potentially fun) opportunity to think “outside the box” and consider how the procreative realm is shaped by gender norms, masculinities, femininities, and institutional forces. By engaging with this futuristic novel, students should develop a deeper appreciation for how our current socially constructed gendered order contextualizes how individuals develop and express their reproductive and familial identities. Using fiction as a literary medium, students should see more clearly both the social psychological and institutional dimensions to relationships, sexuality, and the family construction process.

### **Presentation and Evaluation of Paper Assignment**

Your papers (personal analytic essay or book critique) should be at least 6 pages in length (double spaced), no more than 7 (not including cover page or reference list--number your pages starting with the first page of text). **Use 1" top/bottom and side margins and a 12 inch font.** Use regular double spacing between paragraphs, ie., **NO EXTRA spacing between paragraph—just a regular double space.** Please make sure your software is not setup to create more space between paragraphs. I will collect, read, and return your papers in a **confidential manner**.

I will evaluate your papers on the following criteria:

1. Degree/quantity and quality of analytic effort (**MOST IMPORTANT, 150 points**)
  - how insightful is your sociological analysis, ie., does it go beyond a superficial treatment of the subject and get at underlying themes and patterns
  - have you **EXPLICITLY** incorporated the SI perspective in a rigorous fashion into your paper
  - have you **CLEARLY** demonstrated that the course material has enlightened your analysis, i.e., to what extent does your paper represent a type of analysis that you could not have achieved without taking this course
  - do you present your ideas in a logical fashion
  - does your analysis integrate key concepts in meaningful ways

- have you used the concepts and theoretical perspectives accurately
- have you met the page limitation (**note: your score in this section will suffer if you hand in a paper that does not fulfill the page requirement!**)?

2. Organizational structure and writing style (25 points)

- is your paper easy to read, are your sentences lucid
- is your paper well organized with topic sentences and logical transitions between paragraphs
- is your paper free of grammatical errors
- is there a sense of continuity from the beginning to the end
- have you included a strong opening and conclusion?

3. Creativity of thought and presentation (15 points)

- do you begin your paper in an imaginative way
- do you keep my interest and motivate me to turn the pages
- do you include thought provoking passages, questions, and analysis that demonstrate original thinking?

4. Quality of professional presentation (10 points)

- have you double and triple checked your paper to eliminate typos and misspellings
- is your paper printed with neat and clear ink (no faded type please)
- have you followed my directions for preparing your paper including a cover page, page numbers, double spacing WITHOUT extra spacing between paragraphs, correct margins and font size, met minimal page requirement
- have you submitted your paper on or before the due date?

Things to Note:

1. Make sure you include a cover page with the information listed below. Center this information on the page as the following template illustrates.

Title for Paper  
Last Name, First Name  
email address  
UF ID #  
Sociology of Reproduction and Gender  
Dr. William Marsiglio  
Date

2. Do NOT use plastic or any other kind of cover. Simply staple the title page the pages to your essay.

3. Papers must be typed using TIMES ROMAN 12 inch font and 1 inch top and bottom margins. Make sure the print is clearly legible.

4. Paginate your pages beginning with the text (no number on cover page)

5. Double spaced. **Do NOT skip** extra lines between paragraphs. For Word document, make sure you have the spacing under paragraph options set to “0” for “before” and “after.”

6. Place in **bold** or underline the concepts in the text.

7. Attach a separate page to the end of your paper and assign a letter grade (e.g., A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E) to your effort for each of the four criteria I describe below. In other words, I want you to evaluate your own work.

|   |         |               |
|---|---------|---------------|
| 1. Analytic effort (150 pts)                  | Student | Dr. Marsiglio |
|   | _____   | _____         |
| 2. Organization and writing style (30 points) | _____   | _____         |
| 3. Creativity (10 points)                     | _____   | _____         |
| 4. Professional presentation (10 points)      | _____   | _____         |
| Overall                                       | _____   | _____         |

### **Final Exam (200 points)**

I will ask you to answer 50 questions similar in style to those that were included on the midterm exam. These questions will cover the readings after the midterm.

**Purpose:** This final exam is designed to encourage students to keep up with the readings and to complete all the assignments. The questions will cover readings, lectures, and in-class projects. The lecture material will be emphasized.

### **ONLINE COURSE EVALUATION PROCESS**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from



GatorEvals, in their Canvas course menu under GatorEvals, or via [University of Florida \(bluera.com\)](http://University of Florida (bluera.com)). Summaries of course evaluations are available to students at: [Public Results - Faculty Evaluations - University of Florida \(ufl.edu\)](http://Public Results - Faculty Evaluations - University of Florida (ufl.edu)).

## Course Schedule and Readings

Your readings represent book chapters, journal articles, and website links. I've had the book chapter readings copied and placed into a packet produced by BOOKiT. The packet can be purchased from the company's store. One journal article is not available in the UF system so it also appears in the BOOKiT packet. I've included PDFs and one WORD document in the "file" folder in Canvas. I flag these article readings on CANVAS with the word "READ" before the author's name and other info. These articles, like the chapters, are **REQUIRED** readings that are also available in the UF online journal system (Smathers Library).

I expect students to read the required readings PRIOR to the week they are assigned. Each of you will need to assess your personal learning style and decide whether you want download and print the articles so that you can mark on the hard copy. **My experience is that almost all students will retain information better if they highlight key ideas as they read and then go back to study their highlights and margin notes.**

The readings under the "optional" heading are simply other articles that you might want to consider if you have an interest in the topic or plan to do some type of research paper for another course. To be clear: I do NOT expect you to reading the optional articles.

### Week 1 (Jan 8-12): Overview of Sociology of Reproduction

1. Gibbs, Nancy (2002). Making time for a baby. *Time*, April 15 (pp. 48-58). <https://content.time.com/time/subscriber/article/0,33009,1002217,00.html>
2. Overall, Christine (2013). Think before you breed. *The New York Times Opinionator*. June 17, 2012, 5:00 p.m. [http://opinionator.blogs.nytimes.com/2012/06/17/think-before-you-breed/?\\_r=1#more-130090](http://opinionator.blogs.nytimes.com/2012/06/17/think-before-you-breed/?_r=1#more-130090)
3. Sandstrom, K. L., Lively, Kathryn J., Martin, Daniel D., and Fine, Gary Alan. (2014). Chapter 1: "The Meaning of Symbolic Interactionism" (pp 1-23). *Symbols, Selves, and Social Reality* (4<sup>th</sup> edition). **BOOKiT PACKET.**

This reading provides students with an overview of symbolic interactionism (SI). Although the author does not address reproductive issues per se, the SI perspective is the primary lens we will use to explore many of the issues in this course. You do not need to focus on the material dealing with the psychoanalytic or ethnomethodological approaches that is briefly presented.

### Week 2 (January 15-19): Gendering Reproduction

1. Rothman, Barbara Katz. (1989). Motherhood under patriarchy. Pp. 29-47 in *Recreating motherhood: Ideology and technology in a patriarchal society*. New York: Norton. **BOOKiT PACKET.**

2. Lorber, Judith and Moore, Lisa (2011). Are you my mother? My father? Gendering Procreation. Chapter 1 in *Gender bodies: Feminist perspectives* (pp. 34-63). Oxford: Oxford University Press. **BOOKiT PACKET.**

3. Almeling, Rene and Waggoner, Miranda R. (2013). More and less than equal: How men factor in the reproductive equation. *Gender & Society*, 27(6), 821-842.

### **Week 3 (January 22-26): Cultural and Sociopolitical Contexts for Reproduction and Reprogenetics**

1. Robertson, John A. (1994). Chapter 2, The presumptive primacy of procreative liberty. Pp. 22-42 in *Children of choice: Freedom and the new reproductive technologies*. Princeton, NJ: Princeton University Press. **BOOKiT PACKET.**

2. Daniels, Cynthia. (2006). Chapter 6, Reproducing men. Pp. 157-169 in *Science and Politics of Male Reproduction: Exposing men*. Oxford: Oxford University Press. **BOOKiT PACKET.**

3. Frederick, Angela. (2017). Risky mothers and the normalcy project: Women with disabilities negotiate scientific motherhood. *Gender & Society*, 31, 74-95.

#### **Optional:**

Roberts, Dorthy (2009). Race, gender, and genetic technologies: A new reproductive dystopia? *Signs: Journal of Women in Culture and Society*, 34, 783-804.

Samerski, Silja (2009). Genetic counseling and the fiction of choice: Taught self-determination as a new technique of social engineering. *Signs: Journal of Women in Culture and Society*, 34, 735-761.

Deomampo, Daisy (2013). Gendered geographies of reproductive tourism. *Gender & Society*, 27(4): 514-537.

### **Week 4 (January 29-February 2): Framing Birth Control, Pregnancy, and Abortion Issues**

1. Aiken, Abigail, Borrero, Sonya, Callegari, Lisa S., and Dehlendorf, Christine. (2016). Rethinking the pregnancy planning paradigm: Unintended conceptions or unrepresentative concepts? *Perspectives on Sexual and Reproductive Health*, 48(3), 147-151.

2. Hanschmidt, Franz, Linde, Katja, Hilbert, Anja, Riedel-Heller, Steffi G., and Kersting, Anette. (2016). Abortion stigma: A systematic review. *Perspectives on Sexual and Reproductive Health*, 48(4), 169-177.
3. Barbara J. Risman, (2022). "Gender & Society in a Post-Roe Era," *Gender & Society* 36 (5): 625-626.
4. Holland, Jennifer L. "Abolishing Abortion: The History of the Pro-life Movement in America," *The American Historian*. [OAH | Abolishing Abortion: The History of the Pro-Life Movement in America](#)
5. Spierling, Tiffany and Shreffler, Karina M. Tough decisions: Exploring women's decisions following unintended pregnancies. *Frontiers in Sociology*, 3 (May), 1-8, doi: 10.3389/fsoc.2018.00011

**Optional:**

Fefferman, Ann M. and Upadhyay, Ushma D. (2018). Hybrid masculinity and young men's circumscribed engagement in contraceptive management. *Gender & Society*, 32, 371-394.

Terry, Gareth and Braun, Virginia. (2012). Sticking my finger up at evolution: Unconventionality, selfishness, and choice in the talk of men who have had preemptive vasectomies. *Men and Masculinities*, 15, 227- 229.

Jerman, Jenna, Frohwirth, Lori, Kavanaugh, Megan L., and Blades, Nakeisha. (2017). Barriers to abortion care and the consequences for patients traveling for services: Qualitative findings from two states. *Perspectives on Sexual and Reproductive Health*, 49(2), 95-102.

Littlejohn, Krystale E. (2013). "It's those pills that are ruining me": Gender and the social meanings of hormonal contraceptive side effects. *Gender & Society*, 27, 843-863.

Santelli, John, Roach, Roger, Hatfield-Timajchy, Kendra, Gilbert, Brenda Colley, Curtis, Kathryn, Cabral, Rebecca, Hirsch, Jennifer S., Schieve, Laura, and other members of the Unintended Pregnancy Working Group. (2003). The measurement and meaning of unintended pregnancy. *Perspectives on Sexual and Reproductive Health*, 35, 94-101.

**Week 5 (February 5-9): Social Psychology of Reproduction: Procreative Identity Framework**

1. Marsiglio, William, Lohan, Maria, and Culley, Lorraine. (2013). Framing men's experiences in the procreative realm. *Journal of Family Issues*, 34, 1011-1036.

2. Draper, Jan (2002). 'It was a real good show': The ultrasound scan, fathers and the power of visual knowledge. *Sociology of Health & Illness*, 24, 771-795.

### **Week 6 (February 12-16): Social Psychology of Reproduction: Gendered Spaces and Bodies in the Procreative Realm**

1. Neiterman, Elena (2013). Pregnant bodies in social context: Natural, disruptive, and unrecognized pregnancy. *Symbolic Interaction*, 36, 335-350.

2. Locock, Louise and Alexander, Jo. (2006). 'Just a bystander'? Men's place in the process of fetal screening and diagnosis. *Social Science & Medicine*, 62(6), 1349-1359.

#### **Optional:**

Harpel, Tammy S. and Barras, Kari Gentry. (2018). The impact of ultrasound on prenatal attachment among disembodied and embodied knowers. *Journal of Family Issues*, 39, 1523-1544.

### **Week 7 (February 19-23): Interview Training**

1. Johnson, John M. (2002). In-Depth interviewing. (pp 103-119) Chapter 5 in Jaber F. Gubrium and James A. Holstein (Eds.), *Handbook of interview research: Context & Method*. Thousand Oaks, CA: Sage. **BOOKiT PACKET.**

2. Schwalbe, Michael L. and Wolkomir, Michelle (2002). Interviewing men. (pp. 203-219) Chapter 10 in Jaber F. Gubrium and James A. Holstein (Eds.), *Handbook of interview research: Context & Method*. Thousand Oaks, CA: Sage. **BOOKiT PACKET.**

3. Reinharz, Shulamit and Chase, Susan E. (2002). Interviewing women. (pp. 221-238) Chapter 11 in Jaber F. Gubrium and James A. Holstein (Eds.), *Handbook of interview research: Context & Method*. Thousand Oaks, CA: Sage. **BOOKiT PACKET.**

4. Series of handouts on interviewing found in “files” folder on Canvas. As noted in the section on interviewing, you should download and read the set of documents pertaining to conducting qualitative interviews.

Materials in addition to those provided on the Internet link are provided in the course packet.

### **Week 8 (February 26-March 1): Interviewing Discussion & Interview Preparation** Work on research interview

### **Week 9: (March 4-8): Adolescents and Young Adults: Pregnancy, Childbearing, and Sex Education**

1. Coleman-Minahan, Kate, Stevenson, Jean, Obront, Emily, and Hays Susan. (2020). Adolescents obtaining abortion without parental consent: Their reasons and experiences of social support. *Perspectives on Sexual and Reproductive Health*, 51(1): 15-22.
2. Rackin, Heather M. and Gibson-Davis, Christina M. (2017). Low-income childless young adults' marriage and fertility frameworks. *Journal of Marriage and Family*, 79, 1096-1110.

**See the following links for related current material:**

<https://www.cdc.gov/teenpregnancy/>

- read link: "About Teen Pregnancy"

I may also direct students to a few links on the Power to Decide: The Campaign to Prevent Unplanned Pregnancy (<https://powertodecide.org/about-us/newsroom/national-campaign-becomes-power-to-decide>), formerly called the National Campaign to Prevent Teen and Unplanned Pregnancy.

**Optional:**

Child Trends: Sexual & Reproductive Health: [Sexual & Reproductive Health Archives - Child Trends – ChildTrends](#)

Lindberg, Laura, Bell, David L., and Kantor, Leslie M. (2020). The sexual and reproductive health of adolescents and young adults during the COVID-19 Pandemic, *Perspectives on Sexual and Reproductive Health*, 52 (2), 75-79.

Furstenberg, F. F. (2008). Cause for alarm? Understanding recent trends in teenage childbearing. *Pathways: A magazine on poverty, inequality, and social policy*, summer. Stanford Center for the Study of Poverty and Inequality.

Akers, Aletha, Schwarz, Eleanor, Borrero, Sonya, and Corbie-Smith, Giselle (2010). Family discussions about contraception and family planning: A qualitative exploration of black parent and adolescent perspectives. *Perspectives on Sexual and Reproductive Health*, 42, 160-167.

**Week 10 (March 11-15) Spring Break**

**Week 11 (March 18-22): The Birthing Revolution, Reproductive Health, and Organizational Issues**

1. 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. **BOOKiT PACKET.**

2. Armstrong, Elizabeth (2000). Lessons in control: Prenatal education in the hospital. *Social Problems*, 47, 583-605.
3. Diaz-Tello, Farah. (2016). Invisible wounds: Obstetric violence in the United States. *Reproductive Health Matters*, Doi: 10.1016j.rhm.2016.04.004.

**Optional:**

Mardorossian, Carine (2003). Laboring women, coaching men: Masculinity and childbirth education in contemporary United States. *Hypatia: A Journal of Feminist Philosophy*, 18, 113-134.

Reed, Richard (2005). American fathers and hospital childbirth. Pp 1-31 in Richard Reed, *Birthing Fathers: The transformation of men in American rites of birth*. New Brunswick, NJ: Rutgers University Press.

**Week 12 (March 25-29): Nonheterosexual Parenthood**

1. Pralat, Robert. (2021). Sexual identities and reproductive orientations: Coming out as wanting (or not wanting) to have children. *Sexualities*, 24 (1-2), 276-294.
2. Berkowitz, Dana and Marsiglio, William. (2007). Gay men: Negotiating procreative, father, and family identities. *Journal of Marriage and Family*, 69, 366-381.
3. Ryan, Maura (2013). The Gender of Pregnancy: Masculine Lesbians Talk about Reproduction, *Journal of Lesbian Studies*, 17:2, 119-133

**Optional:**

Pralat, Robert. (2018). More natural does not equal more normal: Lesbian, gay, and bisexual people's views about different pathways to parenthood. *Journal of Family Issues*, 39, 4179-4203.

Petersen, Michael Nebeling. (2018). Becoming gay fathers through transnational commercial surrogacy. *Journal of Family Issues*, 39, 693-719.

Costa, Pedro Alexander and Tasker, Fiona. (2018). "We wanted a forever family": Altruistic, individualistic, and motivated reasoning motivations for adoption among LGBTQ individuals. *Journal of Family Issues*, 39, 4156-4178.

Riskind, Rachel G. and Patterson, Charlotte. (2010). Parenting intentions and desires among childless lesbian, gay, and heterosexual individuals. *Journal of Family Psychology*, 24, 78-81.

Chabot, Jennifer and Ames, Barbara D. (2004). "It wasn't 'let's get pregnant and go do it':" Decision making in lesbian couples planning motherhood via donor insemination. *Family Relations*, 53, 348-356.

### **Week 13 (April 1-5): Group Discussion of Students' Interviews and Memos**

No assigned readings, submit memos and begin work on term project.

### **Week 14 (April 8-12): Infertility, Voluntary Childlessness, IVF, and Surrogacy**

1. Inhorn, Marcia C. (2020). Where has the quest for conception taken us? Lessons from anthropology and sociology. *Reproductive BioMedicine and Society Online*, 10, 46-57.
2. Teman, Elly (2010). Surrogate selves and embodied others. Chapter 1 in *Birthing a mother: The surrogate self and the pregnant self*. Berkeley, CA: University of California Press. **BOOKIT PACKET.**
3. Myers, Kit. (2017). "If I'm going to do it, I'm going to do it right": Intensive mother ideologies among childless women who elect egg freezing. *Gender & Society*, 31, 777-803.

#### **Optional:**

Allen, Ruth E. S. and Wiles, Janine L. (2013). How older people position their later-life childlessness: A qualitative study. *Journal of Marriage and Family*, 75, 206-220.

Van de Wiel, Lucy. (2020). *Freezing Fertility: Oocyte Cryopreservation and the Gender Politics of Aging*. New York: New York University Press.

Bell, Ann (2009). "It's way out of my league": Low-income women's experiences of medicalized infertility. *Gender & Society*, 23, 688-709.

Bell, A. V. (2015). Overcoming (and Maintaining) Reproductive Difference: Similarities in the Gendered Experience of Infertility. *Qualitative Sociology*, 38(4), 439-458.

Franklin, S. (2013). Conception through a looking glass: the paradox of IVF. *Reproductive biomedicine online*, 27(6), 747-755.

### **Week 15 (April 15-19): Adoption**

1. Lee, Bethany R., Kobulsky, Julia M., Brodzinsky, David, and Barth, Richard P. (2018). Parent perspectives on adoption preparation: Findings from the Modern Adoptive Families project. *Children and Youth Services Review* 85, 63-71.

2. Goldberg, Abbie, Moyer, April, M., Kinkler, Lori, A., & Richardson, Hannah. (2012). "When you're sitting on the fence, hope's the hardest part": Challenges and experiences of heterosexual and same sex couples adopting through the child welfare system. *Adoption Quarterly*, 15, 288-315. **BOOKIT PACKET.**

**Optional:**

Rothman, Barbara Katz. (2006). Adoption and the culture of genetic determinism. Pp. 19-28 in Katarina Wegar (Ed.), *Adoptive families in a diverse society*. New Brunswick, NJ: Rutgers University Press.

**Week 16 (April 22-26): Summary [April 23rd last class meeting]**

No Readings

**Final Exam: May 2, 2024, Thursday, 12:30-2:30 a.m. (SAME CLASSROOM)**

**Relevant Journals and Websites**

**Journals**

*Demography*  
*Gender & Society*  
*Journal of Family Issues*  
*Journal of Marriage and Family*  
*Perspectives on Sexual and Reproductive Health*  
*Population Bulletin*  
*Signs: Journal of Women in Culture and Society*  
*Social Science & Medicine*

**Selective Website Links:**

Below you will find a subset of the diverse websites that address issues related to reproduction from various perspectives.

**Abortion**

National Abortion Federation  
<https://prochoice.org/>

NARAL Pro-choice America  
<https://www.prochoiceamerica.org/about/>

ProCon.org  
<https://abortion.procon.org/>



Pro-Life Action League  
<https://prolifeaction.org/>

## **Adoption**

American Adoptions  
<https://www.americanadoptions.com/>

Child Welfare Information Gateway (info on adoption)  
<https://www.childwelfare.gov/topics/adoption/>

National Council for Adoption  
<http://www.adoptioncouncil.org/>

## **ART (Assisted Reproductive Technologies)**

ReproSoc: Reproductive Sociology Research Group  
<https://www.reposoc.sociology.cam.ac.uk/>

Path2Parenthood (formerly American Fertility Association)  
<http://www.path2parenthood.org/>

Society for Assisted Reproductive Technology  
<https://www.sart.org/>

Sperm Bank Directory  
<https://www.spermbankdirectory.com/>

American Surrogacy  
<https://americansurrogacy.com/>

## **Contraception and Family Planning**

American College of Obstetricians and Gynecologists (Sterilization for Women and Men)  
<https://www.acog.org/Patients/FAQs/Sterilization-for-Women-and-Men?IsMobileSet=false>

Center for Disease Control and Prevention (Reproductive Health/Birth Control Methods)  
<https://www.cdc.gov/reproductivehealth/contraception/index.htm>

HealthyPeople.gov  
<https://www.healthypeople.gov/2020/topics-objectives/topic/family-planning>

World Health Organization (Sexual and Reproductive Health)  
[https://www.who.int/reproductivehealth/topics/family\\_planning/en/](https://www.who.int/reproductivehealth/topics/family_planning/en/)

## **Youth and Young Adults**

Child Trends

<https://www.childtrends.org/>

Coalition for Comprehensive Sex Education

<http://www.ccsexed.org/>

Healthy Teen Network (formerly National Organization on Adolescent Pregnancy, Parenting and Prevention)

<http://www.noapp.org/>

Power to Decide: The Campaign to Prevent Unplanned Pregnancy

<https://powertodecide.org/about-us/newsroom/national-campaign-becomes-power-to-decide>

Sexuality Information and Education Council of the United States

<https://siecus.org/>

## **General Reproductive Health and Information**

Alan Guttmacher Institute

<https://www.guttmacher.org/>

Centers for Disease Control and Prevention (Infertility)

<https://www.cdc.gov/reproductivehealth/infertility/index.htm>

Kinsey Institute

<https://kinseyinstitute.org/>

National Human Genome Research Institute

<https://www.genome.gov/25020028/cloning-fact-sheet/>

Planned Parenthood

<https://www.plannedparenthood.org/>

Resolve: The National Infertility Association

<https://resolve.org/infertility-101/what-is-infertility/>

U.S. and World Population Clock

<https://www.census.gov/popclock/>