

Sociology of Reproduction and Gender (SYD 4808, #17857, section WM40) Spring 2025

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. Students with diverse backgrounds who apply themselves 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.

If you want to communicate with me via email, please so directly at marsig@ufl.edu rather than through the Canvas system. Emailing me directly will maintain the thread of our conversation more efficiently.

UF CATALOG DESCRIPTION

Examines contemporary reproductive issues in the U.S. including how culture and social structures shape the reproductive realm and how the social psychology of individuals influences their reproductive experiences.

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

Book

Inhorn, Marcia. (2023). *Motherhood on Ice: The Mating Gap and Why Women Freeze Their Eggs*. New York: New York University Press.

Note: There are used copies online of the hardcover. Do NOT order the paperback version of this book which will be coming out later this year. It is unlikely to be available in time for the course....it is supposed to be published as a paperback in May, 2025.

Articles/Chapters

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.**

There are also a few links embedded throughout the syllabus and the assigned reading lists. Please read those.

Please recognize that I've listed lots of articles/chapters under a subheading of "Optional." You do **NOT** need to read those selections. I simply list them there in case you have a particular interest in the topic for the week and want to read more extensively.

OPTIONAL BOOK FOR OPTIONAL ASSIGNMENT

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

<p>Attendance: In-class Small Group Projects, Individual Reading Reflections, Attendance</p>	<p>200 pts 20%</p>	<p>Please understand that my lectures will be essential for the midterm and final exams, as well as for the interview training.</p> <p>Because I emphasize class attendance, in-class group work, informed class participation, and collaborative learning, I incorporate a combination of options for students to earn points that require class attendance (and in some instances, written individual or small group work that is submitted during class).</p> <p>Students must attend class to earn these points. To incentivize attendance, I do NOT permit students to submit material online instead of attending class. There will be between 10-14 opportunities during the semester of this type.</p> <p>In those instances where I simply take attendance (“attendance only days”) I will do so randomly, ie., I will not announce them in advance. Students will receive 10 points if they arrive on time and stay the entire period. Proportional point reductions may occur for late arrivals or early departures, e.g., if you only attend class for 25 minutes you would be eligible for 5 points.</p>
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		<p>On those occasions in which I ask students to do written group work in class, do a writing assignment outside of class but submit it during a designated class, or do a written assignment in class on their own, I will evaluate those assignments out of a 10 or 20 point maximum. For in-class small group assignments, team members will receive the same score based on the quality/quantity of their work. I will announce during the previous class and on CANVAS if an outside writing will be due the following class session..</p> <p>Students who supply documentation for a university authorized absence and who either miss the “attendance only” days or do not hand in a written assignment on those days in which the assignment is due, will have an opportunity to earn those “missed” points on the final exam. They will answer a BRIEF essay question during the exam. Students have always had sufficient time to complete the multiple course exam and the brief essay during the 2-hour finals block, but should you need additional time to complete the essay beyond that 2-hour time frame, I will ensure that you have the extra time to complete your essay. The essay will cover material that you are expected to know for the multiple choice exam. See a more detailed description below in the section on Project Assignment Descriptions.</p>
Abortion Book Group Project	100 pts 10%	February 13, Thursday 12:50 p.m., Details TBA as to how report will be submitted (late penalties will apply)
Midterm Exam	150 pts 15%	March 11, Tuesday, 8:30 a.m.–10:30 a.m.
Interview/Memos	200 pts 20%	April 1, 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)
Personal Analytic Essay or Critique of <i>The Male Clock</i>	200 pts 20%	April 10, Thursday, hard copy during class, late otherwise and late penalty applies
Final Exam	150 pts 15%	May 2, Friday, 12:30 p.m. — 2:30 p.m. (SAME ROOM), NOT cumulative
Total	1,000 pts	There is NO extra credit for this course!

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.

GRADING POLICIES

The Exams will consist of 50 multiple choice questions. The questions will require students to understand the meaning of concepts, theories, and empirical patterns related to the material. The 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 exams 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 individual student papers and group reports 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 unless it is a university authorized absence). If the project is due on a Tuesday and you don't get around to submitting it to me until Thursday, you will be penalized 20 points apiece for Tuesday and Wednesday (40 points). For example, if you would have earned, say, 260 points out of a possible 300 (87% = B+), your project score would be 220 due to the penalty (73% = C). 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.**

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.**

SPECIAL CONSIDERATIONS

Students are **NOT** permitted to sell class notes or tapes of lectures, presentations, or discussions. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which they need to present to me when requesting accommodation. 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 Reading & Writing Center (RWC). It provides 30-minute consultations. The RWC is located in SW Broward Hall, phone: 392-6420 <http://www.at.ufl.edu/rwcenter>

CAMPUS RESOURCES

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273- 4450.

- Collegiate Veterans Success Center: The Collegiate Veterans Success Center supports UF student veterans, service members, and family members of veterans with a designated space on campus to study, socialize, and meet with on and off campus resources in a fun and relaxing atmosphere. Please visit the website or contact vetsuccess@dso.ufl.edu or 352-294-7233 for more information.

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 352-392- 1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- Teaching Center: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

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

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!

PROJECT ASSIGNMENT DESCRIPTIONS

Attendance Related: In-class Small Group Projects, Individual Reading Reflections (worth 200 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 (20 times at most, unannounced many times), 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. Sometimes I will just take attendance and those who are there from the **VERY BEGINNING** will receive 10 points; late students will receive fewer than 10. Some of the in-class projects will involve small group exercises and a few may be worth 20 points. 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. Students have always had sufficient time to complete the multiple choice exam and the brief essay during the 2-hour finals block, but should you need additional time to complete the essay beyond the 2-hour time frame, I will ensure that you have the extra time to complete your essay. This essay will cover material that you are expected to know for the multiple choice portion of the exam. I expect and hope that students will ATTEND ALL classes.

If you're absent, please keep me in the loop as to why this has happened. I will only accept university authorized excused and documented absences. As noted above, I will be giving students the opportunity to make up EXCUSED missed in-class assignments (attendance/group projects) by answering one short essay question during the final exam. **This essay option only applies to students who receive a "0" for specific in-class projects/response papers.** In other words, if you submit a very poor quality response paper and receive a "4," you do NOT have the option of earning back those points on the final essay.

Purpose: I require attendance to reinforce the importance of learning as an interactive process and to 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 (150 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, i.e., **NO EXTRA spacing between paragraph—just a regular double space.** Please make sure your software is not set up 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, i.e., 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 (you have the option to integrate other perspectives too, but only the SI is required)
 - 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 perspective(s) 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, have you avoided run on sentences
- 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 minimum 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
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.

	Student	Dr. Marsiglio
1. Analytic effort (150 pts)	_____	_____
2. Organization and writing style (25 points)	_____	_____
3. Creativity (15 points)	_____	_____
4. Professional presentation (10 points)	_____	_____
Overall	_____	_____

Final Exam (150 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 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 to 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. You should at least use software to high key ideas on the digital copies.**

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 read the optional articles.

Week 1 (Jan 13-17): 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
3. "Symbolic Interactionism," Wikipedia,
https://en.wikipedia.org/wiki/Symbolic_interactionism

This entry provides students with a basic overview of the symbolic interactionist perspective/framework (SI). Although the entry does not address reproductive issues per se, the SI perspective/framework is the primary lens we will use to explore many of the issues in this course. So please read this carefully and be prepared to use this perspective/framework to help you frame your understanding of people's diverse experiences in the reproductive realm.

Week 2 (January 20-24): Gendering Reproduction

1. Almeling, Rene. (2023). "What Biological Stories are Americans Telling About the Egg and the Sperm?: A Study Inspired by Emily Martin 30 Years Later," *Gender & Society* 37 (5): 750-773.
2. 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.

Optional:

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.

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

Week 3 (January 27-31): Cultural, Sociopolitical, and Legal Contexts for Reproduction and Reprogenetics

1. Fox, Dov. (2018). "Privatizing procreative liberty in the shadow of eugenics," *Journal of Law and the Biosciences* 5 (2), 355-374.
2. 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.

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.

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

Week 4 (February 3-February 7): 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 10-14): 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 17-21): 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 24-28): Interview Training

1. "Interviewing. Introduction to Qualitative Research Methods," (2023). Chapter 11. Interviewing. Oregon State University, accessed November 26, 2024, <https://open.oregonstate.edu/qualresearchmethods/chapter/chapter-11-interviewing/>.
2. 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.

Optional:

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.

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.

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.

Week 8 (March 3-March 7): Interviewing Discussion & Interview Preparation

Work on research interview

Week 9: (March 10-14): 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.

Week 10 (March 15-22) Spring Break

Week 11 (March 24-28): 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.

Note: Students can access this book **online** through Smathers Library: just read the assigned pages, 55-79.

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 31-April 4): 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 7-11): Group Discussion of Students' Interviews and Memos

1. Inhorn, Marcia. (2023). *Motherhood on Ice: The Mating Gap and Why Women Freeze Their Eggs*. New York: New York University Press. (BEGIN READING AND USE READING GUIDE IN CANVAS FILES FOLDER)

Week 14 (April 14-18): Infertility, Voluntary Childlessness, IVF, and Surrogacy

1. Inhorn, Marcia. (2023). *Motherhood on Ice: The Mating Gap and Why Women Freeze Their Eggs*. New York: New York University Press.

Optional:

Andréa Becker, (2023). "Stratified reproduction, hysterectomy, and the Social Process of Opting into infertility," *Gender & Society 37* (4): 614-639.

Pezaro, Sally et al. (2023). Perinatal Care for Trans and Nonbinary People Birthing in Heteronormative "Maternity" Services: Experiences and Educational Needs of Professionals. *Gender & Society 37* (1): 124-151.

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.

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.

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.

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 21-25): Adoption/Summary

Note: [April 22nd last class meeting]

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.

Optional:

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.

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.

Final Exam: May 2, 2025, Friday, 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/womens-health/faqs/sterilization-for-women-and-men>

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/

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.noappp.org/>

Power to Decide: The Campaign to Prevent Unplanned Pregnancy
<https://powertodecide.org/>

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/>