



School of Interdisciplinary Studies, UT-Dallas  
**MOTHERHOOD AND THE TECHNOLOGICAL WOMB**  
**Spring 2011**

Course # GST 4325-001 (23574)  
Tuesday/Thursday: 10-11:15 a.m.  
Location: CB 1.106

"All our science is just a cookery book,  
with an orthodox theory of cooking that nobody's allowed to question, and a list of recipes that  
mustn't be added to except by special permission from the head cook."  
- Aldous Huxley, *Brave New World*

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#### **PROFESSOR CONTACT INFORMATION**

Instructor: Dr. Jillian M. Duquaine-Watson  
Office: Hoblitzelle Hall 2.810  
Office Phone: 972-883-2322  
Email: [jillian.duquaine-watson@utdallas.edu](mailto:jillian.duquaine-watson@utdallas.edu) (do NOT contact me through eLearning)  
Office Hours: Mondays and Wednesdays—Noon to 2:00 p.m.  
                  Tuesdays and Thursdays—11:30 a.m. to 12:30 p.m.  
                  and by appointment

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#### **COURSE DESCRIPTION**

Since the formal founding of the medical field, there have been a number of technological “advances” in reproductive medicine. Such developments have had numerous consequences—some intended, others unforeseen—and have forever and dramatically altered human reproduction, including both the process and its outcomes.

This course will focus on the relationship between medical/scientific technologies and meanings of motherhood. In addition to exploring the history of reproductive technologies (from those that seem relatively low-tech by contemporary standards to more elaborate equipment, drugs, and related procedures), we will also investigate how various interventions and reproductive technologies have influenced the social, emotional, legal, political, and economic aspects of motherhood and reproduction. Furthermore, we will analyze how access to such technologies has been (and continues to be) influenced by race, ethnicity, class, sexual orientation, marital status, and other social group identities. While much of our discussion will focus on the U.S., we will regularly examine the use of reproductive technologies in other contexts throughout the world including both industrialized and developing nations.

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#### **STUDENT OBJECTIVES/LEARNING OUTCOMES**

Students who successfully complete this course will be able to:

1. Identify the components of maternal reproductive anatomy;
2. Define various medical terms as related to reproductive medicine;
3. Explain technological/scientific procedures used in reproductive medicine;
4. Describe how reproductive medicine has changed over time, particularly in relation to the development of specific reproductive technologies;
5. Demonstrate the connections between economic, legal, social, political, and related aspects of reproductive technologies;
6. Discuss the ways in which attitudes about gender, race, sexuality, social class, ability, and other identities influence reproduction and reproductive medicine.

Students will also be provided with opportunities to enhance their skills in the following areas:

1. Critical thinking and analysis;
2. Written communication (both formal and informal);
3. Oral communication (both formal and informal);
4. Academic research.

## REQUIRED TEXTBOOKS AND MATERIALS

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The following books are required for this course. They are available for purchase at the UTD bookstore. You are also likely to find both new and used copies via various online sources.

- Block, Jennifer. *Pushed: The Painful Truth About Childbirth and Modern Maternity Care*. Publisher: De Capo Press, 2008.
- Gelfand, Scott and John R. Shood, eds. *Ectogenesis: Artificial Womb Technology and the Future of Human Reproduction*. Publisher: Editions Rodopi B.V. (from the Netherlands), 2006.
- Spar, Debora L. *The Baby Business: How Money, Science, and Politics Drive the Commerce of Conception*. Publisher: Harvard Business Press, 2006.

## SUGGESTED COURSE MATERIALS

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Although not required, it is suggested that you have a **USB drive** or some other reliable method of saving the work you produce for this course.

## ASSIGNMENTS AND GRADING POLICY

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Your final grade in this course will be determined in accordance with your performance on the following:

**ATTENDANCE (30 sessions x 5 points per session = 150 points):** Lectures, discussions, small group activities, and the other work we do from day to day are integral to your success in this course. Attendance will be taken every day. You should strive for perfect attendance and miss class only in rare and unavoidable circumstances. Work assigned for this class carries no less

priority than work you may have to complete for any other class or your job. Material and information will be presented in the classroom that cannot be replicated outside the classroom or made up at a later date.

If you miss a class because of illness, major religious observances, family emergency, or excused university activities, it is your responsibility to notify me in advance and provide official documentation. If you miss a class for any reason, you are responsible for finding out all assignments, content, activities, and changes in due dates covered in class.

**PARTICIPATION (30 class sessions x 5 points per session = 150 points):** Class participation involves demonstrating preparedness for class and engagement with readings, videos, or other materials by:

- summarizing key points from the assigned material
- offering comments and observations
- asking and answering questions
- making connections between various readings
- offering alternative explanations and perspectives
- drawing on your experiences (as appropriate)
- participating in small group activities
- being an attentive listener
- respecting the viewpoints and values of others.

Class participation is a vital part of your learning process because this class revolves around discussion and group activities. It will be very difficult to do well in this course if you fail to participate actively. Individuals who fail to participate in an active, engaged manner will earn a low participation grade as will those who dominate discussion to the point that other voices and viewpoints are silenced.

**MIDTERM EXAM (100 questions x 2 points each = 200 points):** Your midterm exam will relate exclusively to female reproductive anatomy and reproductive medical terminology. It will be conducted in class on Thursday, March 11 (week 9 of the semester).

**DISCUSSION QUESTIONS AND READING RESPONSES (6 x 25 points each = 150 points):** In order to help you prepare for class discussions and simultaneously facilitate a more cooperative learning environment, course participants will be divided into 2 groups with each individual asked to prepare 3 discussion questions and a 2-page response to one of their own questions (6 times during the semester, or roughly every other week). Questions and responses will be used as the primary basis for our in-class discussions.

Discussion questions must be emailed to me ([jillian.duquaine-watson@utdallas.edu](mailto:jillian.duquaine-watson@utdallas.edu)) no later than midnight on the evening prior to the class session for which they are due. I will create a complete list of all discussion questions submitted for each course session, print them, make copies, and distribute them to all course participants at the beginning of class. The questions you create should be composed with the intent of fostering meaningful, interactive exchanges and to help all

course participants enhance not only their understanding of course material but also their critical thinking/analytical skills as well as their oral communication skills.

For your reading responses, you will choose one of your own discussion questions and compose a response to that question. You will be asked to share your response (orally, informally) with other course participants. Responses are not a formal type of academic writing. However, when composing your reading responses you should strive to:

1. demonstrate that you've completed the assigned readings;
2. provide a thoughtful analysis of/reaction to the assigned readings; and,
3. engage with/attempt to answer the discussion question to which you are responding.

**Due dates for each group are clearly indicated on the course syllabus. Discussion questions must be submitted electronically. However, reading response papers will only be accepted in hard copy format, in class, on the appropriate due date, and when submitted by their respective author.**

**BOOK REVIEW (50 points):** Research pertaining to the “technological womb” (its history, procedures, consequences) has expanded exponentially in recent decades. In order to expand our familiarity with such research beyond the required course reading material, each course participant will complete a book review/presentation that is designed to both provide an overview of the book and provide a critical assessment of the strengths and limitations of it.

You are required to choose a book that pertains directly to the topic you have chosen for your research paper (see below for description). Please read the book review/presentation handout (distributed during week 2) carefully when preparing this assignment. In order to expand our awareness of various books in this field, we will be sharing our book reviews with other members of the class (in written format).

**RESEARCH PAPER (200 points):** For your final assignment, you are required to write a research-based paper of 8-10 pages (not including your cover page or works cited/references page). The focus of the paper is entirely up to you as long as you choose a topic that relates to course themes and materials in an obvious way. Your research topic must also relate specifically to the book you chose for your book review/presentation.

You have many, many options with this assignment so I want you to choose a topic that is meaningful to you. Perhaps you will want to explore some aspect of reproductive technology that we did not address in the course. Or you might use your research paper to conduct a more thorough investigation of something that was touched on in class readings and discussions. You may want to use your research paper to advocate a particular position on some particular aspect of reproductive technologies. Or maybe you want to write a review essay that examines key research texts in relation to legislation of pre-implantation genetic diagnosis or some other particular procedure. The possibilities are endless and I don't want to stifle your creativity by providing too many “guidelines” or restrictions. If you need additional guidance or simply want to “talk through” your ideas, please make use of my office hours.

Regardless of which direction you choose, however, you must submit a 1-page, double-spaced, informal research proposal and a preliminary bibliography of at least 3 sources at the beginning of class on February 11 (week 5). This will provide me with an opportunity to review your research plans and provide appropriate feedback. **Your final research paper is due to me via electronic submission (email only, NOT via eLearning) by 10 p.m. on May 6.**

There are 900 points possible in this course as determined by the assignments described above:

- Attendance (150 points)
- Participation (150 points)
- Midterm Exam (200 points)
- Discussion Questions and Reading Response Papers (6 x 25 points each = 150 points)
- Book Review (50 points)
- Final Paper/Project (200 points)

Final course grades will be assigned according to the following scale:

Points	Grade	Points	Grade
880 - 900	A+	665 – 694	C
845 - 870	A	630 – 664	C-
810 - 844	A-	600 - 629	D+
785 - 809	B+	575 - 599	D
755 - 784	B	540 - 574	D-
720 - 754	B-	539 & below	F
695 - 719	C+		

## COURSE & INSTRUCTOR POLICIES

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### Assignment Format

Your assignments **must** adhere to the following formatting requirements (unless noted on an individual assignment handout):

- The following information must be included (single-spaced) at the top left margin of the first page only: your name, the title of the assignment, the course name and number, my name, the date submitted.
- All margins must be 1 inch.
- Font of your document should be Times New Roman, 12-point type.
- The body/content of your document must be double-spaced.
- Choose a standard citation style—APA, MLA, or Chicago.
- Graphics, tables, and illustrations need to be clearly identified and explained.
- Documents must be free of spelling, punctuation, and grammatical errors.
- Sources must be documented and/or quoted appropriately in the text as well as in the References/Bibliography at the end of your document.
- Multiple pages **MUST** be stapled together.

**NOTE:** Failure to adhere to formatting requirements may result in your assignment being considered “incomplete” and, therefore, unacceptable.

Late Work: Deadlines are a serious matter. Missed deadlines cause delays and administrative headaches. In the professional world, they can also compromise professional reputations and careers. For these reasons, late or incomplete work is not acceptable in this course. Technological problems are not valid excuses for late work, so plan accordingly. Moreover, no late or makeup submissions will be accepted without appropriate documentation.

Extra Credit: I do not curve individual items, nor do I offer “extra credit” work or “special consideration” to allow students a chance to raise their grade. If a personal situation arises during the semester that may affect your classroom performance, please talk to me sooner rather than later. If you wait until the end of the semester, I won’t be able to help you. However, I can work with you more easily if you speak to me when the situation arises.

Classroom Citizenship: All members of our classroom learning community are expected to communicate in a civil, respectful, and professional manner. Disagreement is acceptable (and even expected in college-level courses); disrespect, however, has no place in this or any classroom.

Technology Requirements: The course is taught using eLearning, and you should develop the habit of checking both eLearning and your UTD email often for assignments and announcements. Reliable and frequent internet connectivity is indispensable. It is your responsibility to ensure that you have access to the course through eLearning for the duration of the semester. Failure to check UTD or eLearning email, errors in forwarding email, and email bounced from over-quota mailboxes are not acceptable excuses for missing course-related emails or announcements.

Additionally, to protect your privacy rights, I will only send email through your official UTD email address or eLearning email. If you choose, you can redirect both of these addresses to external addresses.

Classroom and Equipment Use Policies: **No laptops, cell phones, pagers, or other electronic messaging services may be used in the classroom.** I recognize that many of us carry cell phones and other electronic communication devices so we can be contacted in the event of emergencies or other serious situations. During class time, however, I expect all members of our classroom learning community to turn these off or set them to vibrate/silent.

A Note for Students who are Parents: If circumstances arise that necessitate your absence from class—such as the illness of your child, the closing of your child’s daycare center due to inclement weather, etc.—please contact me as soon as possible so we make arrangement to keep you up-to-date with course material and activities.

**For information about UTD academic policies, including student conduct and discipline, incomplete grading policy, and similar matters, please visit:**

<http://go.utdallas.edu/syllabus-policies>

## COURSE CALENDAR

### Week 1 Introductions and Beginnings

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#### January 11:

- Introduction to course, policies, assignments, expectations
- Introductions to one another—Who are we? Why are we here? Goals? Interests?

#### January 13:

- In-Class Video Viewing/Discussion: “In the Womb”

### Week 2 Cross-Cultural Perspectives on Childbirth

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#### January 18:

- Jordan, “Buscando la Forma: An Ethnography of Contemporary Maya Childbirth” (pp. 15-44, eLearning)
- Lecture/Discussion: “The Continuum: Natural and Assisted Birth”

#### January 20:

- Block, “Introduction” (pp. xvii–xxv in *Pushed*)
- Block, “Ch. 1: Arranged Birth” (pp. 1-44 in *Pushed*)
- In-Class Video Viewing and Discussion: An episode of “A Baby Story” (TLC)
- HANDOUTS:
  - Female reproductive anatomy
  - Medical and reproductive terminology

### Week 3 The Shift from Midwives to Physician-Assisted Childbirth

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#### January 25

- Wertz and Wertz, “Midwives and Social Childbirth in Colonial America” (pp. 1-28, eLearning)
- Leavitt, “Science Enters the Birthing Room—The Impact of Physician Obstetrics” (pp. 36-63, eLearning)
- **Group A-- Questions & Reading Response #1**

#### January 27

- Leavitt, “Overcivilization and Maternity—Differences in Women’s Childbirth Experiences” (pp. 64-86, eLearning)
- In-Class Video Viewing/Discussion: “Assisted Baby Delivery” (youtube)
- In-Class Video Viewing/Discussion: “Forceps Delivery” (Medical Videos)
- **Group B—Questions and Reading Response #1**

## **Week 4      Pain Relief During Childbirth**

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### **February 1**

- Cassidy, “Ch. 4: Pain Relief” (pp. 77-102, eLearning)
- Cunningham, et. al., “Obstetrical Anesthesia” (pp. 444-463, eLearning)
- In-Class Video Viewing/Discussion: “Epidural & Spinal Anesthesia” (youtube)
- In-Class Video Viewing/Discussion: “Epidural Procedure” (youtube)

### **February 3**

- Wertz and Wertz, “The Wounds of Birth: Birthpain and Puerperal Fever” (pp. 109-131, eLearning)
- Leavitt, “Birthing and Anesthesia: The Debate Over Twilight Sleep” (pp. 147-164, eLearning)
- In-class Video Viewing/Discussion: “Twilight sleep” for oral surgery
- **Group A—Questions and Reading Response #2**

## **Week 5      Contraception**

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### **February 8**

- Cunningham, et. al., “Contraception” (pp. 673-697, eLearning)
- Pollock, “Refusing to Take Women Seriously: ‘Side Effects’ and the Politics of Contraception” (pp. 138-152, eLearning)
- **Group B—Questions and Reading Response #2**
- **Research Paper—1-page proposal and preliminary bibliography due!!!**

### **February 10**

- Hartmann, “Shaping Contraception Technology” (pp. 173-188, eLearning)
- Washington, “The Black Stork” (pp. 189-215, eLearning)
- In-Class Video Viewing and Discussion: “The Pill”

## **Week 6      Fetal Imaging**

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### **February 15**

- Williams, et. al., “Women as Moral Pioneers? Experiences of First Trimester Antenatal Screening” (pp. 1983-1995, eLearning)
- Taylor, “A Fetish is Born: Sonographers and the Making of the Public Fetus” (pp. 187-210, eLearning)
- **Group A—Questions and Reading Response #3**

### **February 17**

- Arnold, Kishor, and Roy, “Sex-Selective Abortions in India” (pp. 759-785, eLearning)
- In-Class Video Viewing/Discussion: Selections from NOVA’s, “Life’s Greatest Miracle”



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**Week 7            Gamete Donation**

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**February 22**

- Moore, “The Family Jewels” (pp. 92-120, eLearning)
- Steinbock, “Payment for Egg Donation and Surrogacy” (pp. 255-265, eLearning)
- Jansen, “Sperm and Ova as Property” (pp. 123-126, eLearning)
- In-Class Video Viewing and Discussion: “Secret World of Sperm Donations”
- **Group B—Questions and Reading Response #3**

**February 24**

- Pearson, “Health Effects of Egg Donation May Take Decades to Appear” (pp. 1-3, eLearning)
- In-Class Video Viewing and Discussion: “Eggsplotation”

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**Week 8            Conception and In Vitro Fertilization**

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**March 1**

- In-Class Video Viewing and Discussion: “Health Matters: Fertility and In Vitro Fertilization” (youtube.com)
- Spar, “Ch. 1: The Quest to Conceive”( pp. 1-30 in *The Baby Business*)

**March 3**

- Spar, “Ch. 2: A Cluster of Cells” (pp. 31-67 in *The Baby Business*)
- Spar, “Ch. 4: Designing Babies” (pp. 97-128 in *The Baby Business*)
- **Group A—Questions and Reading Response #4**

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**Week 9            Midterm**

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**March 8**

- Midterm Exam conducted in class

**March 10**

- Catch-up day/activities TBA

**March 15 & 17—No Class/Spring Break**

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**Week 10          Surrogacy**

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**March 22**

- Cussins, “Quit Sniveling Cryo-Baby, We’ll Figure Out Which One’s Your Mama” (pp. 40-66, eLearning)
- Snowden, “What Makes a Mother?” (pp. 77-84, eLearning)
- **Group B—Reading Response #4**

**March 24**

- In-Class Video Viewing/Discussion: “Beyond Conception”

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**Week 11      Surrogacy (continued) and Higher-Order Multiple Births**

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**March 29**

- Ragone, “Of Likeness and Difference: How Race is Being Transfigured by Gestational Surrogacy” (pp. 56-75, eLearning)
- Spar, “Renting Wombs for Money and Love”(pp. 69-96 in *The Baby Business*)
- **Group A—Questions and Response #5 Due**

**March 31**

- Blickstein and Keith, “The Spectrum of Iatrogenic Multiple Pregnancy” (pp. 1-8, eLearning)
- Chasen, “The Natural History of Higher Order Multiples” (pp. 21-34, eLearning)
- Mini-Lecture: Some recent higher-order multiple births

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**Week 12      Higher Order Multiple Births and Modern American Birthing Experiences**

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**April 5**

- Selections from Keith, “Higher-Order Multiple Gestations,” (eLearning) including:
  - Introduction
  - Risks of Higher-Order Multiple Gestations
  - Antenatal Care
  - Delivery
  - Final Recommendations
- Videos on quintuplets, sextuplets, septuplets, octuplets, etc.
- “MOST” video—“Reality for Multiple Birth Families” (youtube.com)
- **Group B—Questions and Response #5 Due**

**April 7**

- Block, “Chapter 2: The Short Cut” (pp. 45-72 in *Pushed*)
- Block, “Chapter 3: Denied Birth” (pp. 73-108 in *Pushed*)
- In-Class Video Viewing/Discussion: “A Baby Story” (TLC)

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**Week 13      Modern American Birthing Experiences (continued)**

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**April 12**

- Block, “Chapter 4: Consequences” (pp. 109-149 in *Pushed*)
- Block, “Chapter 5: Mothers’ Helpers” (pp. 149-176 in *Pushed*)
- **Group A—Questions and Response #6 Due**

**April 14**

- Block, “Ch. 6: Underground” (pp. 177-212 in *Pushed*)
- Block, “Ch. 7: Criminalized” (pp. 213-248 in *Pushed*)

## **Week 14      Modern Midwifery, and Ectogenesis**

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### **April 19**

- Video Viewing and Discussion: “The Business of Being Born”

### **April 21**

- Singer and Wells, “Ch. 2: Ectogenesis” (pp. 9-25 in *Ectogenesis*)
- Murphy, “Ch. 3: Is Pregnancy Necessary? Feminist Concerns About Ectogenesis” (pp. 27-46 in *Ectogenesis*)
- **Group B—Questions and Response #6 Due**

## **Week 15**

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### **April 26**

- Tong, “Ch. 5: Out of Body Gestation—In Whose Best Interests?” (pp. 59-76 in *Ectogenesis*)
- Pence, “Ch. 6: What’s So Good About Natural Motherhood? In Praise of Unnatural Gestation” (pp. 77-88 in *Ectogenesis*)
- **Questions and Response—Make-Up Opportunity**

### **April 28**

- Course Wrap-Up & Discussion of Final Research Projects
- Book Reviews Due Today (bring enough copies for all members of the class)
- Final Course Evaluations/Farewells

**FINAL RESEARCH PAPER DUE: Friday, May 6, by 10 p.m.** (via electronic submission, directly to my email address at [jillian.duquaine-watson@utdallas.edu](mailto:jillian.duquaine-watson@utdallas.edu))