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Office: 5116 Mosse Humanities Building
Office Hours: Tuesday 2-4
Class Time: Monday 11-12:55
Class Location: 5245 Humanities

HIST 500: The Pill and the World: Family Planning, Population Control and Feminism in World History

Throughout its history, biomedical contraception has been associated with a wide range of visions, ranging in scale from the global to the intimate. In some global contexts, birth control has been associated with the emancipation of women, sexual liberation, the promotion of emotional health and the alleviation of poverty. In other global contexts, it has been linked with imperial domination, eugenics and attempts to curtail the reproductive capacity of poor people. How has this technology carried so many varied and seemingly contradictory meanings? Through a global history of biomedical contraception, students in this course are invited to examine critical histories of race, class, gender and geopolitics.

COURSE GOALS:

- In this course, we will build a critical and nuanced understanding of the uneven and global impact of the history of biomedical contraception, and through that, an understanding of the broader class, racial and gender dynamics at play in histories of technology.

- Students will locate themselves and their communities in this broader global history.
- Students will gain a critical and historically informed perspective on contemporary debates about contraception by locating them within a longer historical context.
- By studying the meanings of contraception across regions and historical contexts, students will practice thinking cross-culturally.

Additionally, through this course, students will also learn and practice critical skills of historical thinking. These skills include posing original research questions, conducting primary source research and analysis, making evidence-based arguments, and presenting findings and conclusions for a broader audience. These goals align with those of the History Major. The goals of the history major are attached as an appendix at the end of this syllabus.

REQUIRED TEXTS:

The following are available for purchase at the UW bookstore:

1. Elaine Tyler May, *America and the Pill: A History of Promise, Peril and Liberation*, (New York: Basic Books, 2010).
2. Dorothy Roberts, *Killing the Black Body: Race, Reproduction and the Meaning of Liberty*, (New York: Vintage, 1998).
3. Amy Kaler, *Running After Pills: Politics, Gender and Contraception in Zimbabwe*, (Portsmouth: Heinemann, 2003).

Students are also required to purchase the course packet for the class, which is available for purchase in the L&S Copy Center in Room 1650 in Mosse Humanities.

COURSE FORMAT:

This course is a seminar, and it can only work with the participation of all members.

General discussion principles:

This class will bring together students from a variety of academic backgrounds and perspectives. This is a positive thing! Everyone in this class has a unique perspective to offer. Even if you are shy, please participate in our discussions. If you are someone who speaks a lot in class, be mindful of letting others jump into the discussion as well.

Make sure to address your fellow students by name.

Take notes on the readings in a form that works for you. This can mean highlighting or marking up your copy of the texts, or taking notes in a separate notebook. Discussions work best when participants can draw on particular examples or evidence from the

readings. In the best-case scenario, you should come to class not only having completed the readings, but with a few quotations from the texts that you found interesting and can readily locate and draw our attention to.

COURSE FORMAT, REQUIREMENTS AND EVALUATION:

Weekly reading questions:

You must submit a discussion question about the week's readings to the discussion board on Learn@UW for each week. Submit your question by Sunday evening at 7pm the day before class meets. Your question should be open-ended and thoughtful. More often than not, your question should ask "how" or "why," instead of "what" or "when." The goal is to engage your fellow students in conversation and debate. The best questions will often help other participants in the seminar think about the topic or readings in a new way.

(5%)

Class participation:

The minimum requirement of class participation is attending class having completed the readings. But to truly participate in class means coming to class prepared to engage in discussion with your classmates. You may also participate in class through keeping track of current events related to the theme of this class by collecting and sharing news articles and other items related to course themes.

(10%)

Short Essay Pre-assignments:

In advance of each short essay, you will be required to submit materials to the writing TA.

(5%)

Short Essays:

Paper #1: Oral History project (4 pages)

(20%)

- Presentation: 5%
- Paper: 15%

Paper #2: Primary Source research (5 pages)

(20%)

- Presentation: 5%
- Paper: 15%

Paper #3: Contraception from a Global Perspective (4 pages)

- Paper: 20%

(20 %)

Final Reflection Essay: (4 pages)

In lieu of a final exam, you are asked to write a final reflection essay on a contemporary debate surrounding contraception and population policy. Your essay will consider this contemporary matter in light of longer global histories of biomedical contraception. (25%)

RESOURCES AND POLICIES

Office Hours:

I encourage you all to come to my office hours to discuss any aspect of the course or your academic program. These hours are set aside specifically for your benefit, and I really hope to see you there.

Technology in the Classroom:

Studies show that students who take notes by hand learn material more effectively than those who take notes on a laptop. Studies also show that using a laptop in class not only has negative learning outcomes for the individual laptop user, but for other members of the class as well. For these reasons, my policy is that there will be no laptops allowed in this class. I will consider making exceptions for students who feel strongly that having their laptop in class helps them to learn better. If this is the case, please see me individually.

Writing Resources:

A writing specialist, Paul Grant, will be available to advise you on writing assignments for this course. Additionally, I encourage you to make use of the resources and services available at the Writing Center. More information about this can be found here: <http://www.writing.wisc.edu/>

Academic Honesty:

The University of Wisconsin takes matters of academic honesty very seriously. Plagiarism in particular is a very serious offense that can pose a real threat to your success and to the integrity of our broader learning community. I will strictly enforce the university policies on academic honesty. The rules about plagiarism can sometimes be confusing. If you are unsure about them, please be on the safe side and check. You can start here: http://writing.wisc.edu/Handbook/QPA_plagiarism.html

If you are still unsure about what constitutes plagiarism, and whether you are committing plagiarism, please be on the safe side and come speak to me during office hours. Ignorance about definitions of plagiarism will not be an acceptable excuse. More detailed information about student codes of conduct may be found here: <http://students.wisc.edu/saja/misconduct/UWS14.html#points>

Disability:

Disability guidelines for course accommodations may be found at the UW McBurney Disability Resource Center site: <http://www.mcburney.wisc.edu/>

COURSE SCHEDULE:

Week 1: Jan 26, Introductions

1. Linda Gordon, "The Prehistory of Contraception," in *The Moral Property of Women: A History of Birth Control Politics in America*, (Urbana: University of Illinois Press, 1974), 9-21
2. Jill Lepore, "Birthright: What's Next for Planned Parenthood?" *New Yorker*, November 14, 2011, 44–55.
3. Elaine Tyler May, "Introduction," in *America and the Pill: A History of Promise, Peril and Liberation*, (New York: Basic Books, 2010), 1-9.

Week 2: Feb 2 Utopian Visions

Readings:

1. Elaine Tyler May, *America and the Pill*, Chapter 1, 11-34
2. Margaret Sanger, *The Selected Papers of Margaret Sanger, Volume 1: The Woman Rebel, 1900-28*, (Urbana: University of Illinois Press, 2007), *Volume 2: Birth Control Comes of Age, 1928-1939*, excerpts
3. Margaret Sanger, "The Materials of the New Race," in *Woman and the New Race*. (Fairview Park: Maxwell Reprint Company, 1969 [1920]): 30-46.
4. Margaret Sanger, *Motherhood in Bondage*, (New York: Brentano's, 1928), 221–237. Cited in <http://historymatters.gmu.edu/d/5083/>
5. Peruse the Baylor University "Introduction to Oral History: materials": <http://www.baylor.edu/oralhistory/index.php?id=23566>

Due:

1. Identify potential oral history interviewee and set up a time for the interview.
2. Make a list of five interview questions to discuss in class.

Week 3: Feb 9, Dystopian Visions: The Population Bomb

Readings:

1. May, *America and the Pill*, Chapter 2, p 35-56
2. Paul Ehrlich, *The Population Bomb*, (New York: Ballantine Books, 1968), 15-45, 69-80, 81-94, 131-196
3. Matthew Connelly, "To Inherit the Earth: Imagining World Population, from the Yellow Peril to the Population Bomb," *Journal of Global History* 1 (November 2006), 299-319.

Due:

Conduct, transcribe, and/or work on interviews

Week 4: Feb 16, Medical Trials and the Peripheries of Empire

1. Lara Marks, *Sexual Chemistry: A History of the Contraceptive Pill*, (New Haven: Yale University Press, 1999), 41-115.
2. Laura Briggs, *Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico*, (Berkeley: University of California Press, 2003), 74-161.

Due:

Conduct, transcribe, and/or work on interviews

Week 5: Feb 23, Presentations

In-class: presentations on your oral history interview

Due: draft of paper#1 to writing specialist

Week 6: March 2, Research Workshop

No class. Meet with writing specialist at the library for a session on historical research with Lisa Saywell.

Read: Begin reading Dorothy Roberts, *Killing the Black Body: Race, Reproduction and the Meaning of Liberty*, (New York: Vintage, 1998).

Due: paper #1

Week 7: March 9, Race and the Pill in America

Read: Finish Dorothy Roberts, *Killing the Black Body*

Due: statement of topic and primary source for paper #2

Week 8: March 16, The Pill and the Sexual Revolution

Read:

1. Elaine Tyler May, *America and the Pill*, Chapters 3-6, 57-141.
2. Beth Bailey, "Prescribing the Pill: Politics, Culture and the Sexual Revolution in America's Heartland," *Journal of Social History* 30 (4), 1997
3. Elizabeth Watkins, "How the pill became a lifestyle drug: the pharmaceutical industry and birth control in the United States since 1960," *American Journal of Public Health*. 2012 Aug; 102(8),1462-72.

Week 9: March 23

In-class presentations on paper #2

Due: paper #2

SPRING BREAK

Week 10, April 6: Contraception and Colonialism

Reading:

1. Amy Kaler, *Running After Pills: Politics, Gender and Contraception in Colonial Zimbabwe*, (Portsmouth: Heinemann, 2003), chapters 1-5

Week 11: April 13, Contraception, Modernity and Nationalism:

1. Amy Kaler, *Running After Pills*, Chapter 6
2. Heather Paxson, "Rationalizing Sex," in *Making Modern Mothers: Ethics and Family Planning in Urban Greece*, (Berkeley: University of California Press, 2004), 102-159.
3. Firoozeh Kashani-Sabet, "Introduction," "Managing Birth: Family Planning and Health Care," and Civil Liberties, Civic Wombs: Women in the Islamic Republic," in *Conceiving Citizens: Women and the Politics of Motherhood in Iran*, (New York: Oxford University Press, 2011), 1-12 and 187-219

Week 12: April 20, Contraception by the State: China's One Child Policy

Reading:

1. Tyrene White, "The Origins of China's Birth Planning Policy" in *Engendering China: Women, Culture and the State*, eds. Christina Gilmaratin et al., (Cambridge: Harvard University Press, 1999), 250-278.
2. Ann Anagnost, "A Surfeit of Bodies: Population and the Rationality of the State in Post-Mao China" in *Conceiving the New World Order*, Ginsburg, Faye and Rayna Rapp, eds., (Berkeley: University of California Press, 1997), 22-41.
3. Susan Greenhalgh, Controlling Births and Bodies in Village China. *American Ethnologist*, 21(1), February 1994, pp. 1-30.
4. Susan Greenhalgh, "Fresh Winds in Beijing: Chinese Feminists Speak Out on the One-Child Policy and Women's Lives," *Signs* 26(3), Spring 2001, 847-86.

Week 13: April 27, Contraception and U.S. Foreign Aid

1. John Sharpless, "World Population Growth, Family Planning, and American Foreign Policy," in *The Politics of Abortion and Birth Control in Historical Perspective*, ed. Donald Critchlow, (University Park PA: The Pennsylvania State University Press, 1996), 72-102.
2. Amartya Sen, "Population: Delusion and Reality," *New York Review of Books*, September 22, 1994, 1-7.
3. Matthew Connelly, "Reproducing Rights, Reproducing Health," in *Fatal Misconception: The Struggle to Control World Population*, (Cambridge: Harvard University Press, 2008), 327-369.

Due: thesis statement and outline of paper to writing specialist

Week 14: May 4, New Debates in Historical Context

Reading:

The readings for this session will be compiled collaboratively. The goal of this session is to discuss contemporary debates or controversies about contraception in light of the expertise you have gained in this course. Possible topics include emergency contraception, debates over whether insurance companies should cover birth control under the Affordable Care Act, and US foreign policy with respect to contraception abroad.

Due: Paper #3

Final Take-home exam: Due May 11

Skills Developed in the Major

Define Important Historical Questions

1. Pose a historical question and explain its academic and public implications.
2. Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.
3. Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

Collect and Analyze Evidence

1. Identify the range and limitations of primary sources available to engage the historical problem under investigation.
2. Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.
3. Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

Present Original Conclusions

1. Present original and coherent findings through clearly written, persuasive arguments and narratives.
2. Orally convey persuasive arguments, whether in formal presentations or informal discussions.
3. Use appropriate presentation formats and platforms to share information with academic and public audiences.

Contribute to Ongoing Discussions

1. Extend insights from research to analysis of other historical problems.
2. Demonstrate the relevance of a historical perspective to contemporary issues.
3. Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.