

University of Wisconsin, Madison  
Professor: Emily Callaci  
ejcallaci@wisc.edu  
Office Hours: Tuesday, 2:30-4:30  
Class Time: Monday, 1:20-3:15  
Class Location: Humanities 1111 and virtually  
Course credits: 3  
Designation: Honors Optional  
Modality: blended

## **HIST 200: Global Reproductive Politics**

What is reproductive politics? Why is “reproduction” political to begin with? What is the difference between reproductive rights and reproductive justice, and why is this distinction important? How do reproductive technologies, like IUDs and birth control pills, become tools of personal freedom in some contexts and tools of coercion in other contexts? In this FIG, we will explore reproductive politics from a global perspective. Drawing on case studies from around the world, we will explore how fertility, reproduction, and child-bearing have held different and changing meanings across cultures and times, and the various contexts in which reproduction has been subject to political struggle. We will explore how the history of reproductive technologies—from birth control pills to breast pumps to midwifery to IVF and egg-freezing technologies—has been shaped by global historical processes, including the dynamics of gender, class, race, and geopolitics. While cultivating a truly global understanding of the history of reproduction, this FIG will also give students a chance to place their own lives, and our own society, within this global history, developing both “empathy” and “cultural competency,” in line with the core objectives of the Wisconsin Experience.

As with all FIG courses, this one is linked with two other courses: Gender and Women’s Studies 103: Gender, Women, Bodies and Health and Sociology 170: Population Problems. Together, these three classes will help students think broadly about reproductive politics from the intimate vantage point of the body to the global vantage point of population, poverty and environment.

### COURSE GOALS:

- Students will gain a critical and historically informed perspective on contemporary debates about reproduction by locating them within a longer historical context.
- Students will develop an understanding of how reproduction is experienced differently by different people, as shaped by the dynamics of class, race, gender and geography. In doing so, students will gain and practice intercultural competence, which is one of the UW Madison Essential Learning Outcomes.
- Students will be able to locate themselves and their communities within the broader global history of reproductive politics, contributing to a sense of personal and social responsibility—one of the UW Madison Essential Learning Outcomes.

- Students will learn and practice critical skills of historical thinking. These skills include posing original research questions, analyzing primary sources, making evidence-based arguments, and presenting findings and conclusions for a broader audience. These goals align with those of the History Major.
- Students will discuss, develop and improve study habits and routines appropriate to college-level study.
- Finally, in this course, we will strive to build a community and networks of support that students will be able to draw on throughout their time at UW Madison.

## COVID-19

### **UW-MADISON FACE COVERING GUIDELINES**

While on campus all employees and students are required to wear appropriate and properly fitting face coverings while present in any campus building unless working alone in a laboratory or office space.

#### **Face Coverings During In-person Instruction Statement (COVID-19)**

Individuals are expected to wear a face covering while inside any university building. Face coverings must be worn correctly (i.e., covering both your mouth and nose) in the building if you are attending class in person. If any student is unable to wear a face-covering, an accommodation may be provided due to disability, medical condition, or other legitimate reason.

Students with disabilities or medical conditions who are unable to wear a face covering should contact the McBurney Disability Resource Center or their Access Consultant if they are already affiliated. Students requesting an accommodation unrelated to disability or medical condition, should contact the Dean of Students Office.

Students who choose not to wear a face covering may not attend in-person classes, unless they are approved for an accommodation or exemption. All other students not wearing a face covering will be asked to put one on or leave the classroom. Students who refuse to wear face coverings appropriately or adhere to other stated requirements will be reported to the Office of Student Conduct and Community Standards and will not be allowed to return to the classroom until they agree to comply with the face covering policy. An instructor may cancel or suspend a course in-person meeting if a person is in the classroom without an approved face covering in position over their nose and mouth and refuses to immediately comply.

#### **QUARANTINE OR ISOLATION DUE TO COVID-19**

Student should continually monitor themselves for COVID-19 symptoms and get tested for the virus if they have symptoms or have been in close contact with someone with COVID-19. Student should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

### REQUIRED TEXTS:

All students are required to obtain a copy of the following book:

Laura Briggs, *How All Politics Became Reproductive Politics: From Welfare Reform to Foreclosure to Trump*, (University of California Press, 2018).

This book is available from various online vendors, such as <https://bookshop.org/> and <https://www.indiebound.org/>. All other course readings will be available on the Canvas site.

### COURSE FORMAT:

This course combines in-person meetings with online meetings using BB Collaborate Ultra, which you can access on the Canvas site.

### REQUIREMENTS:

The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities, which include regularly scheduled instructor:student meeting times during class and office hours, reading, writing, participation in an online discussion forum, and student group projects.

Below is a summary of the assignments. All assignments for this course come with an accompanying handout with more detailed instructions, learning objectives and evaluation criteria. You can find them on the course Canvas page.

*All written assignments can be turned in on Canvas.*

### **Participation: 45%**

1. Discussion board (15%): Each week students are required to participate twice on the discussion board in response to the week's assigned materials. The first response is due on Friday and the second is due on Sunday. You are welcome to complete these anytime during the week before deadline- if you want to response to both by Monday night, that's fine! As long as your comments are there by the deadline, you will get credit. The best discussion posts not only demonstrate that you have done the readings, but also raise questions and seek to foster good conversation and debate with your classmates.
2. Class discussion (10%): All students are expected to participate in class discussion. Successful participation in discussion is not about how much time you spend speaking in class. Instead, it is about contributing in a way that supports a collaborative, inquisitive, productive learning community. This is a skill that takes time, attention and practice to learn. As members of this seminar, I encourage you to participate in a way that conveys your own ideas and questions, while also engaging and bringing out the best in your fellow students.

3. In-class activities (10%): Most class sessions will involve some kind of activity. You might be asked to spend five minutes writing a response to a discussion prompt based on the assigned readings. Other times, you might be asked to split up into groups to read and analyze a primary historical source. These assignments are not graded—if you are in class and complete them in good faith, you will get full credit.
4. Office hours (5%): Within the first four weeks of the semester, each student should plan to meet with me in virtual office hours for a 20 minute introductory conversation. (If you have a scheduling conflict with office hours, we will schedule another time). Evidence suggests that students who attend office hours and have one-on-one interactions with their professors tend to have better academic outcomes and better access to university resources. But evidence also tells us that many students find office hours intimidating. This assignment will both allow us to get to know each other better, and will also give you a chance to practice this skill right from the beginning of your college experience. We will discuss your goals for the class, your goals for your time at UW Madison, and anything else that might be on your mind relating to our class.
5. Student “coffee dates” (5%): one of the goals of FIG courses is to build a sense of community among students with similar interests. Towards that end, at some point during the semester, you should plan to have a 30 minute “coffee date” (or tea, coke, seltzer, kombucha- whatever you like!) with each of your classmates. Of course, you must do this in a safe way. I recommend either a virtual session or a socially distanced walk outside.

### **Assignments: 50%**

1. Paper #1, Persuasive Letter (10%): How should contemporary advocates of reproductive rights grapple with the legacy of eugenics and racism that are part of the history of birth control? We will explore this deeply political, existential question through one specific question: should family planning clinics named after Margaret Sanger keep her name, or drop it? For this assignment, you will write a letter to the board of Planned Parenthood about what you think they should do, and why. You must use historical evidence to make your argument. (2-3 pages)  
Due: September 28
2. Paper #2, Oral history project (20 %): You will conduct an oral history interview with someone about their experiences of reproductive health and medicine. Most students choose to interview someone in their family, but you can choose anyone you’d like. You will then write an essay about that person, placing their individual life experience within the broader historical context of the time and place they lived.

#### *Assignment Components:*

5%: list of interview questions (Due October 5)

5%: oral presentation (October 19 and 26)

10%: essay, 4 pages (October 4)

3. Report on Dr. Siri Suh's presentation: (5%) On October 28, Dr. Siri Suh will give a presentation at the African Studies Africa at Noon seminar series. The talk will be recorded so that those unable to attend in real time will be able to watch a video of the presentation and the discussion that follows. For this assignment, you are required to write a report about the presentation in the style of a newspaper report, such as would appear in The Daily Cardinal. 2 pages. (Due November 2)
4. History of an Object: (20%): Working in groups, students will choose an object through which to tell the history of global reproductive politics and create a digital museum exhibit to convey this history to the public. Topics may include ultrasounds, IUDs, Depo-Provera, baby formula, breast pumps, contraceptive drones, vacuum aspirators or the development of the male contraceptive pill.

*Assignment Components:*

5%: statement of topic, why it interests you, what you will contribute to the group effort (1page, Due November 23)

5%: class presentation of digital museum exhibit, along with annotated bibliography (Due December 7))

10%: final essay (4 pages, Due December 14)

**Honors Requirement:** Students enrolled in this course for honors credit will build on one of these 4 assignments to complete a longer, more in-depth project. Students might choose to expand on essay number 1 and research the longer history of the debate over how to reckon with the history of eugenics and racism within the reproductive rights movement. Students who choose assignment number 2 will create an extended oral history project, interviewing 2 additional people and writing an essay about 3 lives. Students who choose assignment number 3 will read all of Dr. Siri Suh's published scholarship about abortion and post-abortion care in Senegal and write a detailed profile of her work that goes beyond her presentation. Students who choose assignment number 4 will create a website featuring all of the group museum exhibits, writing an introductory overview bringing them all together.

EVALUATION:

Grading Scale:

A = 93-100%

AB = 88-92%

B = 83-87%

BC = 78-82%

C = 70-77

F = -69

## 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.

### *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](http://writing.wisc.edu/Handbook/QPA_plagiarism.html)

If you are still unsure about what constitutes plagiarism, and whether you are committing plagiarism, please come speak to me during office hours. Ignorance of the definition 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>

## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

## **DIVERSITY & INCLUSION STATEMENT**

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

## **Academic Resources for Students:**

**DoIT Help Desk** – If you have questions about Canvas, BBCollaborate, or other platforms supported by UW, you can contact the DoIT Help Desk: <https://it.wisc.edu/services/help-desk/>. They can also guide students to resources for help with bandwidth issues.

**History Lab** –For extra help with assignments, you can contact the wonderful instructors at the History Lab. <https://history.wisc.edu/undergraduate-program/the-history-lab/>

**Design Lab** – For help with digital assignments, Design Lab provides one-on-one help for students working on digital assignments. By appointment. <https://designlab.wisc.edu/>

## COURSE SCHEDULE:

### **Week 1, September 7: Introductions**

Read before class meeting:

1. Nikita Stewart, “Planned Parenthood in NY Disavows Margaret Sanger Over Eugenics,” *New York Times*, July 20, 2020

## MODULE 1: REPRODUCTIVE RIGHTS

### **Week 2, September 14: Birth Control and Women’s Liberation**

Read and comment on discussion board by Friday, 12:00pm:

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. Elaine Tyler May, *America and the Pill*, Chapter 1, 11-56

Read and comment on discussion board by Sunday, 5:00pm:

Margaret Sanger, *Motherhood in Bondage*, (New York: Brentano’s, 1928), 221–237.

Listen sometime before class:

Loretta Lynn, The Pill (song)

### **Week 3, September 21: Eugenics and the Population Bomb**

Read and comment on discussion board by Friday, 12:00pm:

1. Alison Bashford, "World Population from Eugenics to Climate Change"
2. Dorothy Roberts, "The Dark Side of Birth Control," in *Killing the Black Body*, 56-104
3. Sanjam Ahluwalia, "Rethinking Boundaries: Global and the Local in the History of Birth Control: An Indian Case Study," *Journal of Women's History* 14 (4) Winter 2003, 88-95

Read and comment on discussion board by Sunday, 5:00pm:

1. Margaret Sanger, "Birth Control and Racial Betterment," (1919)
2. Margaret Sanger, "My Way to Peace" (1932)
3. "Margaret Sanger and Gandhi Debate Birth Control" (1936)

### **Week 4, September 28: The Anti-Abortion Movement in the US**

Read and comment on discussion board by Friday, 12:00pm:

1. Mary Ziegler, "An Brief History of Abortion Law, Before and After *Roe v. Wade*," June 21, 2019
2. Alexis Okeowo, "Fighting for Abortion Access in the South," *The New Yorker*, October 14, 2014.
3. Jill Lepore, "Birthright," *The New Yorker*, November 14, 2011.

Listen and comment on discussion board by Sunday, 5:00pm:

"Shmashmortion," On the Media, NPR, January 4, 2018

Due on Monday before class: Paper #1

## MODULE 2: BEYOND REPRODUCTIVE RIGHTS

### **Week 5, October 5: Racism and the Movement for Reproductive Justice**

Read and comment on discussion board by Friday, 12:00pm:

1. Linda Villarosa, "Why America's Black Mothers and Babies Are in a Life or Death Crisis," *New York Times*, April 11, 2018
2. Dorothy Roberts, *Killing the Black Body* 1-55

Read and comment on discussion board by Sunday, 5:00pm:

3. Loretta Ross and Rickie Sollinger, "A Reproductive Justice History," in *Reproductive Justice: An Introduction*, 9-57

Due on Monday before class:

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 6, October 12: Welfare Politics and Reproductive Labor**

Read and comment on discussion board by Friday, 12:00pm:

1. Laura Briggs, *How All Politics Became Reproductive Politics*, Intro, Chapter 1 and Chapter 2
2. “Welfare is a Women’s Issue,” by Johnnie Tillmon, (originally published in *Ms. Magazine*, 1972.)

Read and comment on discussion board by Sunday, 5:00pm:

3. Silvia Federici, “Wages Against Housework,” (1975)
4. Kim Brooks, “Forget Pancakes. Pay Mothers,” *New York Times*, May 8, 2020

### **Week 7, October 19: Immigration and “Stratified Reproduction”**

Read and comment on discussion board by Friday, 12:00pm:

1. Laura Briggs, *How All Politics Became Reproductive Politics*, Chapter 3
2. Shellee Colen, “Like a Mother to Them: Stratified Reproduction and West Indian Childcare workers and employers in New York,” in *Conceiving the New World Order: the global politics of reproduction*, (University of California Press, 1995), 78-102

Read and comment on discussion board by Sunday, 5:00pm:

1. Miriam Jordan and Caitlin Dickerson, “Plz cancel our cleaning: virus leads many to cast aside household help,” *New York Times*, March 25, 2020.

Due in class Monday: half of students will give a brief oral presentation of their oral history project

## MODULE 3: POPULATION AND GLOBAL HEALTH

### **Week 8, October 26: Controlling Populations: Pronatalism and Population Control**

Read and comment on discussion board by Friday, 12:00pm:

1. Gail Kligman “Political Demography: The Banning of Abortion in Ceausescu’s Romania,” in *Conceiving the New World Order: the global politics of reproduction*, (University of California Press, 1995), 234-255
2. Gail Kligman, *The Politics of Duplicity: Controlling Reproduction in Ceausescu’s Romania*, 148-239

Watch and comment on discussion board by Sunday, 5:00pm:

1. *One Child Nation*, 2019 dir. Nanfu Wang and Jialing Zhang, Amazon Studios

Due in class Monday: half of students will give a brief oral presentation of their oral history project

### **Week 9, November 2: The Global Gag Rule**

Watch and comment on discussion board by Friday, 12:00pm:

Dr. Siri Suh's presentation about her research on post-abortion care in Senegal at Africa at Noon, presented by the program of African studies. You are encouraged to attend the event in real time, which is being held Wednesday, October 28<sup>th</sup> at 12:00pm. If you cannot attend, you can watch a video recording afterwards.

Read and comment on discussion board by Sunday, 5:00pm:

1. Siri Suh, "New President, Old Anti-Abortion Policy: Continuing Contradictions in US Global 'Family Planning' Policies." *Gender Policy Report*, University of Minnesota, February 2, 2017
2. PAI, "Access denied: the impact of the Global Gag Rule in Nepal, 2006, Population Action International (9 pages)
3. Yana Rodgers, *The Global Gag Rule and Women's Reproductive Health: Rhetoric vs. Reality*, (Oxford University Press, 2018), 13-66

Due in class Monday: have a draft of your paper ready by Monday's class session. You will not have to hand it in to me, but you will be sharing it with another student for peer-review.

Due Friday: Paper #2

### **Week 10, November 9: Childbirth around the world**

Read and comment on discussion board by Friday, 12:00pm:

1. Barbara Cooper, "Travelling Companions: The Burial of the Placenta in Niger," *African Studies Review* 62, (2) June 2019, 127-148
2. Barbara Cooper, *Countless Blessings*, (Indiana University Press, 2019), 1-35

Read and comment on discussion board by Sunday, 5:00pm:

3. Tine Gammeltoft, "Prenatal Diagnosis in Postwar Vietnam: Power, Subjectivity, and Citizenship," *American Anthropologist* 109(1), 2007: 153-163

## MODULE 3: REMAKING REPRODUCTION

### **Week 11, November 16: Assisted Reproductive Technology in the US**

Read and comment on discussion board by Friday, 12:00pm:

1. *Once and Future Feminist*, "All Reproduction is Assisted," Forum: Boston Review, ed. Merve Emre, selected excerpts

Read and comment on discussion board by Sunday, 5:00pm:

1. Laura Briggs, Chapter 4: “The Politics and Economy of Reproductive Technology and Black infant Mortality,” *How All Politics Became Reproductive Politics*

### **Week 12, November 23: IVF around the world**

Read and comment by Sunday, 5:00pm:

1. Symposium: IVF—Global Histories, eds Sarah Franklin and Marcia Inhorn, *Reproductive Biomedicine and Society Online*, Volume 2, June 2016- read the introduction and at least 3 additional short articles
  - a. Sarah Franklin and Marcia Inhorn, “Introduction,” 1-7
  - b. Michal Rachel Nahman, “Romanian IVF: a brief history through the lens of labor, migration and global egg donation markets,” 79-87
  - c. Sebastian Mohr and Lene Koch, “Transforming social contracts: the social and cultural history of IVF in Denmark,” 88-96
  - d. Marcia Inhorn, “Cosmopolitan conceptions in global Dubai? The emiratization of IVF and its consequences,” 24-31
  - e. Soraya Tremayne and Mohammad Mehdi Akhondi, “Conceiving IVF in Iran,” 62-70
  - f. Elizabeth Roberts, “Resources and race: assisted reproduction in Ecuador,” 47-53.
  - g. Ayo Wahlberg, “The birth and routinization of IVF in China,” 97-107

Thanksgiving Break

Week 13, November 30: Group Work on Object Histories

Due by class on Monday: Annotated Bibliography

Week 14, December 7: Class presentations

DUE: Final Paper, December 14