Course Description:
Where do babies come from? Whereas once the answer was relatively straight forward, the growth of assisted reproductive technologies (ART) and adoption has changed the field of potential answers. Nowadays babies can come from birthmothers, egg donors, and surrogates. In this course we will examine the meaning and making of families across these different types of formations and contextualize the popularity of ART relative to the decrease in adoption. We will take a sociological approach to analyzing these issues, paying particular attention to questions surrounding women’s rights, baby “markets”, and the racialization of children placed for adoption in the US.

Student Learning Outcomes:
The Department of Sociology and Anthropology has specified six student learning outcomes (SLOs) that we want students to acquire. In this course, our focus is on the following three:

✔ Learning how to connect information about historical and contemporary socio-cultural phenomena;

✔ Applying sociological theory to analyze socio-cultural phenomena;

✔ Drawing upon your understanding of historical and contemporary socio-cultural phenomena to engage the world.

Required Course Materials:
Several articles can be downloaded from the course’s Moodle page. The following four books are also required, and they can be purchased from the Carleton Bookstore:


Assignments and Evaluation:
Your grade in this course will be determined by your performance on the following activities:

<table>
<thead>
<tr>
<th>Graded Work</th>
<th>Percent of Grade</th>
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</thead>
<tbody>
<tr>
<td>Response Papers (7 @ 8 points)</td>
<td>56%</td>
</tr>
<tr>
<td>Class facilitation 1</td>
<td>3%</td>
</tr>
<tr>
<td>Class facilitation 2</td>
<td>3%</td>
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<tr>
<td>Final Paper</td>
<td>22%</td>
</tr>
<tr>
<td>Paper presentation</td>
<td>6%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Note: There are eight opportunities to hand in your seven required response papers (more on these later). So essentially that means students can skip handing in a paper once between weeks 1-8. Papers MUST be written on the readings from that week.

*Policy on late work:* The ten week term is short and falling behind is a recipe for disaster. Get your assignments done on time. In general, I do not accept late work and I do not give makeup exams.

Grades will be assigned according to the following distribution:

- A   100-94
- B+  <90-88
- C+  <80-78
- D+  <70-68
- B   <88-84
- C   <78-74
- D   <68-60
- A-  <94-90
- B-  <84-80
- C-  <74-70
- F   <60

FREE Resources for Students
Take advantage of the FREE resources that will improve your educational experience!

*For your presentation:* I strongly recommend that you make an appointment with the coaches from the *Speakeasy* to help you plan your presentation and delivery
http://apps.carleton.edu/campus/asc/speakeasy/

*Don’t forget about the Writing Center:* Again, go early and often to take advantage of these resources. Trust me, after college, you will have to start paying for these things out of pocket so soak up as much as you can now!
http://apps.carleton.edu/campus/asc/writingcenter/

*Get to know your professors:* Carleton will pay for you to take two professors per term to lunch at the college dining hall. I imagine that this is an under-utilized perk of a your tuition dollars. Take advantage of it.

*Academic Integrity:*
In line with Carleton’s policy on academic integrity, it is assumed that the student is the author of all coursework. Please refer to Carleton’s full policy for additional information or see me if you have questions.  
http://apps.carleton.edu/campus/doc/integrity/

Disability Services for Students:
Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Burton Hall 03) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, sensory, or physical), please contact Chris Dallager, Director of Disability Services, by calling 507-222-5250 or sending an email to cdallager@carleton.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Attendance/Class participation/Respectful use of electronic devices:
Just showing up to class is not sufficient. This is an upper level seminar and coming prepared and ready to participate is paramount to the class’s success. There is no such thing as a stupid question!

Students who are consistently tardy or miss three or more classes will forfeit their participation grade in entirety. Students who have more than one unaccounted absence will be docked points from their participation grade. I am a reasonable person so should you have an extenuating circumstance and the documentation to verify it (i.e. a note from a doctor, class dean, etc.), we can work something out.

It should go without saying but in addition to being present, students should refrain from inappropriately using electronic devices during class time.

The “default” participation grade is 5 out of 10, so students who actively and productively contribute to class will substantially increase their grades. Egregious absenteeism and tardiness will significantly affect your grade beyond participation points.

Topic 1: Baby Markets and Infertility

Monday Sept 11. Introduction to the Course: Assisted Reproductive Technologies, Adoption, Transracial Adoption

Wednesday Sept 13. Kinship and the Market Discourse
• Pricing the Priceless Child
• Risky Exchanges
• American Kinship by David Schneider
• Read excerpts from the NYT Motherlode Fertility Diaries

Friday Sept 15: Men’s Experiences with Infertility
• Overcoming (and Maintaining) Reproductive Difference: Similarities in the Gendered Experience of Infertility
• It’s like taking a bit of masculinity away from you – towards a theoretical understanding of men’s experiences of infertility
• Making Parents: Is Man to Father as Woman Is to Mother?

Response Paper 1 Due at the start of class

Monday Sept 18. Stratified Infertility
• It was way out of my league: Low-income Women’s Experiences of Medicalized Infertility
• Why donor insemination and not adoption? Narratives of Female-Partnered and Single Mothers
• Ethics of Fertility Preservation in Transgender Body Modifications
• Is Egg Freezing Only for White Women?

Part 2: Assisted Reproductive Technologies

Wed Sept 20: Sex Cells
• Introduction, Chapters 2-3

Friday Sept 22: Making Babies
• Strategic Naturalizing: Kinship, Race, and Ethnicity
• Watch Google Baby Part 1 (in class)

Response Paper 2 Due at the start of class

Monday Sept 25: Global Surrogacy
• Discounted Life, Introduction, Chapters 3-4
• Watch the short video Baby M and the Question of Surrogate Motherhood

Wednesday Sept 27: U.S. Surrogacy
• Discounted Life, Chapter 6 and Conclusion
• Labor of Love: Gestational Surrogacy and the Work of Making Babies (chapter 3)

Friday Sept 29: Wombs, Markets, and Motherhood
• Labor of Love: Gestational Surrogacy and the Work of Making Babies (chapter 4)
• Watch Google Baby Part 2

Response Paper 3 Due at the start of class

Part 3: Perspectives from Private Adoption

Monday Oct 2: Assortative Adoption
• An Assortative Adoption Marketplace: Foster Care, Domestic, and Transnational Adoptions
• Adoption in a Color Blind Society (excerpt)
• Dear Birthmother: Addressivity and Meaning-Making in Online Adoption-Seeking Letters

Wednesday Oct 4: The Voices of Birthmothers/Firstmothers
- The Girls Who Went Away – chapters 1, 2, 4, 6
- Adopting Change: Birth Mothers in Maternity Homes Today

Friday Oct 6: A Girl Like Her
- Read Excerpts from the Girls Who Went Away (Birth and Surrender)
- Screen excerpts of A Girl Like Her

**Response Paper 4 Due at the start of class**

**Part 4: Foster Care and Adoption Policy**

Monday Oct 9: History of American Adoption
- Somebody’s Children, Introduction and Chapters 1-2
- The Case of Baby Veronica (blog)

Wednesday Oct 11: Foster Care
- Somebody’s Children Chapter 3
- Foster Care as Punishment: The New Reality of ‘Jane Crow’

Friday Oct 13: Foster Care Documentary
- Adoption and Foster Care Analysis and Reporting System (AFCARS) data
- Screen Segments from Tough Love

**Response Paper 5 Due at the start of class**

Monday Oct 16: No Class: Midterm Break

Wednesday Oct 18: Discourse Surrounding Transracial Adoption
- The Adoption Tax Credit
- And You Get to Black: Racial Hierarchies and the African American and non-African American Divide
- Intercountry vs. Transracial Adoption: Analysis of Adoptive Parents’ Motivations and Preferences in Adoption

Friday Oct 20: Adoption Laws and “Reform”
- Screen Part 2 of Tough Love
- Start reading Transnational Adoption (by Dorow). It is dense reading. We won’t talk about it today but you’ll thank me later.

**Response Paper 6 Due at the start of class**

**Part 5: Transnational Adoption**

Monday Oct 22: Transnational, not Transracial
- Transnational Adoption: Introduction, Chapters 1-3
Wednesday Oct 24: China Adoption, continued
- Transnational Adoption: Introduction, Chapters 4-6

Friday Oct 26: Somewhere Between
- Screen Somewhere Between Part 1

Part 6: Constructing Lesbian and Gay Families

Monday Oct 30: Gay Fathers
- Gay Dads: Transitions to Adoptive Fatherhood (Introduction – just skim, Chapters 1-2)
- My Kentucky Baby

Wednesday Nov 1: Lesbian Mothers
- Predicting Non-African American Lesbian and Heterosexual Preadoptive Couples' Openness to Adopting an African American Child
- Lesbian, Gay, and Heterosexual Couples in Open Adoption Arrangements: A Qualitative Study
- Race matters in lesbian donor insemination: whiteness and heteronormativity as co-constituted narratives

Friday Nov 3:
- Screen Somewhere between part 2

Response Paper 8 Due at the start of class

Part 7: Corruption in the Baby Marketplace

Monday Nov 6: The Black Market for Children
- The Lie We Love
- The Child Catchers
- Other readings TBD

Wed Nov 8: To be determined

Friday Nov 10: Presentations
- Groups 1-2

Monday Nov. 12: Class Presentations
- Groups 3-5

Tuesday Nov 13: Study Break, Optional dinner at my house

Wed Nov 15: Class Presentations, Wrap Up
Groups 6-7

Final Papers Due Monday November 20, in my office mailbox by 10:00am.