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 journal, magazine, and newspaper articles can be downloaded from the course’s Moodle page. The following five 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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<tbody>
<tr>
<td>Response Papers (7 @ 8 points)</td>
<td>56%</td>
</tr>
<tr>
<td>Class facilitation 1</td>
<td>3%</td>
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<tr>
<td>Class facilitation 2</td>
<td>3%</td>
</tr>
<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>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94</td>
</tr>
<tr>
<td>B+</td>
<td>&lt;90-88</td>
</tr>
<tr>
<td>C+</td>
<td>&lt;80-78</td>
</tr>
<tr>
<td>D+</td>
<td>&lt;70-68</td>
</tr>
<tr>
<td>B</td>
<td>&lt;88-84</td>
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<tr>
<td>C</td>
<td>&lt;78-74</td>
</tr>
<tr>
<td>D</td>
<td>&lt;68-60</td>
</tr>
<tr>
<td>A-</td>
<td>&lt;94-90</td>
</tr>
<tr>
<td>B-</td>
<td>&lt;84-80</td>
</tr>
<tr>
<td>C-</td>
<td>&lt;74-70</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
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</tbody>
</table>

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/
Please also see this helpful post on plagiarism from the blog *Everyday Sociology*
http://www.everydaysociologyblog.com/2011/05/writing-sociology-papers-how-not-to-plagiarize.html

**Disability Services for Students:**
Carleton College is committed to providing reasonable accommodations to students with disabilities. Students seeking accommodations should contact the Coordinator of Disability Services, Andy Christensen, at 222-4464 or anchrist@carleton.edu, to begin the process.

**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.

**Part 1: Baby Markets and Infertility**

Monday March 31. Introduction to the Course: Assisted Reproductive Technologies, Adoption, Transracial Adoption
  • American Kinship by David Schneider

Wednesday April 2. Baby Marketplaces Past and Present
  • Pricing the Priceless Child
  • Risky Exchanges

Friday April 4: Infertility and Fertility Barriers
  • The Social Construction of Infertility
  • Framing Men’s Experiences in the Reproductive Realm
  • Read excerpts from the NYT Motherlode Fertility Diaries

Response Paper 1 Due at the start of class

Monday April 7. Stratified Infertility
  • It was way out of my league
• Race-Ethnicity and Medical Services for Infertility: Stratified Reproduction
• More excerpts from the Fertility Diaries

**Part 2: Assisted Reproductive Technologies**

Wed April 9: Sex Cells
• Introduction, Chapters 2-3
• Excerpt from Fertility Diary: Would a pregnancy through a Donor Egg Feel Like ‘Mine’?

Friday April 11: Making Babies
• Excerpts from Making Parents: The Ontological Choreography of Reproductive Technologies
• Watch Google Baby Part 1

**Response Paper 2 Due at the start of class**

Monday April 14: Discourse surrounding surrogacy
• Excerpts from Surrogate Motherhood and the Politics of Reproduction

Wednesday April 16: Experiences of Surrogates
• The Romance of Surrogacy
• Surrogacy in India: Manufacturing the Perfect Mother-Worker

Friday April 18: Making Sense of Surrogacy
• Unregulated Surrogacy Market
• Media Framings and Public Discourses about Transnational Surrogacy
• Watch Google Baby Part 2

**Response Paper 3 Due at the start of class**

**Part 3: Birthmothers in Private Adoption**

Monday April 21: Adoption in a Color Blind Society
• Overview of the adoption marketplace
• Adoption in a Color Blind Society

Wednesday April 23: The Voices of Birthmothers
• The Girls Who Went Away (read Breaking the Silence, Discovery and Shame, Going Away)
• Adopting Change: Birth Mothers in Maternity Homes Today

Friday April 25: A Girl Like Her
• Read Excerpts from the Girls Who Went Away (Birth and Surrender, The Aftermath, Search and Reunion)
• Screen excerpts of A Girl Like Her

**Response Paper 4 Due at the start of class**
Part 4: Adoption “Reform” and Public Institutions

Monday April 28: Adoption and Safe Families Act
• Providing for the Best Interest of the Child? The Adoption and Safe Families Act

Wednesday April 30: Adoption as Child Welfare for Whom?
• The Adoption Tax Credit

Friday May 2: Transracial Adoption in the US
• Somebody’s Children Introduction and Chapter 1
• Screen Part 1 of Closure

Response Paper 5 Due at the start of class

Monday May 5: No Class: Midterm Break

Wednesday May 7: Discourse Surrounding Transracial Adoption
• Somebody’s Children Chapter 2
• The Case of Baby Veronica (from blog below)
• http://somebodyschildren.com/2013/05/08/feminists-and-the-baby-veronica-case/

Friday May 9: Adoption Laws and “Reform”
• Somebody’s Children: Chapter 3
• Screen Part 2 of Closure

Response Paper 6 Due at the start of class

Part 5: Transnational Adoption

Monday May 12: Transnational, not Transracial
• Intercountry Versus Transracial Adoption: Analysis of Adoptive Parents' Motivations and Preferences in Adoption
• Global Families: History of Asian Adoption

Wednesday May 14: Why China
• Transnational Adoption: Introduction, Chapters 1-3

Friday May 16:
• Transnational Adoption: Chapters 4-6
• Screen Somewhere Between Part 1

Response Paper 7 Due at the start of class
Part 6: Ethical Inquiries in Adoption

Monday May 19: Markets for Children
  • Adoption as Consumption
  • Desirable Difference: The Shadow of Racial Stereotypes

Wednesday May 21: Corruption in the Marketplace
  • Excerpts from the Child Catchers
  • The lie we love

Thursday May 22: Study Break
   Dinner at my house, 6pm

Friday May 23: The Creation of the Global Orphan
  • Screen Somewhere between part 2
  • Conservative Christians and Support for Transracial Adoption as an Alternative to Abortion

Response Paper 8 Due at the start of class

Monday May 26: Families for Some but Not for Others
  • Somebody’s Children Part 3
  • The Desire for Parenthood: Gay Men Choosing to Become Parents Through Surrogacy

Wednesday May 28: Class Presentations of Students’ Papers 1-5
  • Note: It is very likely that we will have a more formal class this day. This is more of a placeholder.

Friday May 30: Class Canceled: Work on Papers
  • Professor will be presenting at the Adoption Initiative Biennial Conference

Monday June 2: Class Presentations
   Presenters 6-10

Wednesday June 4: Class Presentations
   Presenters 10-15

Final Papers Due Friday June 6th