Course Description:
Where do babies come from? Whereas once the answer was relatively straightforward, 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 five books are also required, and they can be purchased from the Carleton Bookstore and three are available via Catalyst.


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 6@10 points</td>
<td>60%</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>19%</td>
</tr>
<tr>
<td>Paper Presentation</td>
<td>5%</td>
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<tr>
<td>Participation</td>
<td>10%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Note: There are eight opportunities to hand in your six required response papers (more on these later). So essentially that means students can skip handing in a paper twice 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.

Grades will be assigned according to the following distribution:

- A  100-94
- B+ <90-88
- B+ <88-84
- C+ <80-78
- C  <78-74
- D  <68-60
- D+ <70-68
- 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/](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 (Henry House, 107 Union Street) 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, vision, hearing, mobility, or speech impairments), please contact disability@carleton.edu or call Jan Foley, Student Accessibility Specialist (x4464) or Chris Dallager, Director of Disability Services (x5250) 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.

Monday Sept 10. Introduction to the Course: Assisted Reproductive Technologies, Adoption, Transracial Adoption

Wednesday Sept 12. Theoretical Frameworks
- Pricing the Priceless Child by Viviana Zelizer
- American Kinship by David Schneider
- How all politics became reproductive politics by Laura Briggs

Friday Sept 14: Stratified Reproduction, Sexed and Gendered Bodies
- Transgender Men’s Experiences with Fertility Preservation
- Low Fertility Preservation among Transgender Youth infertility
- Making Parents: Is Man to Father as Woman Is to Mother?

Response Paper Due at the start of class
Monday Sept 17. Stratified Infertility
- It was way out of my league: Low-income Women’s Experiences of Medicalized Infertility
- Strategic Naturalizing
- Is Egg Freezing Only for White Women?
- Introduction to Sex Cells

Wed Sept 19: Sex Cells
- Chapters 2-4

Friday Sept 21: Field Trip!
- In lieu of class, you will have the opportunity to go hear Laura Briggs speak

Response Paper due by 2:10pm in my mailbox

Monday Sept 24: 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 1

Response Paper Due at the start of class

Monday Oct 1: Assortative Adoption
- An Assortative Adoption Marketplace: Foster Care, Domestic, and Transnational Adoptions
- Selling Transracial Adoption Chapter 2
- Dear Birthmother: Addressivity and Meaning-Making in Online Adoption-Seeking Letters

Wednesday Oct 3: The Voices of Birthmothers/Firstmothers
- The Girls Who Went Away – chapters 1, 2, 4, 6
- Birthmother grief

Friday Oct 5:
- Read Excerpts from the Girls Who Went Away (Birth and Surrender)
- Screen excerpts of Transracial Adoption in America

Response Paper Due at the start of class
Monday Oct 8: History of American Adoption
• Somebody’s Children, Introduction and Chapters 1-2
• Catching a Case Chapter 3

Wednesday Oct 10: Foster Care
• Somebody’s Children Chapter 3
• Catching a Case Chapter 5
• The Adoption Tax Credit

Friday Oct 12:
• Adoption and Foster Care Analysis and Reporting System (AFCARS) data
• [NOTE: These readings do not have to be included in the papers]
• Laura Briggs class visit

Response Paper Due at the start of class

Monday Oct 15: No Class: Midterm Break

Wednesday Oct 17: Professor at Mississippi State University
• Finish watching Tough Love in Class

Friday Oct 19: Discourses surrounding transracial adoption
• Selling Transracial Adoption Chapters 3-4

NOTE: No paper this week

Monday Oct 22: Guest Speaker: Rivka Weinberg
• The moral complexity of sperm donation
• Grasping at fatherhood in abortion and adoption
• Why donor insemination and not adoption?

Wednesday Oct 24:
• Becoming Gay Fathers through Transnational Commercial Surrogacy
• The perspectives of adolescents conceived using surrogacy, egg or sperm donation
• Birth family contact experiences among lesbian, gay, and heterosexual adoptive parents with school-age children

Friday Oct 26: Somewhere Between: Note: Modified schedule for special convo
• Screen Somewhere Between Part 1
• Start reading Transnational Adoption for Monday

Response Paper Due at the start of class
Monday Oct 29: Transnational Adoption  
- Dorow Introduction, chapters 1-3

Wednesday Oct 31:  
- Dorow chapters 4-6

Friday Nov 2:  
- Screen Somewhere between part 2

**Response Due at the start of class**

Monday Nov 5: Debating International Adoption  
- The Lie We Love  
- Children for Families  
- Saving International Adoption (or another reading TBD)

Wed Nov 7: Presentations 1-3

Friday Nov 9: Presentations 4-5

Monday Nov. 12: Class Presentations 6-7

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

Wed Nov 15: Wrap Up

Final Papers Due Monday November 19, in my office mailbox (or the “boxy” outside of SOAN) by 11am