When: Tuesday: Periods 5-6 (11:45 a.m. - 1:40 p.m.)
Thursday: Period 6 (12:50 p.m. – 1:40 p.m.)
Where: Turlington Hall 2306

This section is NOT a Writing Requirement section for the 24,000 word-writing requirement

Note: Because this is an upper division course, you should have taken at least one (preferably more than one) introductory course in sociology, women's studies, or psychology.

Dr. William Marsiglio
Email: marsig@ufl.edu
Home Page: http://web.clas.ufl.edu/users/marsig/
Syllabus page: http://web.clas.ufl.edu/users/marsig/ugreprgen.html
Office Hours: Turlington 3108-A
  Tuesdays 10:30 a.m. -11:30 a.m.
  Thursdays: 10:30 a.m. -12:30 p.m.
  And by appointment

I will also correspond with students occasionally through a listserve created for this course by the UF administration. I will use your official UF email address. Students are responsible for keeping their accounts in working order so they can receive class-related messages.

COURSE DESCRIPTION

This course will examine contemporary reproductive issues within a U.S. context. Much of the analysis will employ a gender lens. The principle topics to be covered include: the social construction of reproductive values, norms, beliefs, attitudes, and practices; contraception; life course issues and reproduction (e.g., teenage pregnancy, delayed childbearing); abortion; infertility; alternative pathways to parenthood including surrogacy, assisted reproductive strategies, and adoption; the social implications of reproductive technologies; and the sociopolitical context and social control of reproduction (Who should be allowed to procreate? Should gays and lesbians be allowed to have children? Should prisoners have fertility rights? Should the government fund abortion or assisted reproductive procedures?).

Lectures, readings, and discussions will focus on these issues from both macro and micro perspectives. In other words, we will examine how culture and social structures shape the reproductive realm and we will consider the social psychological aspects of how individuals feel, think, and act in relation to specific reproductive choices. By studying
the interrelationship between aspects of the larger society and individuals' personal reproductive experiences from a sociological perspective, this course will examine linkages between society and the individual within a fundamental sphere of social life. The course will also stress the interdisciplinary nature of social policy issues related to reproduction.

**Course Objectives:**

To provide students an opportunity to:

- understand how social forces affect individuals' reproductive consciousness, values, beliefs, decision making, and fertility outcomes.
- appreciate more fully social norms regarding the relative importance of biological versus nonbiological parenthood.
- understand how the reproductive realm is gendered due to fertility norms and men's and women's unique reproductive physiologies.
- consider how reproduction as an individual right is negotiated in a social context.
- assess the prevailing social controls related to fertility including the competing ways in which segments of U.S. culture frame and challenge reproduction/parenting as an exclusively heteronormative experience.
- explore how various social agents in U.S. society address the social, legal, and moral issues associated with the ever expanding set of reproductive technologies.
- consider how a sociological perspective and the course material are directly or indirectly related to students' everyday life experiences, decision-making, and future family-life planning.

**Relevance to General Education Requirements:** According to University of Florida's Gen Ed description for the social and behavioral sciences, "students investigate human behavior in its social context. Students analyze the characteristics and structure of the individuals, families, groups, and institutions to develop an understanding of the human species....students examine the processes and means by which participants in society make personal and group decisions." As noted in my course description and objectives, this course provides students an opportunity to study reproductive issues in a social context and to apply a sociological lens to their life experiences in this realm.

**CLASS FORMAT AND ETIQUETTE**

This course is reading and discussion intensive. The format is a combination of lecture, class discussion, in-class small group exercises, and videos. The lectures supplement the assigned reading material so it is important that students attend class regularly in addition to reading the assignments. I encourage student participation and portions of some classes will be set aside specifically for class discussion on selected topics. Students will be encouraged to refine their critical thinking skills individually while completing small in-class group projects. In addition, students will have an opportunity to learn about qualitative interviewing and personally conduct at least one in-depth interview.
Students should feel free to think about how their personal experiences are relevant to our class discussions and group exercises; however, it is essential that students attempt to understand how their experiences illustrate sociological concepts and general patterns or represent exceptions to those patterns.

Because many students are likely to have strong personal opinions about the issues we will cover in this course, we need to create an environment in which students feel comfortable expressing their ideas and disagreeing with one another in a civil manner. My teaching philosophy is grounded on the assumption that it is better to "allow" students to take unpopular or unconventional stands on gender issues than to try and police speech. However, I expect students to direct their critical comments toward a specific idea or philosophy, rather than personalizing attacks against other students. So long as the comment does not reflect a personal attack, I will expect students to take the initiative to defend their own position in a civil way if they are offended by another student's way of thinking.

If all goes as planned, we should have a lot of fun and learn from each other.

**REQUIRED READING MATERIALS**

Course Packet: I have compiled a collection of readings (articles and book chapters) that can be purchased from BookiT, 1250 West University Avenue, Unit 2 (bottom floor of Holiday Inn), phone 352-371-9588. Website is: BookiT.com.bz (students can order the packet online, pickup in store). This is required reading material so students should acquire this material quickly so can stay on top of the readings.

**COURSE REQUIREMENTS AND GRADING**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance/Reading Reflections/In-class Projects</td>
<td>100</td>
<td>10%</td>
<td>Selective Days</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>200</td>
<td>20%</td>
<td>2/24, Tuesday</td>
</tr>
<tr>
<td>Interview/Memos</td>
<td>250</td>
<td>25%</td>
<td>Due 3/24, Tuesday, In class</td>
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<tr>
<td>Internet Project or Personal Analytic Essay</td>
<td>250</td>
<td>25%</td>
<td>Due 3/31, Tuesday, In class</td>
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</table>
### Final Exam

<table>
<thead>
<tr>
<th>Final Exam</th>
<th>200</th>
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<tr>
<td>Total</td>
<td>1,000</td>
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</table>

#### EXAM, PAPER, AND GRADING POLICIES

The exams will consist of 50 multiple choice questions apiece. These questions will require you to understand the meaning of concepts, theories, and empirical patterns related to the material. The final is NOT cumulative; it will cover material not covered on the midterm. All exams are the property of this course. Students are not permitted to take an exam out of the classroom or office nor may they write down exam questions--failure to comply will result in an "E" since non-compliance is, in effect, cheating. Cheating or copying during an exam also results in an "E" for the exam and the entire course and I will not hesitate to take students to honor court.

I expect all students to take the exams during the scheduled class periods. I do not give make-up exams except under the rarest of circumstances. You MUST NOTIFY ME IN ADVANCE that there is a very serious problem and I will decide if you are allowed to take a makeup. If I deny your request to take a make-up, and you do not take the scheduled exam, I will assign a grade of zero for your exam score. If I administer a make-up exam, I reserve the right to give an exam that is different from the exam the class had and to give an essay exam. Students who take make-up exams for ANY REASON will be graded on a straight percentage scale (i.e., any curve that is applied to students who take the exam during the scheduled period will NOT apply to students taking a make-up exam). My policy is designed to promote fairness for students taking the exam during the scheduled period because those who take it late have additional time to study. Do not take this class if you anticipate that you might miss an exam for any reason. I will administer no early final exams (everyone, including seniors, will take the exam during the scheduled period).

I expect to receive all student papers by the assigned due dates. I will assign a late penalty of 20 points per DAY (not class period) for papers handed in after the announced due date (regardless of your excuse). If the project is due on a Thursday and you don't get around to submitting it to me until the following Monday, you will be penalized 20 points apiece for Thursday and Friday (40 points) and another 20 points for Saturday and Sunday combined. For example, if you would have earned, say, 225 points out of a possible 250 (90% = A-), your final project score would be 165 due to the penalty (66% = D). A good strategy is to complete your paper a week in advance and then spend the last week making minor changes to it if necessary and having your friends proof-read it.
Your final grade is based solely on the assignments and grading scale listed above. In addition, I may, on rare occasions, award a student from 1-10 additional points if he/she has done an EXCEPTIONAL job in class discussion and has stellar attendance. Offering insightful comments and asking thought provoking questions on a regular basis throughout the course is required--simply talking a lot does not suffice nor will an occasional brilliant comment earn you any of the points. Being present and being prepared EVERY day (having read the material) is part of EXCEPTIONAL participation in my mind. To clarify my philosophy regarding these potential points, I'll describe a specific student I once had who would have risen to the level of being awarded some EXCEPTIONAL participation points (she actually earned an A so she didn't need them). The person attended class EVERY day; she was on time EVERY day; she did her readings on time throughout the ENTIRE semester; she actually read them early in the morning prior to each class period; she was able to answer EVERY question regarding the readings that other students could not; she offered insightful commentary on a consistent basis throughout the ENTIRE semester--not in spurts; she asked thought provoking questions at various points throughout the ENTIRE semester; and she was a leader in her small in-class group projects. This student is the standard I use to assess EXCEPTIONAL participation. I include this option to provide a little protection to the rare student who works incredibly hard but may have some unforeseen tragedy adversely affect his or her performance on one of the other assignments.

There is absolutely NO additional extra credit for this course. Please do NOT ask about extra credit.

VERY IMPORTANT: Your final point total, and the letter grade associated with it, are FINAL. I will NOT simply add a point or two to someone's final point total so he or she can get a passing grade or a score that will enable the student to graduate that semester. Students should not ask for preferential treatment: it's unfair to the other students and challenges the integrity of the grading scale. Students must complete ALL assignments to pass the course.

SPECIAL CONSIDERATIONS

Students are not permitted to sell class notes or tapes of lectures, presentations, or discussions. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which they need to present to me when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. The SDS office is located in 001 Reid Hall.

Students interested in seeking writing assistance should consider visiting the UF Reading & Writing Center (RWC). It provides 30-minute consultations. The RWC is located in SW Broward Hall, phone: 392-6420 http:/www.at.ufl.edu/rwcenter
**FINAL GRADE DISTRIBUTION**

The distribution I list below shows the range of grades, the grade point value in terms of how a student’s grade will be calculated into his or her GPA, the percentage range I will be using to assign final grades, and the point value range that I'll use to determine final grades. **PLEASE NOTE THAT IF YOU EARN A GRADE OF "C-" OR BELOW IT WILL NOT BE COUNTED TOWARD YOUR GENERAL EDUCATION REQUIREMENTS OR YOUR SOCIOLOGY MAJOR REQUIREMENTS.** In other words, you will need at least 730 points in this class in order for it to count toward your Gen Ed or sociology major requirements.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
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<td>930-1000</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92</td>
<td>900-929</td>
</tr>
<tr>
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<td>3.33</td>
<td>87-89</td>
<td>870-899</td>
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<td>830-869</td>
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<tr>
<td>E</td>
<td>0</td>
<td>Below 60</td>
<td>599 and below</td>
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**INCOMPLETE GRADES**

The College of Liberal Arts and Sciences has a specific policy and proceed regarding incomplete grades. Please see the following documents:

- [http://www.clas.ufl.edu/forms/incomplete-grade-policy-clas.pdf](http://www.clas.ufl.edu/forms/incomplete-grade-policy-clas.pdf)
- [http://www.clas.ufl.edu/forms/incomplete-grade-contract.pdf](http://www.clas.ufl.edu/forms/incomplete-grade-contract.pdf)

**UNIVERSITY OF FLORIDA HONOR CODE**


Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take effective action. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance
and enforcement of the Honor Code.

The Honor Code: We, the members of the University of Florida, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

(1) All students are required to abide by the Student Honor Code.

(2) The conduct set forth hereinafter constitutes a violation of the Student Honor code. Those adjudged to have committed such conduct shall be subject to sanctions provided in Rule 6C1-4.016, F.A.C.

Any form of "paper sharing," electronic paper purchasing, or plagiarism will not be tolerated. I will fail students for the entire COURSE for any form of academic misconduct regarding the preparation of their paper. Please do your own work!

ASSIGNMENT DESCRIPTIONS

In-Class Projects, Reading Assignments, Attendance (worth 100 points)

I will log point values for 11 random days and I will count the 10 highest point values for each student.

Because this course will be discussion oriented and include a number of in-class exercises, attendance is CRITICAL. At various points throughout the course I will ask students to complete projects during the class period or I will request that students answer a question I pose in class and bring their answer to me the following class period. When I spontaneously assign something during the class for the next period, students are responsible for checking with their classmates for any possible questions I may ask. Some of the in-class projects will involve small group exercises. In general, if you miss an announcement that I make at the beginning of class because you are late or did not attend, it is your responsibility to know what's going on in class. Everyone should make at least two "class-buddies" to keep them informed of class assignments if they are late or miss a class.

I will award up to 10 points for those persons who participate and satisfactorily complete their small group projects. Fewer points will be awarded to persons who are part of a group that does a mediocre job. For the written assignments on the readings, I will assign 0-10 points to students' work based on its quality. You can NOT make-up these in-class projects under any circumstances. Hence, if you miss class that day, you forfeit those 10 points (1% of your final grade). Do NOT email answers to me. Also, if you miss class
you cannot give your material to another student to bring to class. The reason for this policy is that you cannot contribute to the class discussion if you are absent and I want to encourage attendance. On those days when students have written assignments due, the entire attendance score will be based on the quality of the written work. So, if you attend but do not bring your TYPED assignment with you, you would not be eligible for any attendance points because you would be unprepared for the class. You will earn “0” points for that day. If you attend and bring your assignment, but it is of poor quality, you'll earn 6 or 7 points. If it is of reasonable quality you'll earn 8 or 9 points, and if you do an excellent job on the assignment, you'll earn all 10 points.

If one of these in-class project days falls on a day when you have a UNIVERSITY AUTHORIZED absence for travel or illness, you must show me written documentation of this conflict. Missing class because your car isn't working, you overslept, your girlfriend/boyfriend broke up with you, your dog died, you need to work at your job, you were tired, etc. are not UNIVERSITY AUTHORIZED excuses. I will need written documentation. In those rare instances where you show me written documentation for a legitimate absence, and you have more than one absence, I will add 1% to the weight of your final exam for each instance for no more than 2 classes.

Completing in-class group projects will also influence your attendance score in a manner similar to the reading reflections. Everyone in the group will get the same score (unless someone comes in late or leaves early).

In some instances I will simply take attendance and those who are present for the ENTIRE period(s) will receive 10 points. In fairness to the punctual students, if you come in late or leave early you will only receive partial credit. It is every student's responsibility to sign the attendance sheet when they are present.

Honor code: Students should NEVER sign the name of another student to the attendance list. This is considered academic misconduct and will result in dismissal from the course.

Purpose: I require attendance to reinforce the importance of learning as an interactive process and secure your commitment to the success of this course. I also want to encourage and reward students to read their assigned readings on time. By attending and participating in class discussions and group projects, students will have the opportunity to develop their critical thinking and team-work skills. These skills are essential for today's labor market.

**Midterm (200 points)**

The exam will consist primarily of 50 multiple-choice questions and cover roughly the first 7 weeks of the semester including readings, lectures, and in-class projects.

**Qualitative Interviews/Memos (250 points)**
I will provide more details about this assignment during class. In short, each student will conduct 2 audio-taped qualitative interviews with individuals who are parents. For each interview, students will prepare a document (several pages) that includes four types of "memos" (descriptive, theoretical, methodological, personal). The topic of the interviews will deal with men's and women's thoughts and feelings regarding their ability and desire to have children, as well as their experience of becoming a father or mother. We will have a training session during the middle of the term to clarify the particulars of this assignment and help you feel comfortable.

Download and read this set of documents that pertain to conducting qualitative interviews: conducting.qual.interviews.PDF

These files require Adobe Acrobat Reader, which can be downloaded: here

**Note:** Ideally, students will secure the use of a micro-cassette, digital tape recorder, cell phone or landline phone recorder, or computer with recording capabilities. I will have students bring their recording devices to class and verify for me before or after class that they in fact completed the taped interview with a participant. I will NOT grade a paper unless I can verify that the interviews took place.

**Purpose:** To provide students with some hands on experience doing empirical research relevant to this course. This assignment provides students with the opportunity to learn through "doing." It also gives students a chance to talk in public about their efforts while comparing their experience with those of others.

**Option A (Internet Project) OR Option B: Personal Analytic Essay (250 points)**

**Internet Project:**

Students will summarize and evaluate features of the National Campaign to Prevent Teen and Unplanned Pregnancy (NCPTP) internet site as well as review one other site (of their choosing) directly related to some aspect of human reproduction (NOT SEXUALITY) relevant to this course. Sites listed at the end of the syllabus are eligible, excluding the Popclock. If you wish to choose another site not on this list, you MUST CONSULT with me first.

After compiling your cover page with name, UF ID, email address, course, my name, and date submit the following:

**NCPTP Site:**

(1) Submit hard copy of the homepage cover page
(2) Provide a 300 word summary of the contents of the site (make sure you spend time looking through the many navigation options to get a thorough sense of what the site has to offer to it diverse audiences)
(3) Provide a 300 word evaluation of the overall strengths/weaknesses (try to provide
specific suggestions for substantive things that would be helpful that are not included)
(4) Click the box "RESOURCE", then click on the “Search Our Resources” box and select the publications box and click “submit.” A series of reports will appear. Review one of the reports you find interesting. Provide a 600 word description/evaluation of the specific report you choose. Make sure you provide an evaluation of the report, not just a description.
(5) Include a hard copy of the first page of the report you decide to review and place it before your written description/evaluation.

Other Site:

(1) Submit hard copy of the homepage cover page
(2) Provide a 600 word description and evaluation of the overall strengths/weaknesses (try to provide specific suggestions for substantive things that would be helpful that are not included)

Materials to be Handed in Should be Organized as Follows and Stapled:

Your cover page
Copy of NCPTP homepage only
Summary text (your writing) of overall NCPTP web site
Evaluation text (your writing) of overall NCPTP web site
First page of selected Report document to be reviewed
Description/Evaluation text (your writing) of selected Report
Copy of homepage for 2nd Site selected
Evaluation text (your writing) for 2nd Site

Purpose: By asking students to explore a few Internet sources, I intend to expose students to some of the organizational responses relevant to reproductive issues. Thinking about the various agendas organizations have and how they try to communicate information and beliefs about key issues is essential for understanding the state of affairs related to reproduction in the 21st century.

Personal Analytic Essay
You will need to prepare an analytic, creative essay that demonstrates your ability to think sociologically about your personal life experiences (thoughts, feelings, and actions) or those close to you that are relevant to the reproductive realm. For this assignment you will need to choose a reproductive issue (or perhaps a set of interrelated issues) and develop an essay that applies perspectives and concepts learned in this course to your individual example. Your approach should emphasize the gendered dimensions to the reproductive realm and explicitly draw upon course readings and concepts. Think about how public and personal constructions of gender and gender identity come into play. To what extent and how is your experience influenced by the fact that you are a male, female, or a transgender person? How did others relate to you based on your gendered presentation of self? How did you express yourself based on your gendered self-perceptions?
You should **EXPLICITLY use the symbolic interactionist perspective** to frame your analytic essay (see reading by Hewitt and Shulman from week 2). By using this perspective you will focus on concepts directly relevant to it (e.g. self, identity, definition of the situation, role making, etc.). You will also need to incorporate other concepts from the course that deal more specifically with reproductive themes (procreative consciousness, fatherhood/motherhood readiness, pregnancy intendedness). You should use at the very least 10 sociological concepts in your analysis (SI concepts and other concepts combined). **Bold** and **underline** these concepts in the text the first time you use them.

Experiences with pregnancies and the birthing process, deliberations about having kids, concerns about pregnancy scares, extensive contraceptive decisions with partners, abortion or adoption experiences, detailed discussions with friends or family members who have used an assisted reproductive technique, and donating sperm or eggs are just some of the topics you might address. Remember that this course deals primarily with reproductive issues, not parenting, so it is not appropriate to focus on the hands-on aspects or moral labor associated with parenting. Your papers should be at least 5 pages in length (double spaced), no more than 6 (not including cover page or reference list--number your pages starting with the first page of text). **Use 1" top/bottom and side margins and a 12 inch font.** Use regular double spacing between paragraphs, ie., NO EXTRA spacing between paragraphs. I will collect, read, and return your papers in a confidential manner.

I will evaluate your papers on the following criteria:

1. **Degree and quality of analytic effort (MOST IMPORTANT, 150 points)**
   - how insightful is your sociological analysis, ie., does it go beyond a superficial treatment of the subject and get at underlying themes and patterns
   - have you CLEARLY demonstrated that the course material has enlightened your analysis, i.e., to what extent does your paper represent a type of analysis that you could not have achieved without taking this course
   - do you present your ideas in a logical fashion
   - does your analysis integrate key concepts in meaningful ways
   - have you used the concepts and theoretical perspectives accurately?

2. **Organizational structure and writing style (50 points)**
   - is your paper easy to read, are your sentences lucid
   - is your paper well organized with topic sentences and logical transitions between paragraphs
   - is your paper free of grammatical errors
   - is there a sense of continuity from the beginning to the end
   - have you included a strong opening and conclusion?

3. **Creativity of thought and presentation (25 points)**
• do you begin your paper in an imaginative way  
• do you keep my interest and motivate me to turn the pages  
• do you include thought provoking passages, questions, and analysis that demonstrate original thinking?

4. Quality of professional presentation (25 points)

• have you double and triple checked your paper to eliminate typos and misspellings  
• is your paper printed with neat and clear ink (no faded type please)  
• have you followed my directions for preparing your paper including a cover page, page numbers, double spacing WITHOUT extra spacing between paragraphs, correct margins and font size  
• have you submitted your paper on or before the due date?

Things to Note:

1. Make sure you include a cover page with the information listed below. Center this information on the page as the following template illustrates.

   Title for Paper  
   Last Name, First Name  
   email address  
   UF ID #  
   Sociology of Reproduction and Gender  
   Dr. William Marsiglio  
   Date

2. Do NOT use plastic or any other kind of cover. Simply staple the title page the pages to your essay.

3. Papers must be typed using 12 inch font and 1 inch top and bottom margins. Make sure the print is clearly legible (I have to do a lot of reading).

4. Paginate your pages beginning with the text (no number on cover page)

5. Do NOT skip extra lines between paragraphs.

6. Attach a separate page to the end of your paper and assign a letter grade (e.g., A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E) to your effort for each of the four criteria I describe below. In other words, I want you to evaluate your own work.

   1. Analytic effort (150 pts)  
   2. Organization and writing style (50 points)

   Student ___ Dr. Marsiglio ___

   Student ___ Dr. Marsiglio ___
3. Creativity (25 points)  
4. Professional presentation (25 points)  
Overall 

6. Place in **bold** or **underline** the concepts in the text.

**Purpose:** This assignment is designed to force you to think about how this course, and at least some of the issues we address, are related to your lived experience. By applying a sociological or social psychological perspective to your own thoughts, feelings, and actions in the reproductive realm, you should develop a deeper understanding of the relevant issues as well as a heightened consciousness about your own experiences.

**Final Exam (200 points)**

I will ask you to answer 50 questions similar in style to those that were included on the midterm exam. These questions will cover the readings after the midterm.

**Purpose:** This final exam is designed to encourage students to keep up with the readings and to complete all of the assignments. The questions will cover readings, lectures, and in-class projects.

**ONLINE COURSE EVALUATION PROCESS**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

**Course Schedule and Readings**

**Week 1 (Jan 5-9): Overview of Sociology of Reproduction**


This reading provides students with an overview of symbolic interactionism (SI). Although the author does not address reproductive issues per se, the SI perspective
is the primary lens we will use to explore many of the issues in this course. You do not need to focus on the material dealing with the psychoanalytic or ethnomethodological approaches that is presented briefly.

**Week 2 (January 12-18): Gendering Reproduction**


**Week 3 (January 19—23): Cultural and Sociopolitical Contexts for Reproduction/Reprogenetics**


**Optional:**


Week 5 (February 2-6): Social Psychology of Reproduction: Gendered Spaces and Bodies in the Procreative Realm

1. Draper, Jan (2002). 'It was a real good show': The ultrasound scan, fathers and the power of visual knowledge. Sociology of Health & Illness, 24, 771-795.


Week 6 (February 9--13): The Birthing Revolution, Reproductive Health, and Organizational Issues


Optional:


Week 7 (February 16-20): Interview Training


4. Series of handouts on interviewing. As noted in the section on interviewing, you should download and read the set of documents pertaining to conducting qualitative interviews: conducting.qual.interviews.PDF

Materials in addition to those provided on the Internet link are provided in the course packet.

**Week 8 (February 23-27): Interviewing Discussion & Interview Preparation**

Work on research interview

**Week 9: (March 2-6): Spring Break: No Classes**

**Week 10: (March 9-13): Adolescent Pregnancy, Childbearing, and Sex Education**


See the following link for related current material:

I may also direct students to a few links on the National Campaign to Prevent Teen and Unplanned Pregnancy website.

**Week 11 (March 16-20): Framing Birth Control, Pregnancy, and Abortion Issues**


Optional:


**Week 12 (March 23-27): Group Discussion of Students' Interviews and Memos**

No assigned readings, prepare memos and begin work on internet or personal analytic essay projects

**Week 13 (March 30- April 3): Nonheterosexual Parenthood**


**Week 14 (April 6-10): Infertility, Voluntary Childlessness, IVF, and Surrogacy**


**Week 15 (April 13-17): Adoption**


Week 16 (April 20-24): Summary [no class April 23—reading day]

No Readings

Final date: April 29, Wednesday, 10:00 p.m. -12:00 p.m.

Selected Relevant Journals and Books

**Journals**

*Demography*
*Gender & Society*
*Journal of Family Issues*
*Journal of Marriage and Family*
*Perspectives on Sexual and Reproductive Health*
*Population Bulletin*
*Signs: Journal of Women in Culture and Society*
*Social Science & Medicine*

**Books**


Daniels, Cynthia (2006). *The science and politics of male reproduction: Exposing


**RELEVANT WEB SITE LINKS:**

- The Kinsey Institute for Research in Sex, Gender, and Reproduction [http://www.indiana.edu/~kinsey/](http://www.indiana.edu/~kinsey/)
- The Sex Education Coalition [http://www.indiana.edu/~kinsey/](http://www.indiana.edu/~kinsey/)
- Popindex [http://popindex.princeton.edu/](http://popindex.princeton.edu/)
- Child Trends [http://www.childtrends.org](http://www.childtrends.org)