

Sociology/Anthropology 395
Ethnography of Reproduction
Spring 2021, Carleton College
T/Th 10:20-12:05
[Zoom Room](#) & Passcode: 193253



Pamela Feldman-Savelsberg
Office Hours via Google
Calendar: [Click here to sign up
for OFFICE HOURS](#)

ETHNOGRAPHY OF REPRODUCTION

Course Syllabus

Welcome to Ethnography of Reproduction!

In this advanced seminar course, you will learn to think and act like an anthropologist and scholar of women's health by: reading (a lot)--great ethnographies about the connection between baby making and social reproduction; discussing and debating with your colleagues; role-playing by conceiving of an ethnographic research project in the anthropology of reproduction; being “invited” by a scholarly anthropological journal to write a book review on a book relevant to your final project; writing a professional-quality research proposal (that you might just be able to adapt to your future lives as scholars and/or activists).

You will be active participants in an intellectual adventure. There is a lot of room for student input into the shape of our synchronous and asynchronous class sessions. Together, we will approach these materials with curiosity. Focus can give us a break from the ever-changing news regarding the pandemic we are living through, as well as distress we may feel as D. Chauvin’s trial and the anniversaries of George Floyd’s and other killings unfold during this spring term. I hope that this course can lessen our anxiety. In our discussions, let's generate compassion for one another. And in all your work, seek self-compassion.

Sweetgrass is the hair of our Mother, the Earth. Each strand alone is not as strong as when braided together. This is our work, to discover what we can give. Isn't this the purpose of education, to learn the nature of your own gifts and how to use them for good in the world?
Robin Wall Kimmerer, *Braiding Sweetgrass*

Moodle will be our central hub for communication, readings, assignments, turn-ins. Please check Moodle and your email daily. I will return papers to you via e-mail, using Track Changes to give you comments. (Thus, please write your papers in MS Word if at all possible!) Course requirements and additional information and resources are listed after the day by day, week by week readings and guiding questions. None of us can anticipate what will happen in the midst of a pandemic; we will have to be flexible—and keep communicating to maintain our classroom community.

Specific content description:

Reproduction is a central issue in theories of gender stratification cross-culturally. Reproduction is both a most intimate topic for individuals, and one of great concern for states and international organizations formulating population policy. This seminar explores the meanings of reproductive beliefs and practices in comparative perspective. Our comparison focuses on (but is not limited to) ethnographic examples from North America and from sub-Saharan Africa (contrasting societies with relatively low fertility and high utilization of

technology with those exhibiting mostly high fertility and low utilization of technology). Two themes run throughout the course to best examine the role of reproduction in social and anthropological theory. On the one hand, we explore how reproductive beliefs and practices produce and transform the multiple identities that define persons and groups (regarding gender, sexuality, culture/ethnicity, citizenship, and class). On the other hand, we investigate the relationship between reproductive beliefs and practices and the concept of agency. We look at the social construction of “choice” and choosers regarding decisions to conceive or not to conceive, to bear or not to bear children, and the timing of these events. We examine the topics of abortion activism, social vs. biological entry into motherhood, birth practices in relation to symbolism and racialization, infancy and sociability, indigenous theories of procreation and belonging, reproductive insecurity, infertility, assisted fertility, pre-natal diagnosis, coming of age in the neo-liberal sexual economy, stratified reproduction, and medical citizenship.

Prior experience in anthropology and either gender studies, medical anthropology, or African studies is assumed. Pre-requisites for the course are an entry-level SOAN course, and at least one upper-level SOAN or GWSS course addressing issues related to health and gender.

Formal Student Learning Objectives for this course include learning to: 1) Connect information about historical and contemporary socio-cultural phenomena; 2) Formulate appropriate anthropological research questions; 3) Select appropriate anthropological research methods and 4) Apply anthropological theory to analyze socio-cultural phenomena. For more on SOAN student learning outcomes, see: <http://apps.carleton.edu/curricular/soan/major/slos/>. This course also meets numerous WGST/GWSS student learning objectives including: investigating how gender intersects with race, class, sexuality, ethnicity and citizenship; how gender, sex and sexuality are socially and historically constructed; and how discourses, institutions, and intellectual pursuits can be structured by gender.

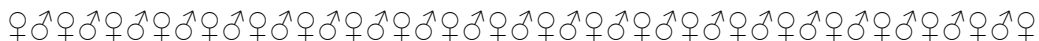
Summary of Topics

- Theorizing Reproduction
- Abortion: Reproductive Rights and Choices
- Entry into Social vs. Biological Motherhood
- Birth, as a Rite of Passage and as a Site of Racialization
- Reproducing the Culture of Infancy
- Stratified Reproduction: Care Work, Gender/Sexuality, and Distributed Parenting
- Transnational Mothers: Reproductive Insecurity and Affective Circuits
- Imagining the Future in the Neoliberal Sexual Economy



Summary of Assignments

- Discussion Forum Participation (at least every other class session)
- Discussion Sparking (twice in the term, solo or in pairs, via sign up)
- Topic Statement and Bibliography (Sun April 18, 11:59pm)
- Book Review (Fri May 7, 11:59pm)
- Theoretical Focus Statement (Fri May 21, 11:59pm)
- Research Proposal Final Project (early birds: W June 2, 11:59pm; absolute deadline Sat June 5, 8:30am)





DAY BY DAY READINGS AND GUIDING QUESTIONS

WEEK I

T Mar 29--Introduction

Today we'll introduce ourselves, set a social contract for classroom participation in our new remote conditions, and I'll introduce you to the course. Please ask me questions about course content and assignments.

Please read or watch **one** of the following articles and be prepared to discuss it in class:

PBS Newshour. 2020. "Pregnant in a Pandemic." PBS Newshour, April 6, 2020. (6:10)
<https://youtu.be/PO2Z2afWib8>

Brewer, Kirstie. 2020. "Birth in a Pandemic: 'You are Stronger than You Think.'" BBC News, April 1, 2020. https://www.bbc.com/news/stories-52098036?utm_term=OZY&utm_source=Sailthru&utm_medium=email&utm_campaign=PDB%20%282020-04-04%2011:10:04%29 Accessed 4/4/2020.

Schmidt, Samantha. 2020. "Fatherhood is more visible than ever. But will dads working from home actually step up more?" *Washington Post*, April 3, 2020. https://www.washingtonpost.com/dc-md-va/2020/04/03/dads-work-from-home-coronavirus/?utm_campaign=wp_post_most&utm_medium=email&utm_source=newsletter&wpisrc=nl_most Accessed 4/3/2020.

Bahrampour, Tara and Samantha Schmidt. 2020. "Millions of U.S. grandparents care for young kids — and are high risk for covid-19." *Washington Post*, March 18, 2020. https://www.washingtonpost.com/local/social-issues/millions-of-us-grandparents-care-for-young-kids--and-are-high-risk-for-the-coronavirus/2020/03/18/6e91888c-6878-11ea-9923-57073adce27c_story.html Accessed 4/3/2020.

Th Mar 30--Theorizing Reproduction

Reading and discussion prompt (henceforth "R&D"): *In what ways are human and social reproduction distinctive, and in what ways do they relate to each other? What is the relationship between human reproduction and social identities? What is the relationship between human reproduction and gender stratification? What perspectives have anthropologists employed to approach the issue of reproduction?*

First time instructions: Use your R&D prompt to guide your reading and as a basis for our discussion forum. Write up to 150 words based on this prompt by 7:00pm the day before class. If you can, try to respond to at least one other person (either in your initial post or in a later post). Discussion sparkers are responsible for curating the forum and developing questions, comments, or activities to spark our discussion during the synchronous part of our class.

Meillassoux, C. 1972. "From reproduction to production." *Economy and Society* 1:93-105.

Ginsburg, F. and R. Rapp. 1995. "Introduction: Conceiving the New World Order." In *Conceiving the New World Order*, edited by Faye Ginsburg and Rayna Rapp, 1-17. Berkeley: University of California Press.

Rapp, R. 2001. "Gender, Body, Biomedicine: How some feminist concerns dragged reproduction to the center of social theory." *Medical Anthropology Quarterly* 15(4):466-477.

WEEK II

T Apr 6--Abortion I

R&D: *Abortion has been the focus of women's struggle for reproductive choice and reproductive rights in the U.S. in recent years. This book focuses particularly on the role of personal life histories in becoming a "pro-choice" or "pro-life" activist. What links can you discern between the reproductive life stories of these Fargo activists and broader issues regarding the relationship between human reproduction and social reproduction? Does anthropology offer any tools in seeking a middle ground in this increasingly polarized debate?*

Ginsburg, Faye. 1998. *Contested Lives: The Abortion Debate in an American Community*. Berkeley: University of California Press. (Read pp. 1-19, 61-129; Skim pp. 23-57)

Optional: You might also enjoy reading the following short articles:

Berger, Miriam. 2020. "How the pandemic has affected abortion rules around the world." *Washington Post*, September 26, 2020. <https://www.washingtonpost.com/world/2020/09/26/coronavirus-pandemic-global-abortion-access-reproductive-health/> Retrieved 3/19/2021.

Sobel, Laurie, Amrutha Ramaswamy, Brittini Frederiksen, and Alina Salganicoff. 2020. "State Action to Limit Abortion Access During the COVID-19 Pandemic." *Kaiser Family Foundation COVID-19 Issue Brief*. August 10, 2020. <https://www.kff.org/coronavirus-covid-19/issue-brief/state-action-to-limit-abortion-access-during-the-covid-19-pandemic/> Retrieved 3/19/2021.

Th Apr 8--Abortion II

R&D: *What different voices can we discern regarding the risks of reproduction and women's disproportionate burden? How is gender stratification differently construed by activists on both sides of the abortion rights debate? How does the issue of abortion bring the relationship between human reproduction and assumptions about gendered roles in social reproduction into sharp relief? Can we fruitfully connect abstract and aggregate notions such as social reproduction to the concrete particulars of Ginsburg's life history approach?*

Ginsburg, Faye. 1998. *Contested Lives: The Abortion Debate in an American Community*. Berkeley: University of California Press. (pp. 133-197, 212-226).

Please note: Dr. Jennifer Hirsh (anthropologist at Mailman School of Public Health, Columbia University) will be giving a book talk on *Sexual Citizens: ...Sex Power, & Assault on Campus* during common time on Thursday, April 8th. You can learn more about the event or register to attend [here](#).

WEEK III

T Apr 13--Entry into Social vs. Biological Motherhood I

R&D: *Culturally ideal life courses as well as an individual's reproductive goals are often quite different from the messiness of actual life histories, which nonetheless get patterned into demographic "facts" and "reproducible" social structures. What are the contingencies that shape young Cameroonian women's entry in social motherhood? How do the concepts of vital conjunctures*

and horizons help us understand not only the relationship between education and fertility in Cameroon, but also pathways to becoming an activist in the U.S. abortion debate (cf. Ginsburg)?

Johnson-Hanks, J. 2006. *Uncertain Honor: Modern Motherhood in an African Crisis*. Chicago: University of Chicago Press. (Preface, Ch. 1-5, pp. vii-156).

Th Apr 15--Entry into Social vs. Biological Motherhood II

R&D: *In what ways can ethnography best be used to address political and policy implications of demographic "facts," such as the relationship between education and fertility? In what ways can quantitative demographic work (e.g. on patterns of spacing between first and second births, or on contraceptive use and abortion) inform ethnographic work on the locally-bounded lived experience of reproductive processes?*

Johnson-Hanks, J. 2006. *Uncertain Honor: Modern Motherhood in an African Crisis*. Chicago: University of Chicago Press. (Ch. 5-Epilogue, pp. 157-264).

Sun Apr 18--Topic Statement and Bibliography due, 11:59pm



WEEK IV

T Apr 20--Birth as Rite of Passage

R&D: *In what ways do the experience and social organization of birth serve as a rite of passage? In this segment we explore the role of birth, especially first births, in the creation and transformation of identities. Davis-Floyd discusses hegemonic gender identities communicated through the rite of passage of hospital birth. What other identities—cross-cutting with gendered identities—are formed through the birthing process? How do the technocratic, wholistic, and natural models open up birth as a site of control, hegemony, and resistance?*

Davis-Floyd, Robbie. 2003. *Birth as an American Rite of Passage* (2nd Edition). Berkeley: University of California Press. Read: pp. 1-43, 154-186 (Introduction, Ch 1, Ch 4). <https://california-universitypressscholarship-com.ezproxy.carleton.edu/view/10.1525/california/9780520229327.001.0001/upso-9780520229327>.

Guest Speaker: Melanie Bullock, SOAN '21

Th Apr 22--Virtual Tours of Birthing Centers

R&D: *Acting like an ethnographer, take "fieldnotes," writing down your observations and initial responses to these virtual tours. What is similar and different between the freestanding Afrocentric birthing center, Roots, and the labor and delivery department of a major university research hospital, Johns Hopkins Hospital? Based on Robbie Davis-Floyd's, please reflect on the rite-of-passage and three birthing models to these two obstetric providers. Do hints of the incongruities of pregnant parent/healthcare provider described in "Strange Expectations" become apparent in these tours?*

Feldman-Savelsberg, P. 2019. "Strange Expectations: Cameroonian Migrants and their German Healthcare Providers debate Obstetric Choices." *Global Public Health*.
<https://doi.org/10.1080/17441692.2019.1584228>.

[Virtual Tour in Google Slides of Roots Community Birth Center](#)
[More about Roots Midwifery and Community Birth Center](#)
[Virtual Tour of Labor and Delivery at Johns Hopkins Birthing Center](#)

Guest speaker: Kristin Partlo, Liaison Librarian for Social Science, STEM & Data

WEEK V

T Apr 27--Pregnancy and Birth as Sites of Racialization: Class

R&D: *While Davis-Floyd focuses on the formation of gender identities through the interaction rituals in American hospital birth, what happens when we take race and class into serious consideration? How do doctors and other medical professionals perceive their patients when they are low-income, and/or women of color?*

Bridges, Khiara M. 2011. *Reproducing Race: An Ethnography of Pregnancy as a Site of Racialization*. Berkeley: University of California Press. (Introduction, Ch.s 1-3, pp. 1-100.)

Th Apr 29--Pregnancy and Birth as Sites of Racialization: "Race"

R&D: *How does race influence medical care, particularly during pregnancy and birth, and particularly in public health care institutions? What effect does racialization surrounding pregnancy and birth have on the maternal, gender, racial, and class identities of the pregnant black women at Alpha Hospital? What does this book reveal regarding the relationship between human reproduction and social reproduction?*

Bridges, Khiara M. 2011. *Reproducing Race: An Ethnography of Pregnancy as a Site of Racialization*. Berkeley: University of California Press. (Ch.s 5-6, Epilogue, pp. 144-257.) (Ch. 4, "The 'Primitive Pelvis,' Racial Folklore, and Atavism in Contemporary Forms of Medical Disenfranchisement," is optional.)



WEEK VI

T May 4--Reproducing the Culture of Infancy I

R&D: *Moving our focus from mothers to babies, how does birth, quite literally, serve as a "passage" between different identities? How do religion and practical action combine to reproduce Beng identities?*

Gottlieb, A. 2004. *The Afterlife Is Where We Come From: The Culture of Infancy in West Africa*. Chicago: University of Chicago Press. (Chapters 1-4, pp. 3-104).

Th May 6--Reproducing the Culture of Infancy II

R&D: *Why is stranger anxiety so rare in Bengland? What do “memories” of wrugbe tell us about the colonial and post-colonial experience? How do mundane activities of caring for infants shape multilayered visions of belonging, through time and space?*

Gottlieb, A. 2004. *The Afterlife Is Where We Come From: The Culture of Infancy in West Africa*. Chicago: University of Chicago Press. (Chapters 5 through 11, pp. 105-305) (*We might decide to read some of these chapters in common, and distribute others among class members to lessen the reading load.*)

Fri May 7—Book Review due, 11:59 pm

WEEK VII

T May 11--Stratified Reproduction: Painful Misrecognition in Assisted Reproduction

R&D: *For this class session we apply the important concept of stratified reproduction to assisted reproduction in U.S. and Canadian contexts. What ideas and practices intersect regarding parenting, and who is fit to parent whom, in which ways? More specifically, how do issues of racialization and class described by Bridges for Alpha Hospital in the U.S. play out for Caribbean migrants, other people of color in childcare? How do racialization, class, and the “heterosexual matrix” (Epstein 2018, 1040-41) intersect with regard to assisted reproduction (ART or AHR)?*

Colen, Shellee. 1995. “‘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*, edited by Faye Ginsburg and Rayna Rapp, 78-102. Berkeley: University of California Press.

Davis, Dana-Ain. 2009. “The Politics of Reproduction: The Troubling Case of Nadya Suleman and Assisted Reproductive Technology.” *Transforming Anthropology* 17(2):105-116. DOI: 10.1111/j.1548-7466.2009.01061.x.

Epstein, 2018. “Space Invaders: Queer and Trans Bodies in Fertility Clinics.” *Sexualities* 21(7):1039-1058. <https://doi.org/10.1177/1363460717720365>.

Th May 13—Stratified Reproduction: Transnational Carework at both Ends of the Life Course

How do stratified reproduction, racialization, class play out in transnational care relationships, in our examples of reproductive travel and elder care? How do the global, national, and personal politics of care work intersect with notions of rites of passage, hegemony, and agency that we explored in Davis-Floyd’s book? And at the level of ideology, what similarities and differences do you find in the figures of the “child” and the “elder,” as well as in processes of birthing and dying?

Gerrits, Trudie. 2018. “Reproductive Travel to Ghana: Testimonies, Transnational Relationships, and Stratified Reproduction.” *Medical Anthropology* 37(2): 131-144. <https://doi.org/10.1080/01459740.2017.1419223>

Upton, Rebecca L. 2020. "Pink Permits and Reproductive Products: Transnational Fertility Migrants and the Invisible Impacts of COVID-19." *Medical Anthropology Quarterly Rapid Response Blog Series*, Accessed March 19, 2021. <http://medanthroquarterly.org/?p=512>.

Coe, Cati. 2017. "Returning Home: The Retirement Strategies of Aging Ghanaian Care Workers." In *Transnational Aging and Reconfigurations of Kin Work*, edited by Parin Dossa and Cati Coe, 141-158. New Brunswick: Rutgers University Press.

Coe, Cati. 2021. "African Immigrant Care Workers and COVID in the US: Their Fears, Protections, and Recalibrations." *Somatosphere*, February 16, 2021
<http://somatosphere.net/2021/african-immigrant-care-workers-and-covid.html/>

Film: Coe, Cati. n.d. "Stories from Home Care." Film produced by Cati Coe, with Ms. Gifty Thompson. Rutgers Digital Commons Lab and The Philadelphia Independent Media Finishing Fund. January 2021 version (13:22). <https://youtu.be/qGSHX-0iiTY>



WEEK VIII

T May 18--Transnational Mothers: Reproductive Insecurity and Affective Circuits I

R&D: *What connections do you find between stratified reproduction and reproductive insecurity? How would you relate insecurity concerning human reproduction to insecurity regarding the reproduction of a sense of cultural distinctiveness and group identity? In other words, about what aspects of reproduction do migrant mothers feel insecure? How do migrant mothers manage their emotion-laden ties to kin (and others) when bearing and raising children?*

Feldman-Savelsberg, Pamela. 2016. *Mothers on the Move: Reproducing Belonging between Africa and Europe*. Chicago: University of Chicago Press. (Ch.s 1-4, pp. 1-127.)

Th May 20--Transnational Mothers: Reproductive Insecurity and Affective Circuits II

R&D: *What kinds of ties do mothers maintain to migrant community organizations and to representatives of governmental and non-governmental organizations? What flows along these types of connection, and how do migrant mothers manage these flows or exchanges? What is the consequence of mothering for migrant women's (and their children's) citizenship (therapeutic, cultural, and political/legal)? More broadly, can the anthropology of reproduction be fruitfully related to political anthropology (e.g. the politics of belonging/primary patriotism), and to concepts such as legal consciousness?*

Feldman-Savelsberg, Pamela. 2016. *Mothers on the Move: Reproducing Belonging between Africa and Europe*. Chicago: University of Chicago Press. (Ch.s 5-6, pp. 128-208).

Fri May 21—Theoretical Focus Statement due, 11:59 pm

WEEK IX

T May 25--Imagining the Future in the Neoliberal Sexual Economy I

R&D: *These five chapters provide the macro-level context of Malagasy society and historical change without which the central arguments of Cole's book cannot be understood. How does Cole's concept of "disembedding" differ from more familiar stage theories of modernization? How do the categories "youth" and "jeunes" differ in Malagasy usage? How can we connect Johnson-Hanks' concepts of vital conjunctures and horizons, and Ginsburg's approach to life histories to Cole's analysis of the changing social economy of the female life course and imagined futures?*

Cole, Jennifer. 2010. *Sex and Salvation: Imagining the Future in Madagascar*. Chicago: University of Chicago Press (Chapters 1-5, pp. 1-115).



Th May 27--Imagining the Future in the Neoliberal Sexual Economy II

R&D: *What was/is your emotional reaction to Cole's materials on love, maternal sentiments, and money? How do you understand them intellectually, thinking of such phenomena as the globalization of companionate marriage, the political economy of marriage migration, and the concept of stratified reproduction? How does love link human and social reproduction? What does love mean, anyway?*

Cole, Jennifer. 2010. *Sex and Salvation: Imagining the Future in Madagascar*. Chicago: University of Chicago Press (Chapters 6-8, pp. 116-190).

Guest speaker: Jennifer Cole, Professor and Chair, Department of Comparative Human Development, University of Chicago. *Please prepare questions to enliven our discussion with the author!*

WEEK X

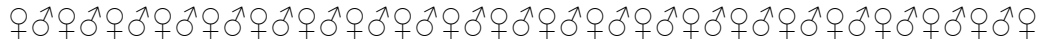
T June 1--Mock Research Grant Interviews (a.k.a. Final project presentations)

Each student will briefly present their final proposal, while the rest of the class poses questions, acting as the review board of a grant-giving agency.

W June 2--*Students will receive extra credit for turning in their final project by 11:59pm. If seniors are able to do so, I would be most appreciative.*

Sa June 5--Final projects due, 8:30am!

*Thank you!
Stay safe and healthy and have a good summer!*



COURSE REQUIREMENTS

A. Attendance and Participation: This is a seminar class. Attendance is important because your very presence adds something to class. Please respectfully let me know *before* class, if possible, if and why you will be absent. Participation will be somewhat of an experiment this term, involving synchronous and asynchronous elements. Together, we will develop a social contract for learning and community-building in our remote context.

An important part of your online presence will be to check our Moodle site and your email every day, in case there are additions or alterations to our class plans and assignments. I will communicate with you via the Moodle Announcements Forum, which shows up in your email and is also archived in Moodle. I will also post, as we go along, handouts and “lecture” notes that I expect you to read with the aim of enhancing your learning. Following the counsel of Carleton’s LTC, I will not “lecture” during our synchronous sessions.

I am dedicated to making our classroom a *respectful* environment where everyone can participate comfortably. This includes getting dressed for class, turning your phones on silent, and resisting the temptation to multitask during the synchronous segments of class. To foster a respectful learning environment, we should all refer to everyone by their chosen name, the correct pronunciation of their name, and their chosen pronouns. Another aspect of respect is recognizing that this course may deal with difficult topics, and that what might be an obvious trigger for you may not be so for others, and vice versa.

B. Discussion Forum: For *at least* every other class session (*at least* once per week), and using the “R&D” (Reading and Discussion) questions as a guide, write and post on our Forum your response—up to 150 words. Everyone will have to read ahead to do this in a timely fashion. Please try to make this as conversational as possible by responding to each other’s comments.

C. Discussion Starters: You will curate the Discussion Forum for your assigned day, drawing out the main points. During our synchronous class session, you will share a brief summary of these main points. Based on your curation of your peers’ comments, reading of assigned texts, and the way you relate these to other readings or issues, prepare a small set of questions, comments, and/or activities to start class discussion for a day. Fewer but more thought (and discussion)-provoking questions are more successful than more numerous encyclopedic questions that “cover” every aspect of the readings. Each student will do this at least two times.

D. Topic Statement and Preliminary Bibliography for Final Project: Hand in one paragraph describing the topic you have chosen for your final project (see F., below). Attach a ca. ten-item preliminary bibliography, written in Chicago Manual of Style **author-date** version. Bibliographies should include both books and research articles from scholarly anthropological (perhaps also sociological, demographic, gender studies, and medical social science) journals.

E. Book Reviews: After examining some examples of book reviews in professional anthropological journals, you will write a 600-to-900-word book review worthy of submission to a scholarly journal. I will give you a letter of request (as do journals) and a set of criteria to follow. The book you review should be a recent and meaningful anthropological work related to your final project.

F. Theoretical Focus Statement for Final Project: Hand in a one page discussion of the theoretical focus you will use in your final project. What key questions regarding reproduction and social theory will you address? What is the relation between these questions and the empirical materials you are using in your project?

G. Final Project: The final project will be a ten-page (or 5-page, single-spaced) **research proposal** following the guidelines of the Wenner-Gren Foundation for Anthropological Research, accompanied by an extensive annotated bibliography. You will role-play that you are an early-career

anthropology or GWSS scholar applying to do post-doctoral research. Imagine yourself in this role (you can even refer to imaginary prior research that you have conducted!) The Wenner-Gren format is very clear and gives you excellent practice for any other research proposals you may write in the future (including for Carleton fellowships). Specific guidelines for the research proposal will follow later in the term.

Your final project should be on a topic of your choice relating to the ethnography of reproduction. If you wish, feel free to reach beyond the cultures and geographic areas dealt with in this syllabus. In choosing your topic, keep in mind your own experiences and interests; I hope the work you do on this project will help you in other endeavors both at Carleton and beyond (e.g. comps, Fulbright applications, graduate school, non-profit work).

Using sources from other disciplines is fine—in many cases desirable—but you *must* use contemporary *anthropological* writing from prominent professional journals and presses.

In evaluating the final project, I look for thoroughness and imagination in both topic development and library research skills, synthesis of materials, critical analysis, and use of anthropological concepts.

H. Oral Presentation of Final Project: The last class session will be devoted to oral presentations of the final projects. We will run this session as a professional workshop. Proposal writers will present their proposals in a mock research funding interview. The rest of the class will serve as a panel of Wenner-Gren Foundation reviewers, generating a Q/A discussion.

I. Academic honesty: Cite correctly (using Chicago Manual of Style **author-date style** located [on their website](#)) and do not plagiarize (see <http://apps.carleton.edu/campus/doc/integrity/>).

J. Citation norms: You are **required** to follow Chicago Manual of Style **author-date** citation style (guideline in syllabus). This is part of **professional practice**; because this is an anthropology seminar, you will write & cite like an anthropologist. See “Citing Like an Anthropologist.”

K. Deadlines: Understanding that there are a lot of unknowns regarding our personal situations as the term unfolds, please try your best to honor the deadlines for coursework. Our collaborative work depends on it, and keeping up is a way of giving yourself structure in this new environment. Communication is absolutely key. Please let me know **before an assignment is due** and **before** a class session that you might need to miss. We will work something out.

L. Required Texts: All required article-length readings will be posted on our Moodle site.

The following books can all be acquired through the Carleton College Bookstore, which will also mail them to your home. If you are in TRiO, please contact that office about acquiring books. I have also insured that *almost* all of them are available in **electronic version** through Gould Library.

Bridges, Khiara M. 2011. *Reproducing Race: An Ethnography of Pregnancy as a Site of Racialization*. Berkeley: University of California Press. ISBN: 9780520268951 <https://www-jstor-org.ezproxy.carleton.edu/stable/10.1525/j.ctt1ppjz>

Cole, Jennifer. 2010. *Sex and Salvation: Imagining the Future in Madagascar*. Chicago: University of Chicago Press. ISBN: 9780226113319 <https://ebookcentral-proquest-com.ezproxy.carleton.edu/lib/carleton-ebooks/detail.action?pq-origsite=primo&docID=648128>

Feldman-Savelsberg, Pamela. 2016. *Mothers on the Move: Reproducing Belonging between Africa and Europe*. Chicago: University of Chicago Press. ISBN: 9780226389882 <http://search.ebscohost.com.ezproxy.carleton.edu/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1334066>

Ginsburg, Faye. 1998. *Contested Lives: The Abortion Debate in an American Community* (2nd ed). Berkeley: University of California Press. ISBN: 0520064925 <http://search.ebscohost.com.ezproxy.carleton.edu/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=6860>

Gottlieb, Alma. 2004. *The Afterlife Is Where We Come From: The Culture of Infancy in West Africa*. Chicago: University of Chicago Press. ISBN: 9780226305028

Johnson-Hanks, Jennifer. 2006. *Uncertain Honor: Modern Motherhood in an African Crisis*. Chicago: University of Chicago Press. ISBN: 0226401820

CITING LIKE AN ANTHROPOLOGIST (CMOS Author-Date citation style)

In papers for this and other anthropology classes, you should use the citation style commonly employed in anthropological scholarly journals. This means you need to cite, both in the text and in a section titled “**References Cited**,” works from which you have drawn ideas as well as works you quote. Anthropologists use **author-date** from the *Chicago Manual of Style*, found [on their website](#). Please note that the Chicago Manual keeps updating. Use the most recent version. When in doubt, use the examples I provide.

In the course of your text, cite authors whose ideas you use with their last name and the date of publication; you can include more than one citation if you got the idea from more than one source (Ginsburg 1989; Ginsburg and Rapp 1991). If you *quote* an author, e.g. that “the powers of village women... [do not] provide women with the last word” (Harding 1975, 308), you must include the page number(s). Please note that the citation and period/comma are outside of the quotation marks.

References Cited, placed starting on a new page at the end of your text, includes only publications cited in the text. All entries must be listed alphabetically by last name of author, and chronologically arranged for two or more titles by the same author. The layout should be as follows:

1a) for a **journal article**, showing the volume and issue numbers, and page numbers:

Becker, Gay. 1994. “Metaphors in Disrupted Lives.” *Medical Anthropology Quarterly* 8(4):383-410.

1b) If you find and read/download the **journal article from an online source**, include the DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include an access date.

Kossinets, Gueorgi, and Duncan J. Watts. 2009. “Origins of Homophily in an Evolving Social Network.” *American Journal of Sociology* 115:405–50. Accessed February 28, 2010. doi:10.1086/599247.

2) for a **chapter in a book of collected essays** (Author. date. “chapter title.” In Book *Title*, edited by Editors, pages. Place of Publication: Publisher.):

Kelly, John D. 2010. “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War.” In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press.

3) for a **book** (title is capitalized; date, place of publication [use the first one listed], and publisher all included):

Lucht, Hans. 2011. *Darkness before Daybreak: African Migrants Living on the Margins in Southern Italy Today*. Berkeley: University of California Press.

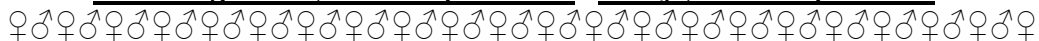
4) for an **article in a newspaper or popular magazine** (include the issue and page numbers if using print versions):

Stolberg, Sheryl Gay, and Robert Pear. 2010. “Wary Centrists Posing Challenge in Health Care Vote.” *New York Times*, February 27. Accessed February 28, 2010. <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.

5) for **website content**, include as much of the information you’d need for a printed publication’s citation as possible (including author’s name, date of publication, title, publisher), followed by the URL of the site you are citing. Because such content is subject to change, include an access date or, if available, a date that the site was last modified. In the absence of a date of publication, use the access date or last-modified date as the basis of the citation:

United Nations, Population Division of the Department of Economic and Social Affairs. 2012. *World Population Prospects: The 2012 Revision*. http://esa.un.org/unpd/wpp/unpp/panel_indicators.htm. Accessed March 8, 2015.

Following this style is a requirement. Ask if you have questions.



HELPFUL INFORMATION—RESOURCES AND MORE

Office Hours

I appreciate one-on-one communication with my students. I am here for you! [Click here to sign up for OFFICE HOURS](#). I use a [Zoom Room](#) for Office hours (Meeting ID: 913 4465 0783; Passcode: 334704); please enter the Zoom waiting room on time, and wait patiently while I finish up with my prior appointment.

Inclusion and Student Well-Being

I strive to create an inclusive and respectful classroom that values diversity. Our individual differences enrich and enhance our understanding of one another and of the world around us. This class welcomes the perspectives of all ethnicities, genders, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities.

Carleton College urges you to make yourself—your own health and well-being—your priority throughout this ten-week term and your career here. It is important to recognize stressors you may be facing, which can be personal, emotional, physical, financial, mental, or academic. Sleep, exercise, and connecting with others can be strategies to help you flourish at Carleton. If you are having difficulties maintaining your well-being, feel free to contact me and/or pursue other resources, such as [Student Health and Counseling](#) or the [Office of Health Promotion](#). They are developing ways to connect with you remotely, including via Telehealth sessions.

Part of student well-being is fostering an environment free of sexual misconduct. Carleton's goal is to ensure campus community members are aware of all the options available and have access to the resources they need. If you have questions, please contact Laura Riehle-Merrill, Carleton's Title IX Coordinator, or visit the Sexual Misconduct Prevention and Response website: <https://www.carleton.edu/sexual-misconduct/>.

Accommodations for Students with Disabilities

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 Sam Thayer ('10), Accessibility Specialist, Interim Director of Disability Services (x4464) to arrange a confidential discussion regarding equitable access and reasonable accommodations. To learn more about assistive technologies, contact aztechs@carleton.edu or visit go.carleton.edu/aztech.

Ask a Librarian

Ask a librarian—especially our social science superhero specialist librarian Kristin Partlo—for help with your research in this class. Librarians work as liaisons to academic departments, and yours can be found at <https://apps.carleton.edu/campus/library/help/help/liaisons/>. You can make an online appointment with your library liaison, or chat with a librarian online 24/7. You can also [email and call](#). Librarians help students find and evaluate articles, books, websites, statistics, data, government documents, and more. For more information on hours and librarians, visit the Gould Library website at go.carleton.edu/library. *To help you with all your papers, and particularly with your final project, please consult the research guide for our course at the following URL:* gouldguides.carleton.edu/soan395.

The Writing Center

I urge all students to utilize **The Writing Center**, which is offering a full schedule of videoconferences with peer writing consultants who can work with you during any stage of the writing process (brainstorming to final proofreading). Hours and more information can be found on

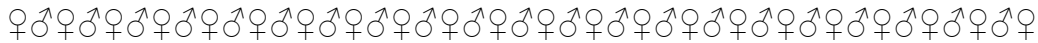
the [writing center website](#). You can reserve specific times for conferences by using their [online appointment system](#).

Term-Long Program for Multilingual Writers

If you are a second language writer and believe you might benefit from working individually with a writing consultant on a regular basis this term, email Renata Fitzpatrick, [Multilingual Writing Coordinator](#), at rfitzpatrick@carleton.edu. She can arrange once- or twice-a-week meetings between you and a specific writing consultant throughout the term. *Meetings will be in an online format until in-person classes resume on campus.*

Learning Strategies and Time Management

Oscar Alvarez, Academic Skills Coach, is eager to help you develop learning strategies that work in the Carleton context. His goals are to heighten your awareness of your personal strengths and to offer different ways you can approach your academic work so you're more efficient and effective. For details on how to schedule a videoconference with Oscar, visit: [Learning Strategies & Time Management](#). If you prefer to learn these skills and strategies on your own, visit "[Helpful DIY Resources](#)."



Selected Supplemental Recommended Readings

(for your convenience; please note that this list is neither complete nor in a consistent citation style—tsk tsk!)

Theorizing Reproduction

Greenhalgh, S. (1995) Anthropology theorizes reproduction: Integrating practice, political economic, and feminist perspectives. *In* *Situating Fertility*. S. Greenhalgh, ed. Pp. 3-28. Cambridge: Cambridge University Press.

Weiner, A. (1995) Reassessing reproduction in social theory. *In* *G&R*, pp. 407-424; Townsend, N. (1997) Reproduction in anthropology and demography. *In* D. Kertzer and T. Fricke, eds.

Anthropological Demography: Toward a New Synthesis, pp. 96-114. Chicago: University of Chicago Press; Browner, C.H. and C.F. Sargent (2011) Introduction: Toward Global Anthropological Studies of Reproduction: Concepts, Methods, Theoretical Approaches. *In* *Reproduction, Globalization, and the State*. Carole H. Browner and Carolyn F. Sargent, eds. Pp. 1-18. Durham: Duke University Press.

Abortion

Andaya, Elise. 2019. "I'm building a wall around my uterus': Abortion Politics and the Politics of Othering in Trump's America." *Cultural Anthropology* 34(1):10-17; Bleek (1981) Avoiding shame: The ethical context of abortion in Ghana. *Anthropological Quarterly* 54(4):203-209; Luker (1984) Abortion and the Politics of Motherhood; Luker (1996) Dubious Conceptions: The Politics of Teenage Pregnancy; Petchetsky, Rosalind Pollack (1984) Abortion and Woman's Choice: The State, Sexuality, and Reproductive Freedom. NY: Longman; Browner, C.H. (2001) Situating Women's Reproductive Activities. *American Anthropologist* 102(4):773-788; Johnson-Hanks (2002) The Lesser Shame: Adolescent Abortion in Cameroon. *Social Science and Medicine* 55(8):1337-1349; Rossier, C. (2007) Abortion: An Open Secret? Abortion and Social Network Involvement in Burkina Faso. *Sociétés Contemporaines/Reproductive Health Matters* 15:230-238; [Telescope: Abortion Under Covid on Apple Podcasts](#).

Entry into Social vs. Biological Motherhood

Bledsoe, C. (2002) *Contingent Lives: Fertility, Time, and Aging in West Africa*. Chicago: University of Chicago Press.

*There is also a growing literature on entry into **parenthood for queer men and women**, some of which we are reading under the rubric “stratified reproduction.” To explore this topic further, see two books by Ellen Lewin, and an article by SOAN’s own Liz Raleigh:*

Lewin, Ellen. 2009. *Gay Fatherhood: Narratives of Family and Citizenship in America*. Chicago: University of Chicago Press; Lewin, Ellen. 1993. *Lesbian Mothers: Accounts of Gender in American Culture*. Ithaca: Cornell University Press; Raleigh, Elizabeth. 2012. “Are Single and Same Sex Parents More Likely to Adopt Transracially? A National Analysis of Race, Family Structure, and the Adoption Marketplace.” *Sociological Perspectives* 55(3):449-471; Lewin, Ellen. 2007. “Negotiating Lesbian Motherhood: The dialectics of Resistance and Accommodation.” In *Maternal Theory: Essential Readings.*, 370-389. Demeter Press; Lewin, Ellen. 2012. “Resignation and Refusal: The Moral Calculus of Lesbian and Gay Parenthood in the US.” In *Gender in Cross-Cultural Perspective*, 6th edition, edited by Caroline B. Brettell and Carolyn F. Sargent, 311-318. Boston: Pearson; Moore, Mignon R. 2012. “Intersectionality and the Study of Black, Sexual Minority Women.” *Gender and Society* 26(1):33-39; Moore, Mignon R. 2006. “Lipstick or Timberlands?: Meanings of Gender Presentation in Black Lesbian Communities.” *Signs* 32(1):113-139; Moore, Mignon R. 2008. “Gendered Power Relations among Women: A Study of Household Decision Making in Black, Lesbian Stepfamilies.” *American Sociological Review* 73(2):335-356; Luibhéid, Eithne. 2013. “From Childbearing to Multiple Sexuality and Migration Struggles.” In *Pregnant on Arrival: Making the Illegal Immigrant.*, 175-189. Minneapolis: University of Minnesota Press; Stacey, Judith. 2005. “The Families of Man: Gay Male Intimacy and Kinship in a Global Metropolis.” *Signs* 30(3):1911-1935; Levine, Nancy E. 2008. “Alternative Kinship, Marriage, and Reproduction.” *Annual Review of Anthropology* 37:375-389; Smietana, Marcin, Charis Thompson, and France Winddance Twine. 2018. “Making and Breaking Families: Reading Queer Reproductions, Stratified Reproduction and Reproductive Justice Together.” *Reproductive BioMedicine and Society Online* 7:112-130; Mamo, Laura et al. 2015. “Queer Intimacies and Structural Inequalities: New Directions in Stratified Reproduction” *Journal of Family Issues* 36(4):519-540; See also works by Michelle Walks; Riggs & Dempsey, and more.

Birth

Pinto, Sarah (2012) *Where There is No Midwife*. NY: Berghahn; van Hollen, Cecilia (2002) *Birth at the Threshold: Childbirth and Modernity in South India*. Berkeley: University of California Press; Fraser, Gertrude (1998) *African American Midwifery in the South: Dialogues of Birth, Race, and Memory*. Cambridge: Harvard University Press; Jambai, A. and C. MacCormack. (1997) “Maternal Health, War, and Religious Tradition: Authoritative Knowledge in Pujehun District, Sierra Leone.” In *Childbirth and Authoritative Knowledge: Cross-Cultural Perspectives*, edited by R. Davis-Floyd and C. Sargent, 421-440; Sargent, C. (1990) “The politics of birth: Cultural dimensions of pain, virtue, and control among the Bariba of Benin.” In W.P. Handwerker, ed. *Births and Power: Social Change and the Politics of Reproduction*, pp. 69-80; Fraser, G. (1995) “Modern bodies, modern minds: Midwifery and reproductive change in an African American community”. In G&R, pp. 42-58, and many more, e.g. by Jordan, Michaelson, etc.; [Psychological impact of COVID-19 quarantine measures in northeastern Italy on mothers in the immediate postpartum period.](#)

Infancy

Goldstein, A., S.C. Watkins, and A.R. Spector. (1994) Childhood health-care practices among Italians and Jews in the United States 1910-1940. *Health Transition Review* 4(1):45-62; van Esterik, P. (2002) Contemporary Trends in Infant Feeding Research. *Annual Review of Anthropology* 31:257-278; Keller, Heidi, Susanne Voelker, and Relindis D. Yovsi. 2005. “Conceptions of Parenting in

Different Cultural Communities: The Case of West African Nso and Northern German Women.” *Social Development* 14(1):158-180; D’Alisera, JoAnn. 1998. “Born in the USA: Naming Ceremonies of Infants among Sierra Leonans Living in the American Capital.” *Anthropology Today* 14(1):16-18; *Africa* (2005, no. 1), special issue on “Collective Memory and Reproduction in Sub-Saharan Africa,” guest editor PF-S, including an essay on *wrugbe* and colonial memories by Gottlieb, and on pawnship and childrearing in Nigeria by Renne.

Stratified Reproduction (see also **transnational parenting**, below, and **entry into motherhood**, above)

Andaya, Elise. 2018. “Stratification through Medicaid: Public Prenatal Care in New York City.” In *Unequal Coverage: The Experience of Health Care Reform in the United States*, edited by Jessica M. Mulligan and Heide Castañeda, 102-125. New York: NYU Press; Covington-Ward, Yolanda. 2013. “Fighting Phantoms: Mammy, Matriarch, and other Ghosts Haunting Black Mothers in the Academy,” In *Laboring Positions: Black Women, Mothering, and the Academy*, Sekile Nzinga-Johnson, Editor, Demeter Press, Pp. 236 – 256; Leinaweaver, J. (2011) Kinship Paths To and From the New Europe: A Unified Analysis of Peruvian Adoption and Migration. *Journal of Latin American and Caribbean Anthropology* 16(2):380-400; Galvez, Alyshia (2011) Patient Citizens, Immigrant Mothers. New Brunswick: Rutgers University Press Chavez, Leo (2004) A Glass Half Empty: Latina Reproduction and Public Discourse. *Human Organization* 63(2):173-189; Willen, Sarah S. (2005) Birthing “Invisible” Children: State Power, NGO Activism, and Reproductive Health among “Illegal Migrant” Workers in Tel Aviv, Israel. *Journal of Middle East Women’s Studies* 1(2):55-88; Kannaneh, Rhoda Ann (2002) Birthing the Nation: Strategies of Palestinian Women in Israel. Berkeley: University of California Press; Krause, Elizabeth L. (2001) “Empty Cradles” and the Quiet Revolution: Demographic Discourse and Cultural Struggles of Gender, Race, and Class in Italy. *Cultural Anthropology* 16(4):576–609; van Hollen, Cecilia (2013) Birth in the Age of AIDS: Women, Reproduction, and HIV/AIDS in India. Palo Alto: Stanford University Press; Hochschild, Arlie R. 2000. “Global Care Chains and Emotional Surplus Value.” In *On the Edge: Globalization and the New Millennium*, edited by Tony Giddens and Will Hutton, 130-146, London: Sage.; Boehm, Deborah A. 2012. *Intimate Migrations: Gender, Family, and Illegality among Transnational Mexicans*. New York: New York University Press; Fraser, G. (1995) Modern Minds, Modern Bodies: Midwifery and Reproductive Change in an African American Community. In *Conceiving the New World Order: The Global Politics of Reproduction*. Faye Ginsburg and Rayna Rapp, eds. Pp. 42-58. Berkeley: University of California Press; Castañeda, H. (2008) Paternity for Sale: Anxieties over “Demographic Theft” and Undocumented Migrant Reproduction in Germany. *Medical Anthropology Quarterly* 22(4):340-359; Sargent, C. (2011) Problematizing Polygamy, Managing Maternity: The Intersections of Global, State, and Family Politics in the Lives of West African Migrant Women in France. In *Reproduction, Globalization, and the State*. Carole H. Browner and Carolyn F. Sargent, eds. Pp. 192-203. Durham: Duke University Press.

Reproductive Insecurity

Feldman-Savelsberg, P. (1999) *Plundered Kitchens, Empty Wombs* (University of Michigan Press); Feldman-Savelsberg, P. and F.T. Ndonko (2010) Urbanites and Urban Villagers: Comparing ‘home’ among elite and non-elite Bamiléké women’s hometown associations. *Africa* 80(3):371-396; Feldman-Savelsberg, P., F.T. Ndonko, and S. Yang (2006) The Social Management of Fetal and Infant Death: Dual Disruptions to Reproductive Lives and Discourses. *Curare* 29(1):7-15; Feldman-Savelsberg, P., F.T. Ndonko, and S. Yang (2005) Remembering ‘the Troubles’: Reproductive Insecurity and the Management of Memory in Cameroon. *Africa* 75(1):10-29; Feldman-Savelsberg, P., F.T. Ndonko, and S. Yang (2005) How Rumor Begets Rumor: Collective Memory, Ethnic Conflict, and Reproductive Rumors in Cameroon. pp. 141-158 In: G.A. Fine, V. Champion-Vincent, and C. Heath, eds. *Rumor Mills: The Social Impact of Rumor and Legend*. New Brunswick: Aldine;

Feldman-Savelsberg, P. (2002) Is Infertility an Unrecognized Public Health Problem? An Emic View from the Grassfields of Cameroon. Pp. 215-232, In: Marcia Inhorn and Frank van Balen, eds. *Infertility Around the Globe: New Thinking on Childlessness, Gender, and Reproductive Technologies*. Berkeley: University of California Press; Feldman-Savelsberg, P. (2000) Sterilizing vaccines or the politics of the womb: Retrospective study of a rumor in Cameroon. *Medical Anthropology Quarterly* 14(2):159-179; Feldman-Savelsberg, P. (1995) Cooking inside: Kinship and gender in Bangangté metaphors of marriage and procreation. *American Ethnologist* 22(3):483-501; Inhorn, M. (1994) Quest for Conception. Philadelphia: University of Pennsylvania Press; Inhorn, M. (1996) Infertility and Patriarchy. Philadelphia: University of Pennsylvania Press; Becker, G. (1994) Metaphors in disrupted lives: Infertility... *Medical Anthropology Quarterly* 8(4):383-410; Inhorn, M. and F. van Balen, eds. (2002) *Infertility Around the Globe: New Thinking on Childlessness, Gender, and Reproductive Technologies*.

Transnational Parenting

Alber, Erdmute, Jeannett Martin, and Catrien Notermans, eds. 2013. *Child Fostering in West Africa: New Perspectives on Theory and Practices*. Leiden: Brill; Alpes, Maybritt Jill, and Alexis Spire. 2013. "Dealing with Law in Migration Control: The Powers of Street-level Bureaucrats at French Consulates." *Social and Legal Studies*: 1–14. doi:10.1177/0964663913510927; ; Bledsoe, Caroline, and Papa Sow. 2011. "Back to Africa: Second Chances for the Children of West African Immigrants." *Journal of Marriage and Family* 73 (4): 747–62 ; Brettel, Caroline and Faith E. Nibbs, eds. 2016. *Identity and the Second Generation: How Children of Immigrants Find their Space*, Nashville: Vanderbilt University Press ; Castañeda, Heide. 2012. "'Over-Foreignization' or 'Unused Potential'?" A Critical Review of Migrant Health in Germany and Responses toward Unauthorized Migration." *Social Science and Medicine* 74: 830–38; Coe, Cati. 2013. *The Scattered Family: Parenting, African Migrants, and Global Inequality*. Chicago: University of Chicago Press; Coe, Cati. 2016. "Translations in Kinscripts: Child Circulation among Ghanaians Abroad." In *Affective Circuits: African Migrations to Europe and the Pursuit of Social Regeneration*, edited by Jennifer Cole and Christian Groes, 27-53. Chicago: University of Chicago Press.; Coe, Cati, Rachel R. Reynolds, Deborah Boehm, Julia Meredith Hess, and Heather Rae-Espinoza, eds. 2011. *Everyday Ruptures: Children, Youth, and Migration in Global Perspective*. Nashville: Vanderbilt University Press; Cole, Jennifer, and Christain Groes, eds. 2016. *Affective Circuits: African Migrations to Europe and the Pursuit of Social Regeneration*. Chicago: University of Chicago Press; Foner, Nancy and Joanna Dreby. 2011. "Relations Between the Generations in Immigrant Families." *Annual Review of Sociology* 37:545-564; Huschke, Susann. 2014. "Performing Deservingness: Humanitarian Health Care Provision for Migrants in Germany." *Social Science and Medicine* 120: 352–59; Keaton, Trica. 2005. "Arrogant Assimilationism: National Identity Politics and African-Origin Muslim Girls in the Other France." *Anthropology & Education Quarterly* 36 (4): 405-423; Leinaweaver, Jessaca. 2008. *The Circulation of Children: Adoption, Kinship, and Morality in Andean Peru*. Durham: Duke University Press; Leinaweaver, Jessaca. 2013. *Adoptive Migration: Raising Latinos in Spain*. Durham: Duke University Press; Nyamnjoh, Henrietta, and Michael Rowlands. 2013. "Do You Eat Achu Here? Nurturing as a Way of Life in a Cameroon Diaspora." *Critical African Studies* 5(3):140-52; Qin, Desiree Baolian. 2006. "'Our Child Doesn't Talk to Us Anymore': Alienation in Immigrant Chinese Families." *Anthropology and Education Quarterly*. 37 (2): 162–79. doi:10.1525/aeq.2006.37.2.162; Rumbaut, Ruben G. 2002. "Severed or Sustained Attachments? Language, Identity, and Imagined Communities in the Post-Immigrant Generation." In *The Changing Faces of Home: The Transnational Lives of the Second Generation*, edited by Peggy Levitt and Mary C. Waters, 43-95. New York: Russell Sage Foundation; Ticktin, Miriam. 2011. *Casualties of Care: Immigration and the Politics of Humanitarianism in France*. Berkeley: University of California Press.

Coming of Age in the Neoliberal Sexual Economy

Cole, Jennifer. 2014. "The *téléphone malgache*: Transnational gossip and social transformation among Malagasy marriage migrants in France." *American Ethnologist* 41(2):276-289; Cole, Jennifer, and Deborah Durham. 2007. "Introduction: Age, Regeneration, and the Intimate Politics of Globalization." In *Generations and Globalization: Youth, Age, and Family in the New World Economy*. Ed. by Jennifer Cole and Deborah Durham, 1-28. Bloomington: Indiana University Press; Cole, Jennifer, and Christian Groes-Green. 2016. "Affective Circuits and Social Regeneration in African Migration." In *Affective Circuits: African Migrations to Europe and the Pursuit of Social Regeneration*. Ed. by Jennifer Cole and Christian Groes-Green.; Cole, Jennifer, and Lynn M. Thomas, eds. 2009. *Love in Africa*. Chicago: University of Chicago Press; Hirsch, Jennifer. 2003. *A Courtship after Marriage: Sexuality and Love in Mexican Transnational Families*. Berkeley: University of California Press; Hirsch, Jennifer, and Holly Wardlow, eds. 2006. *Modern Loves: The Anthropology of Romantic Courtship and Companionate Marriage*. Ann Arbor: University of Michigan Press; Smith, Daniel J. 2004. [Youth, sin and sex in Nigeria: Christianity and HIV/AIDS-related beliefs and behaviour among rural-urban migrants](#). *Culture, Health & Sexuality* 6(5):425-437.

