

Cover Sheet: Request 14146

ANT4XXX Anthropology of Pregnancy, Birth, and Early Childhood Development

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Adrienne Strong adrienne.strong@ufl.edu
Created	8/21/2019 1:18:22 PM
Updated	3/8/2020 2:57:22 PM
Description of request	This course has been taught previously under the "special topics" heading and I would like to submit it for review so it can be formally added to the department's course offerings on a regular basis. I have updated the course description and objectives as requested and resubmitted an updated version of the syllabus labeled with today's date, 1.28.20.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Anthropology 011602000	Peter Collings		9/5/2019
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following changes needed: 1) please revise the course description by removing "this course" and "the course"; 2) please revise the course objectives by removing "to be able to" and "to"; 3) please communicate through Dr. Spillane to the committee whether the graduate portion will be seeking a permanent number and, if so, a separate request should be submitted for the graduate version	11/16/2019
No document changes					
Department	Approved	CLAS - Anthropology 011602000	Peter Collings		1/28/2020
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/18/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/18/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					

Step	Status	Group	User	Comment	Updated
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 14146

Info

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Description of request: This course has been taught previously under the "special topics" heading and I would like to submit it for review so it can be formally added to the department's course offerings on a regular basis. I have updated the course description and objectives as requested and resubmitted an updated version of the syllabus labeled with today's date, 1.28.20.

Submitter: Adrienne Strong adrienne.strong@ufl.edu

Created: 3/8/2020 3:11:23 PM

Form version: 3

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

ANT

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

4

Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:

Joint (Ugrad/Grad)

- 1000 and 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate

4000/5000 and 4000/6000 levels = Joint undergraduate/graduate (these must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

Enter the title of the course as it should appear in the Academic Catalog.

Response:
Anthropology of Pregnancy, Birth, and Early Childhood Development

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 21 characters (including spaces and punctuation).

Response:
Preg,Birth& Child Dev

Degree Type

Select the type of degree program for which this course is intended.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
Yes

Co-Listing Explanation

Please detail how coursework differs for undergraduate, graduate, and/or professional students. Additionally, please upload a copy of both the undergraduate and graduate syllabus to the request in .pdf format.

Response:
The graduate students are required to lead discussion while the undergraduates are not. Likewise, the expectations for graduate student participation in the online discussions are higher. The final product for the course is a final paper or poster presentation for the undergraduates, with their paper being 15-20 pages. The graduate students enrolled in the course are required to

achieve a minimum length of 25 pages and do not have the poster option available to them. Likewise, the papers for the graduate students must tie in to their on-going research work and are expected to be of publishable quality. In some weeks, the grad students have more required reading in addition to that assigned to the undergrads.

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the

UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:

No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- *Regularly Scheduled [base hr]*
- *Thesis/Dissertation Supervision [1.0 headcount hr]*
- *Directed Individual Studies [0.5 headcount hr]*
- *Supervision of Student Interns [0.8 headcount hr]*
- *Supervision of Teaching/Research [0.5 headcount hr]*
- *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:

Uses a medical anthropological lens to examine variability in health among pregnant mothers and early childhood development cross-culturally, drawing on critical and biocultural accounts.

Focuses on several aspects of maternal health including reproductive ecology and fetal growth, birth experience, reproductive loss, breastfeeding, and early childhood development.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Response:

ANT 2410 & (ANT 3478 or ANT 4462)

Completing Prerequisites on UCC forms:

- *Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.*

- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

*Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor))*

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system.

Response:
None

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
The course is an introduction to the popular medical anthropology sub-field of the anthropology of reproduction. As a sub-field of medical anthropology, the students are expected to have already taken other medical anthropology courses upon which this class will build. Additionally, by permission from the instructor, the course is open to students from other disciplines including, but not limited to, nursing, Latin American or African Studies, development studies, public health, etc. While primarily drawing on a cultural anthropology foundation, the course incorporates biological anthropology and archaeology to build students' comprehensive understanding of the scope of this area of study within anthropology. Using reproduction, students explore other, universal topics, such as health disparities and inequities, migration, technology, race, and cultural differences.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

- Response:
- Identify the challenges facing women and communities at importance stages of the reproductive cycle from a cultural anthropological and biocultural perspective
 - Analyze societal forces that either impede or support childbearing and early childhood development
 - Connect course content to everyday, current societal and policy challenges surrounding issues such as conception, pregnancy, pregnancy loss, birth, breastfeeding, and the early childhood years

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:
Required Books
Berry, N. (2010) Unsafe Motherhood: Mayan Maternal Mortality and Subjectivity in Post-War

Guatemala. New York: Berghahn.

Gottlieb, A. and J. DeLoache, eds. (2016), *A World of Babies: Imagined Childcare Guides for Eight Societies*. Cambridge, UK: Cambridge University Press.

Cecil, R. (1996). *The Anthropology of Pregnancy Loss: Comparative Studies in Miscarriage, Stillbirth, and Neonatal death*. Oxford, UK: Berg Publishers.

Lancy, D.F. (2015). *The Anthropology of Childhood: Cherubs, Chattel, Changelings*. 2nd ed. Cambridge: Cambridge University Press.

Tomori, C., A.E.L. Palmquist, and E.A. Quinn. (2018). *Breastfeeding: New Anthropological Approaches*. London: Routledge. (ebook available through UF libraries)

Davis-Floyd, R. and M. Cheyney. (2019) *Birth in Eight Cultures*. Long Grove, IL: Waveland Press, Inc.

Han, S., T.K. Betsinger, and A.B. Scott (2017). *Anthropology of the Fetus: Biology, Culture, and Society*. New York: Berghahn. (ebook available through UF libraries)

Sufrin, Carolyn. (2017). *Jailcare: Finding the Safety Net for Women Behind Bars*. Oakland, CA: University of California Press. (ebook available through UF libraries)

Suggested books

Jordan, B. (1992). *Birth in Four Cultures: A Crosscultural Investigation of Childbirth in Yucatan, Holland, Sweden, and the United States*. Long Grove, IL: Waveland Press.

Other readings included below in the weekly schedule of topics.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Readings/Assignments

Week 1

Biocultural frameworks • Syllabus and class policies

- Lock M, and Nguyen V-K. 2010. Local biologies and human difference in *An Anthropology of Biomedicine*. Wiley-Blackwell Publishing. p 83-108
- Worthman C, and Kohrt B. 2005. Receding horizons of health: biocultural approaches to public health paradoxes. *Social Science & Medicine* 61(4): 861-878.
- Davis-Floyd and Sargent Intro

Week 2

Lived experience

- Bridges book

Week 3

Fertility & Conception • Ellison, P. (2003) *Energetics and Reproductive Effort*. *American Journal of Human Biology*, 15: 342-351.

- Inhorn, M.C. (2003) *Global infertility and the globalization of new reproductive technologies: Illustrations from Egypt*. *Social Science & Medicine* 56:1837-1851.
- Chisholm and Coall "Not by bread alone: The role of psychosocial stress in age at first reproduction and health inequalities."

Week 4

Fetal development • Kuzawa, C. (2005) *Fetal Origins of Developmental Plasticity: Are Fetal Cues Reliable Predictors of Future Nutritional Environments?* *American Journal of Human Biology*, 17:5-21.

- Markens, S. et al. (1997) *Feeding the Fetus: On Interrogating the Notion of Maternal-Fetal Conflict*. *Feminist Studies*, 23(2): 351-372.
- Han, Betsinger, and Scott. Foreword, Intro, and ch. 2, 3

Grad students:

- Han, Betsinger, and Scott ch. 4, 8, 9

Week 5

Defining a healthy pregnancy • Flaxman, S. & Sherman, P. (2000) Morning sickness: a mechanism for protecting mother and embryo. *Quarterly Review of Biology*, 75(2): 113-148.

• Betti L. & A. Manica. (2018) Human variation in the shape of the birth canal is significant and geographically structured. *Proc. R. Soc. B* 285:20181807
<http://dx.doi.org/10.1098/rspb.2018.1807>

• Sesia, P.M. "Women come here on their own when they need to:" Prenatal care, authoritative knowledge, and maternal health in Oaxaca in Davis-Floyd and Sargent.

• van der Sijpt, E. (2013) Hiding or hospitalizing? On dilemmas of pregnancy management in East Cameroon. *Anthropology & Medicine* 20(3): 288-98.

Week 6

Maternal health & reproduction

• Pelto, G.H. (1987) Cultural issues in maternal and child health and nutrition. *Social Science and Medicine* 25(6): 553-559.

• Archaeologists and Death in Childbirth online article

• Van der Sijpt, E. (2013) Hiding or hospitalizing? On dilemmas of pregnancy management in East Cameroon. *Anthropology & Medicine* 20(3): 288-298.

• Poster/paper proposal due

Week 7

Birth outcomes • Sufrin book, Jailcare

• Lane, S. (2008) Structural violence, urban retail food markets, and low birth weight. *Health & Place*, 14:415-423.

For graduate students, also read the below:

• Pike, I.L. (2004) Maternal Stress and Fetal Responses: Evolutionary Perspectives on Preterm Delivery. *American Journal of Human Biology*, 17:55-65.

• Slaughter-Acey, J.C., Talley, L.M., Stevenson, H.C. et al. (2018) Personal versus group experiences of racism and risk of delivering a small-for-gestational age infant in African-American women: A life course perspective. *Journal of Urban Health* (2018): 1-12.
<https://doi.org/10.1007/s11524-018-0291-1>

Week 8

Childbirth

• Birth in 8 Cultures

• Watch "The Business of Being Born"

Spring Break, no class

Week 9

Maternal mortality

•

Arps, S. (2009) Threats to safe motherhood in Honduran Miskito communities: Local perceptions of factors that contribute to maternal mortality. *Social Science & Medicine* 69: 579-586.

• Berry, N. (2010) Unsafe Motherhood

Week 10

Pregnancy loss

•

Cecil: Ch. 1, 6, 8, 9

• Van der Sijpt, E. & C. Notermans. (2010). Perils to pregnancies: On social sorrows and strategies surrounding pregnancy loss in Cameroon. *Medical Anthropology Quarterly* 24(3): 381-98

• Poster abstract and annotated bibliography due

Week 11

Surrogacy

• Deomampo, D. (2013) Transnational surrogacy in India: Interrogating power and women's agency. *Frontiers: A Journal of Women Studies* 34(3): 167-188.

• Whittaker, A. and A. Speier. (2010) "Cycling Overseas": Care, commodification, and

stratification in cross-border reproductive travel. *Medical Anthropology* 29(4): 363-383.

- Films

Week 12

Breastfeeding

- Hausman, B (2007) Things (Not) to Do with Breasts in Public: Maternal Embodiment and the Biocultural Politics of Infant Feeding. *New Literary History*, 38(3): 479-504.
 - Zeitlyn, S. and R. Rowshan (1997) Privileged Knowledge and Mothers "Perceptions": The Case of breastfeeding and insufficient milk in Bangladesh. *Medical Anthropology Quarterly*, 11(1): 56-68.
 - Tomori, Palmquist, and Quinn (2018) Forward and chapters 1, 2
- Graduate students also read the below:
- Tomori, Palmquist, Quinn Chapter 4 and choose one of chapters 7, 8, or 9, present brief summary to class

Week 13

Early Childhood

-

Lancy Intro, Chapters 1-3, 5, 10

Week 14

Early Childhood Socialization in Culture

- World of Babies discussion and presentations

Week 15

Final project presentations • Final project presentations. Submission due online by start of class

Links and Policies

Consult the syllabus policy page for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus.

Please see: syllabus.ufl.edu for more information

Response:

Attendance & Participation

Students have to be in class to receive credit for group activities and discussion. See above description under participation in in class discussion.

Excused absences require documented proof of absence and non-emergency situations must be approved in advance. Per UF policy, "... acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused." For more information on university attendance policies please visit: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

Policy on Late Assignments and Grade Inquiries

Students are required to complete all assignments by the stated due dates. Late assignments will lose one half-letter grade for each day past the deadline (including weekends). If you anticipate an approved absence or potential cause for tardiness due to activities such as interviews, sports trips, etc. please communicate with me as soon as you are aware of these circumstances, so we can work together to make sure you can still complete the assignment in a timely manner. We will work together to ensure you have a reasonable amount of time to make up an assignment if missed due to an approved reason. Assignments are due by 11:59 pm on the day assigned unless otherwise specified.

If you have a question about the grade you received on an assignment, I will be happy to discuss these with you in person. Please come to my office hours or schedule an appointment. Please

note: I will only discuss grades for ONE week after I have passed back the assignment. No changes will be made to existing grades after that window but I encourage you to come discuss your progress with me at any time.

Academic Honor Code

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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." The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodations

Please assert requests for accommodations often and early. It is never too late to request accommodations – our bodies and circumstances are continuously changing. If you have any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and you need some accommodations or alternatives to lectures, assignments, or exams, please feel free to contact me to discuss reasonable accommodations for your access needs. I am committed to making the course accessible to all students.

You will be asked to make use of formal accessibility services on campus; however, you will not be asked to disclose personal medical information. If there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to raise your ideas with me: I welcome comments and suggestions about the format of readings, lectures, and class discussions.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester

Faculty can expect to receive a student's accommodation letter within the first 3 weeks of classes; however, if a student registers with the DRC later in the semester faculty are still obligated to facilitate accommodations. Neither faculty nor administrators may independently deny a request for accommodation that is approved by the Disability Resource Center.

Basic Needs: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

University of Florida Campus Resources

Resources are available on-campus for students that feel like they are struggling in their personal or academic life.

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.
- University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, ufhealth.org/emergency-room-trauma-center.

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/.
- Library Support: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. teachingcenter.ufl.edu/
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio
- Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

Course Requirements and Grading

Course grades are calculated based on the following:

1. Individual discussion questions (15%)

Each student will post two discussion questions on Canvas about the weekly readings the night before class. The purpose of posting discussion questions prior to class is to encourage you to prepare for class and promote thoughtful analysis and in-class discussion. With this, you must also respond to two of your classmates' questions in order to receive full credit for the week.

2. In class group work (20%)

Each team will upload their weekly article analysis to Canvas on Friday by the end of class.

3. Participation In class discussion (15%)

Students will be assessed based on their contribution to both leading and participating in weekly class discussions, which will include reporting on small group discussion and contributing at least once during each class period to overall discussion. Graduate students will be required to lead class 2 times throughout the semester. Leading discussion and in-class presentations, such as in week 14, will be graded based on clarity and organization of content, summary of material, appropriate use of visuals, and public speaking/delivery (clarity, volume, etc.). A rubric will be available on line for your reference.

4. Research Poster/Paper Project (50%)

Students are required to present a research poster or paper on a topic relating to pregnancy, birth, and/or early childhood development during the last class session (April 19th). Several assignments will be used to assess the progress of research for the poster throughout the semester:

1. For this first assignment you must decide which option you are going to pursue. Along with this decision, you will submit a poster/paper proposal outlining the topic of the research project. Due February 19th, this proposal should describe the topic, including why the topic is important, and should identify some of the key questions or issues your project will explore. (20%)

2. For both options, a 300-word abstract and annotated bibliography with at least 10 carefully selected references from scholarly literature is due March 15th. (20%)

3. An electronic copy of your final poster or paper is due at the start of class on Friday, April 19th. (50%) For the paper option, the final length should be between 15 and 20 double spaced pages, not including the bibliography, and follow standard formatting, i.e. one-inch margins, size 11 or 12 pt fonts.

4. The final project presentations will be held during regular class time on Friday, April 19th

(10%)

For graduate students:

You are responsible for numbers 1 and 2 listed above however you MUST do the paper option. Additionally, the final paper should be of publishable quality and the final length should be minimally 25 pages in length. In order to consider it publishable quality, you should identify a journal to which you might submit such a paper and read their aims and scope. Include a justification of your choice with the proposal due Feb. 19th. You will most likely not have original data so, naturally, your paper will be different than a journal article but you should craft it with a similar level of care and attention to the development of your argument.

Grades

Grades are awarded on the basis of points received in the class and are not curved.

Final grades will be based on the following scale: A (94-100), A- (90-93.99), B+ (87-89.99), B (84-86.99), B- (80-83.99), C+ (77-79.99), C (74-76.99), C- (70-73.99), D+ (67-69.99), D (64-66.99), D- (60-63.99), E (<59.99).

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Dr. Adrienne Strong

Anthropology of Pregnancy, Birth, and Early Childhood Development

Preg Birth & Child Dev

(ANG6930/ANT4930)

Spring 2019

Location: Turlington 1208H, Fridays 9:35am-12:35pm

Dr. Adrienne Strong

Email: adrienne.strong@ufl.edu

Office: Grinter 441

Phone: 352-392-4490

Course website: Canvas

Spring Office Hours: M 12-1pm & 3-4pm, R 2-3pm or by appointment

Course Overview

Using a medical anthropological lens we will examine variability in health among mothers across the world and early childhood development cross-culturally, drawing both on critical medical anthropology and biocultural accounts of these topics. We will focus on several aspects of maternal health including reproductive ecology and fetal growth, birth experience, political ecology of maternal health, reproductive loss, the early postpartum period including breastfeeding, and key anthropological perspectives on early childhood development both in the social and physical realms. Each of these topics has a long history, and could be covered in an individual course, but this class endeavors to provide a systematic overview and foundation for understanding issues associated with the anthropology of maternal health and early childhood development. Through the course material we will answer questions such as: how do children develop moral personhood in different societies? What effect does racism have on low birth weight? Why do women still die due to pregnancy and childbirth? How do cultural explanatory models for pregnancy loss and stillbirth differ and why?

Prereqs: ANT 4462 OR ANT 3478 and ANT 2410 OR Graduate Standing

Learning Objectives

- Identify the challenges facing women and communities at importance stages of the reproductive cycle from a cultural anthropological and biocultural perspective
- Analyze societal forces that either impede or support childbearing and early childhood development
- Connect the course content to everyday, current societal and policy challenges surrounding issues such as conception, pregnancy, pregnancy loss, birth, breastfeeding, and the early childhood years

Required Books

Berry, N. (2010) *Unsafe Motherhood: Mayan Maternal Mortality and Subjectivity in Post-War Guatemala*. New York: Berghahn.

Gottlieb, A. and J. DeLoache, eds. (2016), *A World of Babies: Imagined Childcare Guides for Eight Societies*. Cambridge, UK: Cambridge University Press.

Cecil, R. (1996). *The Anthropology of Pregnancy Loss: Comparative Studies in Miscarriage, Stillbirth, and Neonatal death*. Oxford, UK: Berg Publishers.

Lancy, D.F. (2015). *The Anthropology of Childhood: Cherubs, Chattel, Changelings*. 2nd ed. Cambridge: Cambridge University Press.

Tomori, C., A.E.L. Palmquist, and E.A. Quinn. (2018). *Breastfeeding: New Anthropological Approaches*. London: Routledge. (ebook available through UF libraries)

Davis-Floyd, R. and M. Cheyney. (2019) *Birth in Eight Cultures*. Long Grove, IL: Waveland Press, Inc.

Han, S., T.K. Betsinger, and A.B. Scott (2017). *Anthropology of the Fetus: Biology, Culture, and Society*. New York: Berghahn. (ebook available through UF libraries)

Sufrin, Carolyn. (2017). *Jailcare: Finding the Safety Net for Women Behind Bars*. Oakland, CA: University of California Press. (ebook available through UF libraries)

Suggested books

Jordan, B. (1992). *Birth in Four Cultures: A Crosscultural Investigation of Childbirth in Yucatan, Holland, Sweden, and the United States*. Long Grove, IL: Waveland Press.

Class structure

In general, some weeks will vary but, each class will be divided into three components:

- A brief lecture that introduces the fundamentals of the topic for that week.
- Group work where students will be broken into teams and assigned a specific article to analyze.
- Discussion-each team will present their analysis of the article and discuss it with the class.

Course Requirements and Grading

Course grades are calculated based on the following:

1. *Individual discussion questions (15%)*

Each student will post two discussion questions on Canvas about the weekly readings the night before class. The purpose of posting discussion questions prior to class is to encourage you to prepare for class and promote thoughtful analysis and in-class discussion. With this, you must also respond to two of your classmates' questions in order to receive full credit for the week.

2. In class group work (20%)

Each team will upload their weekly article analysis to Canvas on Friday by the end of class.

3. Participation in class discussion (15%)

Students will be assessed based on their contribution to both leading and participating in weekly class discussions, which will include reporting on small group discussion and contributing at least once during each class period to overall discussion. Graduate students will be required to lead class 2 times throughout the semester. Leading discussion and in-class presentations, such as in week 14, will be graded based on clarity and organization of content, summary of material, appropriate use of visuals, and public speaking/delivery (clarity, volume, etc.). A rubric will be available on line for your reference.

4. Research Poster/Paper Project (50%)

Students are required to present a research poster or paper on a topic relating to pregnancy, birth, and/or early childhood development during the last class session (April 19th). Several assignments will be used to assess the progress of research for the poster throughout the semester:

1. For this first assignment you must decide which option you are going to pursue. Along with this decision, you will submit a poster/paper proposal outlining the topic of the research project. **Due February 19th**, this proposal should describe the topic, including why the topic is important, and should identify some of the key questions or issues your project will explore. (20%)
2. For both options, a 300-word abstract and annotated bibliography with at least 10 carefully selected references from scholarly literature is due **March 15th**. (20%)
3. An electronic copy of your final poster or paper is due at the start of class on **Friday, April 19th**. (50%) For the paper option, the final length should be between 15 and 20 double spaced pages, not including the bibliography, and follow standard formatting, i.e. one-inch margins, size 11 or 12 pt fonts.
4. The final project presentations will be held during regular class time on Friday, April 19th (10%)

For graduate students:

You are responsible for numbers 1 and 2 listed above however you **MUST** do the paper option. Additionally, the final paper should be of publishable quality and the final length should be minimally 25 pages. In order to consider it publishable quality, you should identify a journal to which you might submit such a paper and read their aims and scope. Include a justification of

your choice with the proposal due Feb. 19th. You will most likely not have original data so, naturally, your paper will be different than a journal article but you should craft it with a similar level of care and attention to the development of your argument.

Grades

Grades are awarded on the basis of points received in the class and are not curved.

Final grades will be based on the following scale: A (94-100), A- (90-93.99), B+ (87-89.99), B (84-86.99), B- (80-83.99), C+ (77-79.99), C (74-76.99), C- (70-73.99), D+ (67-69.99), D (64-66.99), D- (60-63.99), E (<59.99).

Attendance & Participation

Students have to be in class to receive credit for group activities and discussion. See above description under participation in in class discussion.

Excused absences require documented proof of absence and non-emergency situations must be approved in advance. Per UF policy, "... acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused." For more information on university attendance policies please visit: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

Policy on Late Assignments and Grade Inquiries

Students are required to complete all assignments by the stated due dates. Late assignments will lose one half-letter grade for each day past the deadline (including weekends). If you anticipate an approved absence or potential cause for tardiness due to activities such as interviews, sports trips, etc. please communicate with me as soon as you are aware of these circumstances, so we can work together to make sure you can still complete the assignment in a timely manner. We will work together to ensure you have a reasonable amount of time to make up an assignment if missed due to an approved reason. Assignments are due by 11:59 pm on the day assigned unless otherwise specified.

If you have a question about the grade you received on an assignment, I will be happy to discuss these with you *in person*. Please come to my office hours or schedule an appointment. Please note: I will only discuss grades for ONE week after I have passed back the assignment. No changes will be made to existing grades after that window but I encourage you to come discuss your progress with me at any time.

Academic Honor Code

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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." The Honor Code

(sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Accommodations

Please assert requests for accommodations often and early. It is never too late to request accommodations – our bodies and circumstances are continuously changing. If you have any kind of disability, whether apparent or non-apparent, learning, emotional, physical, or cognitive, and you need some accommodations or alternatives to lectures, assignments, or exams, please feel free to contact me to discuss reasonable accommodations for your access needs. I am committed to making the course accessible to all students.

You will be asked to make use of formal accessibility services on campus; however, you will not be asked to disclose personal medical information. If there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to raise your ideas with me: I welcome comments and suggestions about the format of readings, lectures, and class discussions.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester

Faculty can expect to receive a student's accommodation letter within the first 3 weeks of classes; however, if a student registers with the DRC later in the semester faculty are still obligated to facilitate accommodations. Neither faculty nor administrators may independently deny a request for accommodation that is approved by the Disability Resource Center.

Basic Needs: Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

University of Florida Campus Resources

Resources are available on-campus for students that feel like they are struggling in their personal or academic life.

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.

- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.
- *University Police Department*: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, ufhealth.org/emergency-room-trauma-center.

Academic Resources

- *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/.
- *Library Support*: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. teachingcenter.ufl.edu/
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio
- *Student Complaints On-Campus*: sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Course Schedule and Readings

The syllabus is a guide for the course and is subject to change with advance notice at my discretion.

Date	Readings/Assignments
Week 1 <i>Biocultural frameworks</i>	<ul style="list-style-type: none"> • Syllabus and class policies • Lock M, and Nguyen V-K. 2010. Local biologies and human difference in <i>An Anthropology of Biomedicine</i>. Wiley-Blackwell Publishing. p 83-108 • Worthman C, and Kohrt B. 2005. Receding horizons of health: biocultural approaches to public health paradoxes. <i>Social Science & Medicine</i> 61(4): 861-878. • Davis-Floyd and Sargent Intro
Week 2 <i>Lived experience</i>	<ul style="list-style-type: none"> • <i>Bridges book</i>
Week 3 <i>Fertility & Conception</i>	<ul style="list-style-type: none"> • Ellison, P. (2003) Energetics and Reproductive Effort. <i>American Journal of Human Biology</i>, 15: 342-351. • Inhorn, M.C. (2003) Global infertility and the globalization of new reproductive technologies: Illustrations from Egypt. <i>Social Science & Medicine</i> 56:1837-1851. • Chisholm and Coall “Not by bread alone: The role of psychosocial stress in age at first reproduction and health inequalities.”
Week 4 <i>Fetal development</i>	<ul style="list-style-type: none"> • Kuzawa, C. (2005) Fetal Origins of Developmental Plasticity: Are Fetal Cues Reliable Predictors of Future Nutritional Environments? <i>American Journal of Human Biology</i>, 17:5-21. • Markens, S. et al. (1997) Feeding the Fetus: On Interrogating the Notion of Maternal-Fetal Conflict. <i>Feminist Studies</i>, 23(2): 351-372. • Han, Betsinger, and Scott. Foreword, Intro, and ch. 2, 3 <p style="margin-left: 20px;">Grad students:</p> <ul style="list-style-type: none"> • Han, Betsinger, and Scott ch. 4, 8, 9
Week 5	<ul style="list-style-type: none"> • Flaxman, S. & Sherman, P. (2000) Morning sickness: a mechanism for protecting mother and embryo. <i>Quarterly Review of Biology</i>, 75(2): 113-148.

<p><i>Defining a healthy pregnancy</i></p>	<ul style="list-style-type: none"> • Betti L. & A. Manica. (2018) Human variation in the shape of the birth canal is significant and geographically structured. <i>Proc. R. Soc. B</i> 285:20181807 http://dx.doi.org/10.1098/rspb.2018.1807 • Sesia, P.M. “Women come here on their own when they need to:” Prenatal care, authoritative knowledge, and maternal health in Oaxaca in Davis-Floyd and Sargent. • van der Sijpt, E. (2013) Hiding or hospitalizing? On dilemmas of pregnancy management in East Cameroon. <i>Anthropology & Medicine</i> 20(3): 288-98.
<p>Week 6 <i>Maternal health & reproduction</i></p>	<ul style="list-style-type: none"> • Pelto, G.H. (1987) Cultural issues in maternal and child health and nutrition. <i>Social Science and Medicine</i> 25(6): 553-559. • Archaeologists and Death in Childbirth online article • Van der Sijpt, E. (2013) Hiding or hospitalizing? On dilemmas of pregnancy management in East Cameroon. <i>Anthropology & Medicine</i> 20(3): 288-298. • Poster/paper proposal due
<p>Week 7 <i>Birth outcomes</i></p>	<ul style="list-style-type: none"> • Sufrin book, <i>Jailcare</i> • Lane, S. (2008) Structural violence, urban retail food markets, and low birth weight. <i>Health & Place</i>, 14:415-423. <p>For graduate students, also read the below:</p> <ul style="list-style-type: none"> • Pike, I.L. (2004) Maternal Stress and Fetal Responses: Evolutionary Perspectives on Preterm Delivery. <i>American Journal of Human Biology</i>, 17:55-65. • Slaughter-Acey, J.C., Talley, L.M., Stevenson, H.C. et al. (2018) Personal versus group experiences of racism and risk of delivering a small-for-gestational age infant in African-American women: A life course perspective. <i>Journal of Urban Health</i> (2018): 1-12. https://doi.org/10.1007/s11524-018-0291-1
<p>Week 8 <i>Childbirth</i></p>	<ul style="list-style-type: none"> • <i>Birth in 8 Cultures</i> • Watch “The Business of Being Born”
	<p>Spring Break, no class</p>
<p>Week 9 <i>Maternal mortality</i></p>	<ul style="list-style-type: none"> • Arps, S. (2009) Threats to safe motherhood in Honduran Miskito communities: Local perceptions of factors that contribute to maternal mortality. <i>Social Science & Medicine</i> 69: 579-586. • Berry, N. (2010) <i>Unsafe Motherhood</i>

<p>Week 10 <i>Pregnancy loss</i></p>	<ul style="list-style-type: none"> • <i>Cecil</i>: Ch. 1, 6, 8, 9 • Van der Sijpt, E. & C. Notermans. (2010). Perils to pregnancies: On social sorrows and strategies surrounding pregnancy loss in Cameroon. <i>Medical Anthropology Quarterly</i> 24(3): 381-98 <p>• Poster abstract and annotated bibliography due</p>
<p>Week 11 <i>Surrogacy</i></p>	<ul style="list-style-type: none"> • Deomampo, D. (2013) Transnational surrogacy in India: Interrogating power and women’s agency. <i>Frontiers: A Journal of Women Studies</i> 34(3): 167-188. • Whittaker, A. and A. Speier. (2010) “Cycling Overseas”: Care, commodification, and stratification in cross-border reproductive travel. <i>Medical Anthropology</i> 29(4): 363-383. • Films
<p>Week 12 <i>Breastfeeding</i></p>	<ul style="list-style-type: none"> • Hausman, B (2007) Things (Not) to Do with Breasts in Public: Maternal Embodiment and the Biocultural Politics of Infant Feeding. <i>New Literary History</i>, 38(3): 479-504. • Zeitlyn, S. and R. Rowshan (1997) Privileged Knowledge and Mothers “Perceptions”: The Case of breastfeeding and insufficient milk in Bangladesh. <i>Medical Anthropology Quarterly</i>, 11(1): 56-68. • Tomori, Palmquist, and Quinn (2018) Forward and chapters 1, 2 <p>Graduate students also read the below:</p> <ul style="list-style-type: none"> • Tomori, Palmquist, Quinn Chapter 4 and choose one of chapters 7, 8, or 9, present brief summary to class
<p>Week 13 <i>Early Childhood</i></p>	<ul style="list-style-type: none"> • Lancy Intro, Chapters 1-3, 5, 10
<p>Week 14 <i>Early Childhood Socialization in Culture</i></p>	<ul style="list-style-type: none"> • <i>World of Babies</i> discussion and presentations
<p>Week 15 <i>Final project presentations</i></p>	<ul style="list-style-type: none"> • Final project presentations. Submission due online by start of class