

Anthropology of Pregnancy, Birth, and Early Childhood Development

Preg Birth & Child Dev

(ANG6930/ANT4930)

Spring 2019

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

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Office:

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Course website: Canvas

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

Course Overview

This course uses a medical anthropological lens to 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. In the course 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?

Learning Objectives

- To be able to identify the challenges facing women and communities at importance stages of the reproductive cycle from a cultural anthropological and biocultural perspective
- To be able to analyze societal forces that either impede or support childbearing and early childhood development
- To 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

Rogoff, B. (2003) *The Cultural Nature of Human Development*. Oxford, UK: Oxford University Press.

Lane, S. D. (2008). *Why Are Our Babies Dying? Pregnancy, Birth, and Death in America*. Boulder, CO: Paradigm Publishers.

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

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.

Suggested books

Davis-Floyd, R. and C. Sargent, eds. (1997) *Childbirth and Authoritative Knowledge: Cross-cultural Perspectives*. UC Press.

Gottlieb, A. and J. DeLoache, eds. (2016), *A World of Babies: Imagined Childcare Guides for Eight Societies*. Cambridge, UK: Cambridge University 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. In class discussion (15%)

Students will be assessed based on their contribution to both leading and participating in weekly class discussions.

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 20 and 30 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%)

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. 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."

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). There are no make-up opportunities for any assignment, as you will have ample time to complete each requirement. If you anticipate an 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.

I will not assign grades of “incomplete” except in the most unusual, extreme circumstances. You must provide documentation of such circumstances from an appropriate authority. 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

Students are expected to uphold the Academic Honor Code of the University of Florida. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and responsibility on the part of the University community. Please see the following website for a complete explanation of the Academic Honor Code: www.registrar.ufl.edu/catalog/policies/students.html).

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 requesting accommodation should first register with the Dean of Students Office so that you have documentation for all your courses. For more information about services available to University of Florida students: Dean of Students Office Disability Resource Center 202 Peabody Hall or 0020 Reid Hall Phone: (352) 392-1261 Phone: (352) 392-8570

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 Counseling Services

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

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
- Student Mental Health, Student Health Care Center, 392-1171, personal counseling
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Course Schedule and Readings

This is a preliminary schedule of topics and readings. The syllabus is a guide for the course and is subject to change with advance notice at my discretion.

Date	Readings/Assignments
January 11 <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 and ch. 3
January 18 <i>Lived experience</i>	<ul style="list-style-type: none"> • <i>Lane book</i>
January 25 <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. • Wasser, S. and N. Place (2001) Reproductive filtering and the social environment. In, <i>Reproductive Ecology and Human Evolution</i>. Edited by P. Ellison. Aldine: New York. Pp. 137-157. • <i>Davis-Floyd and Sargent: Ch. 3</i>
Feb. 1 <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. • Gluckman, P. and M. Hanson (2004) Maternal constraint of fetal growth and its consequences. <i>Seminars in Fetal & Neonatal Medicine</i>, 9: 419-425. • Markens, S. et al. (1997) Feeding the Fetus: On Interrogating the Notion of Maternal-Fetal Conflict. <i>Feminist Studies</i>, 23(2): 351-372.
Feb. 8 <i>Defining a healthy pregnancy</i>	<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. • Davis-Floyd and Sargent ch. 15 (Sesia) • 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

<p>Feb 15.</p> <p><i>Maternal health & reproduction</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. • Pelto, G. (1987) Cultural Issues in Maternal and Child Health and Nutrition. <i>Social Science & Medicine</i>, 25(6): 553-559. • van der Sijpt, E. (2013) Hiding or hospitalizing? On dilemmas of pregnancy management in East Cameroon. <i>Anthropology & Medicine</i> 20(3): 288-98. • Poster proposal due
<p>Feb. 22</p> <p><i>Birth outcomes</i></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. • Mackey, M et al. (2000) Stress, pre-term labor and birth outcomes. <i>Journal of Advanced Nursing</i>, 32(3): 666-674. • Lane, S. (2008) Structural violence, urban retail food markets, and low birth weight. <i>Health & Place</i>, 14:415-423. • 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>March 1</p> <p><i>Childbirth</i></p>	<ul style="list-style-type: none"> • <i>Short Class</i> • Jordan book • Watch “The Business of Being Born” available on Netflix, be ready to discuss after break, submit short assignment on Canvas
<p>March 8</p>	<p>Spring Break, no class</p>
<p>March 15</p> <p><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 • Poster abstract and annotated bibliography due
<p>March 22</p>	<ul style="list-style-type: none"> • Dr. Strong at Society for Applied Anthropology meetings, assignment to be announced
<p>March 29</p> <p><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.

<p>April 5</p>	<ul style="list-style-type: none"> • Tomori, Palmquist, Quinn Forward and chapters: 1, 2, 4, and choose one of chapters 7, 8, or 9. • LeVine, RA (2007) Ethnographic studies of childhood: A historical overview. <i>American Anthropologist</i> (109)2: 247-260
<p>April 12</p> <p><i>Early Childhood Socialization in Culture</i></p>	<ul style="list-style-type: none"> • <i>World of Babies</i>- groups, each group reads and does presentation on one chapter. All read intro • Rogoff ch. 1-4
<p>April 19</p> <p><i>Early Childhood Development</i></p>	<ul style="list-style-type: none"> • Rogoff ch.6 pp. 221-6 and ch. 7 • Poster presentations