

UNIVERSITY OF WESTERN ONTARIO
DEPARTMENT OF WOMEN STUDIES AND FEMINIST RESEARCH
FALL 2018

WS 2259F
Reproducing Race:
Race, Reproduction, Parenting, and Families

Tuesdays, 10:30am-1:30pm

Location: HSB-9

Instructor: Dr. Carolyn McLeod

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4133

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Office Hours: TBA

Course Description:

Race is widely understood to be a social construction. We can therefore ask how some social practices help to construct or 'reproduce' race, and how others deconstruct it. This course centres on historical and contemporary practices that concern race and the formation of families, and the having and rearing of children. It considers how these practices reproduce race, but also how they can deconstruct it and how well they align as a result with anti-racist politics. Among the specific topics we will cover are miscegenation laws, eugenics and race, the race selection of gametes acquired for one's reproductive use, race in global commercial contract pregnancy, transracial adoption, and the instilling of racial identities in one's children. The course is interdisciplinary, drawing from disciplines such as women's studies, history, philosophy, and critical race theory. We will also use contemporary media and film.

Course Objectives: by the end of the course, students will be able to,

- Explain how race relates to practices that concern the formation of families, and the having and raising of children
- Reflect on the value of these practices in terms of how well they align with anti-racist politics
- Discuss the social construction of race, understanding how it could be constructed differently
- Appreciate work on race and families that comes from different disciplines: for example, women's studies, philosophy, and critical race studies.

In addition, through their assignments (see below under Course Evaluation), students will develop or hone the following skills:

- Critical analysis and writing (through the online forum, quizzes, and papers)
- Thoughtful engagement with others on controversial topics (through the online forum and class discussion)
- Confident public speaking (through class discussion, which will occur in large and small groups)
- Synthesis and consolidation of significant amounts of material (through the quizzes and papers)

Course Materials:

- Readings, films, etc. available through our course website

Course Website:

All course information, including assignments, will be posted on our OWL site at <https://owl.uwo.ca/portal>.

Course Evaluation:

- 1) **Participation** in an online forum and in class: **20%**
 - Students will post summaries of our readings and questions or comments about them in an online forum on OWL, where they will be able to respond to one another
 - Classes will be discussion-based and the discussion will be prompted in part by what is happening in the online forum
- 2) **In-class quizzes: 30%**
 - Material for the course will be divided into four sections and students will write a quiz on each section
 - Only the *best three* quizzes will count, although students will be required to write all four
 - Each quiz that counts will be worth 10%
- 3) **Two essays** (each ~1500 words and worth 25%): **50%**

There will be no final exam for the course. More information about these assignments will be available on our website and provided in class.

Course Schedule: (tentative and therefore subject to change)

UNIT	DATE	TOPIC(S)	REQUIRED READING/VIEWING/LISTENING	ASSIGNMENT
1. Race and Racial Identity	Sept. 11	Introduction to the Course and to the Concept of Race	Case: <i>Rachel Dolezal</i> ; ' Rachel Dolezal, Wikipedia '; ' Rachel Dolezal Exclusive Extended Interview ,' <i>MSNBC</i> , June 27, 2015 (to be shown in class)	

			Charles Mills, 'But What Are You Really? The Metaphysics of Race,' from his <i>Blackness Visible: Essays on Philosophy and Race</i> (Cornell University Press, 1998), pp. 41-66 (25 pages)	
	Sept. 18	Race, Ancestry, and Culture	Charles Mills, 'But What Are You Really? The Metaphysics of Race,' from his <i>Blackness Visible: Essays on Philosophy and Race</i> (Cornell University Press, 1998), pp. 41-66 (25 pages), continued Linda Alcoff, 'Latinos, Asian Americans, and the Black-White Binary,' from her <i>Visible Identities: Race, Gender, and the Self</i> (Oxford University Press, 2006) pp. 247-263 (16 pages) Linda Geddes, ' <u>There is No DNA Test to Prove You're Native American</u> ,' <i>New Scientist</i> Feb. 5, 2014	Forum post
	Sept. 25	Racial Identity	Sally Haslanger, 'You Mixed? Racial Identity without Racial Biology,' in <i>Adoption Matters: Philosophical and Feminist Essays</i> (Cornell University Press, 2005), read pp. 265-267, 273-274, 277-289 (so 17 pages)	Forum post Quiz #1
2. Interracial Unions and Mixed-Race Children	Oct. 2	Miscegenation law	Case: <u><i>Loving v. Virginia</i></u> (history.com); <u><i>Loving</i></u> (film trailer; 2016) Peggy Pascoe, 'Miscegenation Law, Court Cases, and Ideologies of 'Race' in Twentieth Century America, <i>The Journal of American History</i> 83(1), 1996: 44-69 (25 pages) Osagie Obasogie, 'More Than Love: Eugenics and the Future of <i>Loving v. Virginia</i> ,' <i>Fordham Law Review</i> 86(6), 2018 (6 pages) Michael Billinger, ' <u>Miscegenation</u> ,' <i>Eugenics Archives</i> , Sept. 13, 2013	Forum post
Oct. 9: Fall Reading Week				

	Oct. 16	Contemporary interracial unions	<p>Case: <i>Hadiya Roderique</i>, ‘<u>Dating While Black</u>,’ <i>The Walrus</i>, Feb. 15, 2017</p> <p>Shantel Buggs, ‘Does (mixed-)race matter? The role of race in interracial sex, dating, and marriage,’ <i>Sociology Compass</i> 11(11), 2017 (13 pages)</p> <p>Lawrence Hill, ‘You Are,’ in his <i>Black Berry, Sweet Juice: On Being Black and White in Canada</i>, HarperCollins, 2001, pp. 17-36 (19 pages)</p> <p>Zosia Bielski, ‘<u>Where is the love? How tolerant is Canada of its interracial couples?</u>’ <i>The Globe and Mail</i>, March 24, 2017</p>	Forum post Paper #1
	Oct. 23	Mixed Race	<p>Minelle Mahtani, ‘Mixed Race Mythologies: Toward an Anticolonial Mixed Race Studies,’ in her <i>Mixed Race Amnesia</i>, UBC Press, 2014, pp. 29-59 (30 pages)</p>	Forum post Quiz #2
3. Anti- and Pro-Natalism	Oct. 30	Eugenics	<p>Case: <i>Coerced tubal ligations in Saskatoon</i>; <u>video</u> (view to 6:13), <u>report</u> (read pp. 17-23, 5 pages; Boyer and Bartlett, 2017)</p> <p>Priti Patel, ‘Forced Sterilization of Women as Discrimination,’ <i>Public Health Reviews</i> 38(15), 2007 (12 pages)</p> <p>Jennifer Nelson, ‘An Instrument of Genocide: The Black Nationalist Campaign Against Birth Control,’ from her <i>Women of Colour and the Reproductive Rights Movement</i> (New York University Press, 2003), pp 85-111 (26 pages)</p> <p>Sistersong, ‘<u>What is Reproductive Justice?</u>’</p>	Forum post
	Nov. 6	Assisted Reproduction	<p>Case: <i>child of the ‘wrong’ race; ‘Why am I dark, daddy? The white couple who had mixed race children after IVF blunder,’</i> <i>The Daily Mail</i>, June 13, 2009;</p>	Forum post

			<p><u>'Parents of children with darker skin lose IVF appeal,' BBC News, June 24, 2011</u></p> <p>Dorothy Roberts, 'Race, Gender, and Genetic Technologies: A New Reproductive Dystopia?' <i>Signs</i> 34(4), 2009: 783-804 (21 pages)</p> <p>Amrita Pande, 'Global reproductive inequalities, neo-eugenics and commercial surrogacy in India,' <i>Current Sociology Monograph</i> 64(2), 2016: 244–258 (14 pages)</p> <p>Amrita Pande, '<u>Surrogates are Workers, not Wombs,</u>' <i>The Hindu</i>, August 29, 2016</p>	
	Nov. 13	Assisted Reproduction	<p>Case: '<u>rainbow babies</u>'; Gloria Galloway and Carrie Tait, '<u>Calgary fertility clinic in hot water after refusing to help with mixed-race babies,</u>' <i>The Globe and Mail</i>, March 25, 2017</p> <p>Hawley Fogg-Davis, 'Navigating Race in the Market for Human Gametes,' <i>Hastings Center Report</i> 31(5), 2001: 13-21 (8 pages)</p>	Forum post Quiz #3
4. Transracial Adoption	Nov. 20	Child's Best Interests	<p>Case: <i>Indigenous child welfare in Canada;</i> CBC's <i>The Current:</i> '<u>In Care and in Crisis</u>'</p> <p>Raven Sinclair, 'Identity Lost and Found: Lessons from the Sixties Scoop,' <i>First Peoples Child and Family Review</i> 3(1), 2007: 65–82 (17 pages)</p> <p>Shelley Park and Cheryl Green, 'Is Transracial Adoption in the Best Interests of Ethnic Minority Children? Questions Concerning Legal and Scientific Interpretations of a Child's Best Interests,' <i>Adoption Quarterly</i> 3(4), 2000: 5-34 (29 pages)</p> <p>Recommended: Niigaanwewidam James Sinclair and Sharon Dainard, '<u>Sixties Scoop,</u>'</p>	Forum post Paper #2

			<i>The Canadian Encyclopedia</i> Oct. 6, 2017 (with accompanying video)	
	Nov. 27	Openness, Location, and a Child's Right to 'Their' Culture	<p>Case: <u><i>The Adoption Ceremony By Jay Lomax</i></u></p> <p>Heath Fogg Davis, 'The Political Geography of Whites Adopting Black Children in the United States,' from <i>Family-Making: Contemporary Ethical Challenges</i>. Ed. F. Baylis and C. McLeod (Oxford University Press, 2015), pp. 222-235 (15 pages)</p> <p>Alice Hearst, 'Community, Identity, and the Importance of Belonging,' from her <i>Children and the Politics of Cultural Belonging</i> (Cambridge University Press 2012), pp. 41-60 (19 pages)</p>	Forum post
	Dec. 4	Summary of the Course		Quiz #4

Course Policies:

Academic Accommodation: Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth (either alone or in combination) 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

Documentation shall be submitted, as soon as possible, to the Office of the Dean of the student's Faculty of registration, together with a request for relief specifying the nature of the accommodation being requested. The Student Medical Certificate (SMC) can be found at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

The full policy is available here:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Students should also note that individual instructors are not permitted to receive medical documentation directly from a student, whether in support of an application for accommodation on medical grounds, or for other reasons (e.g. to explain an absence from class

which may result in a grade penalty under an 'Attendance' policy in the course). All medical documentation must be submitted to the Academic Counselling office of a student's home Faculty.

Submitting Assignments: papers are due on the date stated on the course schedule and must be submitted to the Assignments section of our website, and ultimately to Turnitin.com (see below). You will need only to submit electronic copies of papers.

If your paper is late and an academic counsellor has not recommended that you receive an extension, then you will be penalized 3% per day for up to 7 days after the due date, after which the paper will not be accepted.

Forum posts and quizzes cannot be made up unless an academic counsellor has recommended that you receive accommodation for a medical or personal emergency.

Attendance Policy: The very nature of this course requires that you attend class regularly in order to do well. You are therefore expected to attend all scheduled classes.

Electronic devices: you may NOT use a computer in class for any reason other than to take notes, write quizzes, or participate in group activities. And you may not use a cell phone in class at any time. Should you, for any reason, NEED to receive a phone call/text during class time, you should keep your phone on vibrate and step out of the classroom to take the call/respond to the text.

Owl/Sakai: The use of Owl/Sakai is necessary for the successful completion of this course. There, you will access course readings, instructions for completing and submitting assignments, grades, etc.

Scholastic Offences, including Plagiarism: The University Senate requires that the following statements, and Web site references, appear on course outlines:

'Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy as above).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Prerequisites: the University Senate requires that the following statement appear on course outlines: 'Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.'

Special Examinations, Incomplete Standing, and Aegrotat Standing: all requests for Special Examinations, Incomplete Standing, or Aegrotat Standing must be made by the student, with supporting documentation, to the Dean of Arts and Humanities Academic Counselling Office. The Dean's office reserves the right not to sign INC and SPC grades without the proper paperwork. Special examinations must be written at the University or an Affiliated College no later than 30 days after the end of the examination period involved.