COURSE DESCRIPTION

Since its articulation in the Modern period, the concept of race has been inextricably linked not only with understandings of heritability and reproduction, but also with the idea that human reproduction might be manipulated and controlled. Throughout the 19th and 20th centuries, nowhere has greater control of reproduction been exercised than on the bodies of women of color. In the 21st century, questions of race and reproduction have only intensified with advancements in assisted reproductive technology that allow for cross-racial surrogacy and reproductive tourism.

In this course, we will briefly examine the history of race and reproduction before focusing on its many contemporary outcomes through recent monographs on the subject. We will also consider the silences and limitations of mainstream bioethics with respect to issues of race and reproduction, and explore how bioethics might be expanded or reconceptualized to better account for these issues.

COURSE OVERVIEW

REQUIRED TEXTS
- Other readings will be made available through CANVAS.

RECOMMENDED TEXTS
COURSE OBJECTIVES
• Introduction to history of race and reproduction
• Exploration of current issues in race and reproduction through recent texts
• Critical inquiry into the relationship of bioethics to issues of race and reproduction
• Practice in making reflective notes on texts/discussions
• Practice in writing a clear, concise exegesis as precursor to another work
• Practice in giving and receiving feedback on writing
• Production of a conference-length paper

COURSE WORK
• **Post-Class Reflections:** After each class each student will post a 300-500 word reflection on the day’s material and/or discussion to Canvas. Entries will be private, but time will be given at the beginning of the following class for discussion of reflections. This practice is intended to help you capture useful thoughts toward your final paper and future (or current) research.
• **Class Presentation/Discussion:** Each student will be responsible for a section of reading, which the student will present to the class. The presentation should include a handout that summarizes the reading and prompts for discussion. You should anticipate having about 45 minutes for your presentation and the discussion it engenders.
• **Exegesis:** Each student will write a 1200-1500 word exegesis of one source that the student intends to employ in their final paper. The source can, but need not, be one of the class readings.
• **Final paper:** Work for your final paper will be divided into three components:
  o **Paper Abstract:** Each student will write an abstract for her intended paper. This abstract should indicate the thesis, primary sources, and key arguments of the paper.
  o **Peer Review/Reader Report:** Each student will complete a rough draft of her paper and participate in a peer review process designed to identify important revisions to be completed before turning in the final paper. Each peer review partner will right up a brief, but detailed reader report in the same way one might when reviewing a submission to a journal.
  o **Final draft:** Each student will write a 3,000-4,000 word paper on a topic of their choice related to course themes. Parts (or the whole) of the exegesis may be worked into the paper. Philosophy students should make a philosophical argument. Students in other disciplines may opt to follow their own disciplinary norms (with instructor approval).

GRADING

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<tr>
<th>Component</th>
<th>Percentage of Final Grade</th>
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<tr>
<td>Post-Class Reflections</td>
<td>10</td>
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<tr>
<td>Presentation/Discussion</td>
<td>15</td>
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<tr>
<td>Exegesis</td>
<td>20</td>
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<td>Abstract</td>
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<td>Peer Review/Reader Report</td>
<td>10</td>
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<td>Final Paper</td>
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COURSE POLICIES

ATTENDANCE
Diligent attendance is always expected in a graduate course. That said, I understand that sometimes circumstances beyond a student’s control can make attendance difficult. If you must miss class, please let me know (in advance if possible). When a class is missed, a reflection may be written on the basis of class readings.

HONOR CODE
Using the ideas of another person—be it a professional writer, speaker, or a classmate or friend—without proper acknowledgment constitutes plagiarism. Even when it is unintended, plagiarism carries significant disciplinary action. Do not take this issue lightly. You are responsible for reading, understanding, and adhering to the guidelines for acknowledging the work of others as outlined on the UO website: http://researchguides.uoregon.edu/citing-plagiarism. Ignorance of the guidelines is not an acceptable excuse for student misconduct.

DISCRIMINATION
The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment without regard to any protected basis, including race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity and gender expression or any other consideration not directly and substantively related to effective performance.

The university is committed to providing a respectful environment for all members of the campus community. Prohibited discrimination and discriminatory harassment, including any form of sexual harassment, which subvert the mission of the university and jeopardize the educational or employment experience of students, faculty, and staff, will not be tolerated. If you have a concern of any sort, contact the Office of Affirmative Action & Equal Opportunity: https://aaeo.uoregon.edu/content/raise-concern.

I support all students regardless of immigration status or country of origin. For more information and resources please visit our Dreamers page (https://blogs.uoregon.edu/dreamers/) and the Immigration FAQs page (http://international.uoregon.edu/immigration_faq). Students, remember, when interacting with faculty, staff, and offices around campus you are never required to reveal your status.

ACCESSIBILITY
The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

OFFICE HOURS
My office hours are listed at the top of the syllabus and I will also be available at a variety of times by appointment. Please come and see me any time. You do not need to prepare in advance to meet with me.
<table>
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<tr>
<th>Wk</th>
<th>Tuesday</th>
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| 1  | 1/9  
*Deep History*  
Roberts Ch 1; Russell Ch 3; Kant |
| 2  | 1/16  
*Birth Control/Sterilization*  
Roberts Intro, Ch 2 & 3 + Gutierrez & Fuentes (Canvas) |
| 3  | 1/23  
*Control/Punishment 1*  
Roberts 4; Flavin Pt I & II |
| 4  | 1/30  
*Control/Punishment 2*  
Roberts 5; Flavin Pt III & IV |
| 5  | 2/6    
*Bioethics*  
Assorted articles on Canvas |
| 6  | 2/13   
*Reproduction and Privacy*  
Bridges Intro & Ch 5 (*Bridges visits campus 2/15*); Roberts 6-end |
| 7  | 2/20   
*Cross-Racial Surrogacy*  
Harrison Intro-Ch 2 |
| 8  | 2/27   
*Cross-Racial Surrogacy*  
Harrison Ch 3-end  
**DUE: Exegesis** |
| 9  | 3/6    
*Transnational Surrogates and Resistance*  
Pande Ch 1-5  
**DUE: Abstract** |
| 10 | 3/13   
*Transnational Surrogates and Resistance*  
Pande Ch 6-end  
**Peer Review/Reader Reports** |

**FINAL PAPER DUE:** Tuesday, March 20 @ Noon