

Interdisciplinary Programmes

Academic year 2018-2019

Global Population and Reproductive Politics in the 20th Century

DE123 - Autumn - 6 ECTS

Course Description

Over the course of the 20th century, concerns over population growth and reproduction spurred a range of interventions across the globe, from the establishment of small birth control clinics to the implementation of massive state family planning programs. This course will draw on readings from history, political science, and anthropology to explore the intersection of these campaigns with a variety of social movements (including eugenics, neo-Malthusianism, environmentalism, feminism, and public health) and questions surrounding human rights, bodily autonomy, gender relations, culture, and social change. The course will adopt both a comparative and transnational approach, focusing in on particular case studies from across the globe while also examining the circulation of ideology, theory, and technology across borders, the rise of international population aid agencies, and the advocacy strategies of transnational reproductive and sexual rights NGOs.

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Syllabus

The course is divided into two parts. After an introductory lecture outlining key frameworks and concepts in Week 2, Section 1 “Precedents” will focus on historical studies of population and reproductive politics in the twentieth century. We will discuss the ideological roots of birth control advocacy (namely eugenics, feminism, socialism, sexology, and neo-Malthusianism); the creation of early birth control clinics and state eugenic policies; the “over-population” panic and development of global demographic expertise in the mid-20th century; case studies of population control and family planning programs; and the development and impact of the pill. Section 2, “Contemporary Politics and Practices,” will draw on readings from political science, sociology, and anthropology, including discussions of transnational reproductive rights activism; the cultural context of reproduction; abortion politics; and sex and development.

Readings include a mix of local case studies and analysis of transnational organizations, processes, and networks; classes will also incorporate short video clips, visuals, and documentaries. The aim of the course is to explore issues surrounding population and reproduction from a variety of positions and methodologies. The course will operate in a seminar format focused on group discussion of course readings and is thus centered around active student participation. Students will also produce an original analysis of a case study of their choice.

Below please find the course schedule, requirements, and policies. All readings are available through the Course Moodle page. Students should self-enrol using the password: "population." Films are available through the course Vimeo account, password: DE123.

Course Schedule

Week 1, September 18 - Introduction

- ☐ No readings; students should review the Course Moodle Page and come prepared with any questions about the syllabus/readings/course assignments.

Week 2, September 25 - Frameworks and Key Concepts

Required Readings:

- ☐ Matthew Connelly, "Population Control Is History: New Perspectives on the International Campaign to Limit Population Growth," *Comparative Studies in Society and History*, Vol. 45, No. 1 (Jan., 2003): 122-147.
- ☐ Faye D. Ginsburg and Rayna Rapp, "Introduction: Conceiving the New World Order," in Faye D. Ginsburg and Rayna Rapp, eds. *Conceiving the New World Order: The Global Politics of Reproduction* (University of California Press, 1995): 1-18.
- ☐ Sônia Correa and Rosalind Petchesky, "Reproductive and Sexual Rights: A Feminist Perspective," in Carole R. McCann and Seung-kyung Kim, eds. *Feminist Theory Reader: Local and Global Perspectives* (Taylor and Francis 2013): 134-147.

Section I: Precedents

Week 3, October 2 – Ideological Roots and Transnational Networks in the early 20th Century

Required Readings:

- ☐ Philippa Levine and Alison Bashford, "Introduction: Eugenics and the Modern World," in Alison Bashford and Philippa Levine, eds. *The Oxford Handbook of the History of Eugenics* (Oxford University Press, 2010): 3-24.
- ☐ Aiko Takeuchi-Demirci, "Birth Control and Socialism: The Frustration of Margaret Sanger and Ishimoto Shizue's Mission," *The Journal of American-East Asia Relations*, Vol. 17 No. 3 (2010): 257-280.
- ☐ Alison Bashford, "Nation, Empire, Globe: The Spaces of Population Debate in the Interwar Years", *Comparative Studies in Society and History*, Vol. 49 No 1 (Jan 2007): p 170-201

Week 4, October 9 – Birth Control in Practice: Early Contraceptive Clinics and State Eugenics

Required Readings:

- ☐ Deborah A. Cohen, "Private Lives in Public Spaces: Marie Stopes, the Mothers' Clinics and the Practice of Contraception" *History Workshop* No. 35 (Spring 1993), p95-116.
- ☐ Cornelie Usborne, "Social Body, Racial Body, Woman's Body: Discourses, Policies, Practices from Wilhelmine to Nazi Germany, 1912-1945," *Historical Social Research*, Vol 36 No 2 (2011): 140-161.
- ☐ Johanna Schoen, "Between Choice and Coercion: Women and the Politics of Sterilization in North Carolina, 1929-1975," in *Journal of Women's History* 13.1 (Spring 2001): 132-156.

Week 5, October 16 – Population Experts and Global Family Planning after WWII

Required Readings:

- ☐ Manon Perry, "Most of the World's People Need Planned Parenthood" in *Birth Control: Mass Media and Family Planning* (New Brunswick: Rutgers University Press, 2013): 76-110.
- ☐ John Sharpless, "Population Science, Private Foundations, and Development Aid: The Transformation of Demographic Knowledge in the United States, 1945-1965," in Frederick Cooper and Randall Packard, eds., *International Development and the Social Sciences* (Berkeley: University of California Press, 1997): 176-200.

Week 6, October 23– Case Studies in Population Control/Family Planning

*****Select any 2 of the following readings:**

- ☐ Beth Baron, "The Origins of Family Planning: Aziza Hussein, American Experts, and the Egyptian State," *Journal of Middle East Women's Studies*, Vol. 4 No. 3 (Fall 2008): 31-57.
- ☐ Sanjam Ahluwalia and Daksha Pamar, "From Gandhi to Gandhi: Contraceptive Technologies and Sexual Politics in Postcolonial India, 1947-1977," in Rickie Solinger and Mie Nakachi, eds. *Reproductive States: Global Perspectives on the Invention and Implementation of Population Policy* (Oxford University Press, 2016): 124-155.
- ☐ Raul Necochea López, "Gambling on the Protestants: The Pathfinder Fund and Birth Control in Peru, 1958-1965," *Bulletin of the History of Medicine*, 88.2 (2014): 344-371
- ☐ Tyrene White, "China's Population Policy in Historical Context," in Solinger and Nakachi eds., *Reproductive States* (2016): 329-368.

Week 7, October 30 – The Pill

- ☐ No readings. We will watch and discuss the PBS documentary "The Pill" in class.

Week 8, November 6 – Research discussion.

- ☐ No readings. Students will be invited to share their plans for the research project with other students for feedback after submitting their proposals.

Paper Proposal Due by 14:00 (submit through Moodle)

Section II: Contemporary Politics and Practices

Week 9, November 13 –Mobilizing for Reproductive Rights

Required Readings:

- □ Amy J. Higer, "International Women's Activism and the 1994 Cairo Population Conference," in Mary K Meyler and Elisabeth Prugl, *Gender Politics in Global Governance*, (Rowman & Littlefield Publishers, 1998): 122-141.
- □ Students will select and read one oral history from Smith College's "Population and Reproductive Health Oral History Project." A list of narrators and transcripts available online can be found here: <https://www.smith.edu/libraries/special-collections/research-collections/resources-lists/oral-histories/population-reproductive-health/narrators>.

Week 10, November 20 – Culture, Gender and Reproductive Agency

Required Readings:

- □ Matthew R. Dudgeon and Marcia C. Inhorn, "Gender, Masculinity, and Reproduction: Anthropological Perspectives," in *Reconceiving the Second Sex: Men, Masculinity, and Reproduction* (New York: Berghahn Books, 2009): 72-102.
- □ Jennifer S. Hirsch, "Catholics Using Contraceptives: Religion, Family Planning, and Interpretive Agency in Rural Mexico," *Studies in Family Planning* Vol. 39, No. 2 (June 2008): 93-104.
- □ Sabina Faiz Rashid, "Small Powers, Little Choice: Contextualising Reproductive and Sexual rights in Slums in Bangladesh," *IDS Bulletin*, Vol. 37.5 (2006): 69-76.

Week 11, November 27 - Abortion Politics and Practice

Required Readings:

- □ Camilla Reuterswärd et al., "Abortion Law Reforms in Colombia and Nicaragua: Issue Networks and Opportunity Contexts," *Development and Change* 42.3 (2011): 805–831.
- □ Jane Wambui Njagi, "Abortion and African Culture: A Case Study of Kenya," in Kum-Kum Bhavnani, John Foran, Priya A. Kurian and Debashish Munshi, eds. *Feminist Futures: Reimagining Women, Culture and Development* (London: Zed Books, 2016): 109-131.
- □ Film: *A Quiet Inquisition* (2014) (available through the course Vimeo account).

Week 12, December 4 – Sex, Rights, and Education

Required Readings:

- □ Susie Jolly, Andrea Cornwall and Kate Hawkins, "Introduction: Women, Sexuality and the Political Power of Pleasure," in Jolly et al, eds. *Women, Sexuality and the Political Power of Pleasure*, (Zed Books, 2013): 1-27.
- □ Anaïs Bertrand-Dansereau, "Sex is a Gift from God: Paralysis and Potential in Sex Education in Malawi," in Jolly et al, eds. *Women, Sexuality and the Political Power of Pleasure*: 161-183.

Week 13, December 11 – Contemporary Reproductive Rights Activism: Opportunities and Challenges

- □ No readings

Week 14, December 18 – No class – extra office hours.

Final Paper Due by 23:55 (submit through Moodle) on January 1, 2019

Requirements

Participation = 30%

Students are expected to complete the required readings each week and come to class prepared to discuss them in detail. While reading, students should consider (a) the claims of the author (what are their central ideas/arguments? What do they tell us about the history/politics/practice of population and reproduction? Where do they fit in the broader literature?), (b) the key concepts/theories they use (how do they frame their work? Do they focus on individual rights, nation-building, choice vs coercion, gender...etc? How does their approach compare/contrast to others we have encountered so far?), and (c) the author's methodologies. What guides their research? What questions do they ask? How do they go about answering these questions? What level of analysis do they focus on (national? Transnational? Local?) Do they use interviews, ethnographic approaches, textual analysis...etc.? What are the possible strengths and limits of their approach? In other words, students should be reading the texts both for their content and with an eye for potential concepts/frameworks/methodologies they may want to engage with in their own research paper.

Participating actively will require regular attendance in class; students should email when unable to attend for a legitimate reason. Participation also includes not only talking but also listening to and engaging with one's colleagues respectfully and fully. This means that phones must be off and put away at all times, and laptops used for taking notes only.

Research Project

The major assignment for the course will be an original research project exploring a topic of one's choice that relates in some way to historical or contemporary reproductive politics and practices. This could take the form of, for example:

- ☐ a textual analysis of a historical source (such as a marriage manual from the 1930s, a population control treatise from the 1950s...etc) or contemporary debate
- ☐ a case study of a population/reproductive rights organization (or a comparison of 2 or more organizations), based on an analysis of their website, publications, and other available resources;
- ☐ an interview with an individual/set of individuals active in the field of reproduction (such as SRHR activists, midwives, doctors...etc);
- ☐ interviews or surveys documenting the reproductive history and experiences of an individual or cohort
- ☐ participant observation of (for example) a reproductive health clinic, a debate at the UN relevant to the topic of sexual/reproductive rights, or a meeting of an organization
- ☐ or something else! Feel free to come and talk to me if you have another idea.

The assignment will be completed in two parts. In November, students will submit a detailed paper proposal including background, literature review, and a proposed methodology. I will read the proposal and provide feedback. The final paper, due at the end of December, will include the (revised) sections on background, literature review, and methodology, as well as the presentation and analysis of the original research findings.

(a) Paper Proposal = 20%

2000-2500 words (excluding notes and bibliography), ie. approx. 6-8 pgs, 12pt Times New Roman Font, Double-spaced, with standard (2.5cm/1") margins, due November 6 at 14:00.

The proposal should include:

- (i) background information on the context relating to your proposed case study (key historical/political developments, relevant cultural/social factors, information on key actors/organizations)
- (ii) a short literature review covering key publications related to your study
- (iii) a methodology section, including the central and supplementary questions guiding your research, and details about the sources/data you will use to answer them (an annotated bibliography of documents to be looked at, a preliminary list of interview questions...etc)
- (iv) a bibliography of additional secondary sources you plan to consult

(b) Final Paper = 50%

4000-5000 words (excluding notes and bibliography), ie. approx. 16-20 pgs total, 12 pt Times New Roman font, Double-spaced, standard (2.5cm/1") margins, due January 1 at 23:55

This paper will build on the proposal and should include an introduction, the revised background/ methodology section, a literature review, and the presentation and analysis of your original research findings. The analysis should detail what you found, exploring how it fits with or diverges from other research on your specific topic, as well as how it might relate to broader discussions of social mobilization, reproductive rights, biopolitics...etc. Which concepts seem most applicable to understanding this case? How do the experiences documented fit with those found in other places/times? What further questions are raised by the analysis? Students should also reflect on the strengths and limits of their research methods, any difficulties they encountered, and/or experiences that stood out in the research process.

Policies

All papers must be submitted to the course Moodle page as a **Word document, double-spaced, 12 pt Times New Roman font, with standard (2.5cm/1") margins**. Due dates/times are indicated in the syllabus above. If you have technical difficulties with Moodle at that time, you should email the paper to me on time and then try again to upload it to Moodle once access is restored. **Late submission** of assignments will be penalized at a rate of -0.25 per day. Extensions will only be granted in cases of documented illness or emergency.

Papers should use footnotes in the Chicago citation style. Please see Purdue OWL's [Chicago Manual of Style](#) for guidelines on how to use this format and sample citations, as well as the sample paper provided on the Course Moodle page.

Cheating and plagiarism will not be tolerated. Cheating includes any action in disregard of the rules and standards governing evaluation or re-using, all or part, of coursework for which credits or a degree have already been obtained and presenting it as an original piece of work. Plagiarism includes appropriating the work of a third party and presenting it as one's own work, copying text, data, figures, images, etc. from external sources without citing the source or presenting ideas of other authors as original work. In the event that cheating or plagiarism are found to have occurred, a "0" grade will be attributed. Depending on the severity of the offence, the student may be excluded from the Institute. Please see the Institute's ["Internal Guidelines"](#) for further information.