
MOTHERHOOD:PROMISE AND PERIL in Fall 2019 (GS1091FB4)

Course Code	GS1091FB4	Professor(s)	Elizabeth Kinne
Prerequisites	None	Office Number	G-117
Class Schedule	MR: 13:45-15:05 in SD-5	Office Hours	After class or by appointment
Credits	4	Email	ekinne@aup.edu
Semester	Fall 2019	Office Tel. Ext.	846

Course Description

When women are still encouraged to embrace “having it all,” maternity remains central to social constructions of femininity. This class will explore the connections between reproduction, motherhood, and sexuality through a feminist lens, refuting the fallacy of “maternal instinct” and considering the global political, economic, and racial inequality in normative heterosexual reproduction. In order to better understand the cultural, social, and economic implications of contemporary motherhoods, we will talk about contraception, abortion, reproductive technologies, adoption, surrogacy, the global outsourcing of childcare and affective labor, the mommy wars, queer maternities. This cross-listed course will explore contemporary maternities through literature and provide an introduction to feminist theory with readings, including *The Argonauts* by Maggie Nelson, selections in feminist science fiction, and non-fiction or theoretical texts.

Course Learning Outcomes

General Education

GLACC LEARNING GOALS: This course can be used to fulfill the **Integrative Inquiry** category of the new Global Liberal Arts Core Curriculum, with the following learning outcomes:

Aesthetic Inquiry and Creative Expression: Students will engage with artistic or creative objects (e.g., visual art, theatrical works, film) in different media and from a range of cultural traditions.

Exploring and Engaging Difference: Students will think critically about cultural and social difference; they will identify and understand power structures that determine hierarchies and inequalities that can relate to race, ethnicity, gender, nationhood, religion, or class.

Course Outline

CLASS SCHEDULE:

September

Week I – Sept. 2nd – 6th: [Marriage and Mating: Historical Perspectives](#)

Monday 2nd – Course Introduction

Tuesday 3rd – **Reflective Seminar: Introductions, theme for joint projects, study skills, etc.**

Thursday 5th – Coontz, *Marriage, A History: How Love Conquered Marriage*, 1-33 (on Blackboard)

September 8th – last day to drop/add courses online

Week II – Sept. 9th - 13th: Marriage and Mating: Historical Perspectives

Monday 9th – Coontz, pp. 145-176, Patricia Hill Collins and Sirma Bilge “What is Intersectionality?” (on Blackboard)

Tuesday 10th – **Reflective Seminar: Sex ed! What is sex? What are males and females? A primer on the biology of menstruation, pregnancy, and orgasm.**

Thursday 12th – Coontz, pp. 229-244; Patricia Hill Collins, “Work, Family and Black Women’s Oppression”

Week III – Sept. 16th – 20nd: Gender and Race

Monday 16th – Hill Collins, “The Sexual Politics of Black Womanhood” and “Mammies, Matriarchs and Other Controlling Images”

Tuesday 17th- Reflective Seminar: Panel Discussion on Motherhood

Thursday 19th – Toni Morrison, *Beloved*, pp. Beginning – 50, [Press Article posting due](#)

Week IV – Sept. 23rd – 29th: Bargaining with the Patriarchy

Monday 23rd – Hill Collins “Black Women and Motherhood”; McCann and Kim, *Feminist Theory Reader: Local and Global Perspectives*, Kandiyoti “Bargaining with Patriarchy”, pp. 103-111.

Tuesday 24th – Reflective Seminar: Field work – visit a playground!

Thursday 26th – Morrison, *Beloved*, pp. 50-100.

October

Week V – Sept. 30th - Oct. 4th:

Monday 30th – Excerpts from *African Gender Studies: A Reader*; Sara Ruddick, “Maternal Thinking”

Thursday 3rd – [Morrison, *Beloved*, pp. 100-150](#), **Press Article posting due**

Week VI – Oct. 7th – 11th:

Monday 7th – Morrison, *Beloved*, pp. 150-200, **Paper Topic Due**

Tuesday 8th - Reflective Seminar: Library Visit: start working on your group projects.

Thursday 10th – Morrison, *Beloved*, pp. 200-250

Week VII – Oct. 14th-18th:

Monday 14th – Morrison, *Beloved*, pp. 250-end

Thursday 17th – Shari L. Thurer, “The Myths of Motherhood”; Daphne de Marneff, “The Problem of Maternal Desire”; Susan J. Douglas and Meredith W. Michaels, “The New Momism” (Reading presentations) **Press Article posting due**

October 18th, Mid-semester grades due

Week VIII – Oct. 21st – 25th:

Monday 21st – Audre Lord “Man-Child: A Black Lesbian Feminist’s Response”; Baba Copper, “The Radical Potential in Lesbian Mothering of Daughters”; Nancy D. Polikoff, “Lesbians Choosing Children: The Personal is Political Revisited”; **MLA Annotated Bibliography Due**

Thursday 24th – Nelson, *The Argonauts*, pp. 3-40

Week IX – Oct. 28th – 30th

Monday 28th – Nelson, *The Argonauts*, pp. 40-80, [Press Article posting due](#)

October 30th - November 3rd, (included) Fall break, No classes

November

Week X – Nov. 4th -8th:

[Monday 4th](#) – Nelson, *The Argonauts*, pp. 80-119

Tuesday 5th – Reflective Seminar: Group Advising Session with both professors! Plan ahead – review requirements for possible major/s, look through the spring course catalog, and come with a plan for Spring 2020.

Thursday 7th – Nelson, *The Argonauts*, pp. 119-154

Week XI – Nov. 11th – 15th:

Monday 11th – Armistice Break – No class

Thursday 14th – Nancy Chodorow, “Early Psychological Development: Psychoanalysis and the Sociology of Gender”; **Press Article posting due**

Week XII – Nov. 18th-22nd: Abortion

Monday 18th – Press excerpts on abortion, excerpts from Millar, *Happy Abortions: Our Bodies in the Era of Choice* **Paper Rough Drafts Due**

Tuesday 19th – Reflective Seminar: The biology, ethics, and sociology of abortion

Thursday 21st – No Class: Individual Conferences for final papers

Week XIII – Nov. 25th – 29th: Childless/Childfree?

Monday 25rd – No Class: Individual Conferences for final papers

Tuesday 26th – Reflective Seminar on Reproductive Technologies

Thursday 28th – No Class: Individual Conferences for final papers

December

Week XIV – 2nd – 6th: Reproductive Technologies and the Global Market

Monday 2nd – No Class: Drop-in office hour for last minute final paper questions

Thursday 5th – Andrea O'Reilly, “Feminist Mothering”, **Course Wrap-Up, Conclusions, Final Research Papers Due**

December 6th: Last day of classes; December 7th – 11th: Reading days

Textbooks

Title	Author	Publisher	ISBN	Required
Beloved	Toni Morrison	Vintage	978-0099511656	Yes
The Argonauts	Maggie Nelson	Melville House	978-0993414916	Yes
Beloved	Toni Morrison	Vintage	978-0099511656	Yes
The Argonauts	Maggie Nelson	Melville House	978-0993414916	Yes

Attendance Policy

ATTENDANCE POLICY:

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and *especially during the Drop/Add and Exam Periods.*

Grading Policy

GRADING:

- **20%: Preparation and Quizzes:** You will have periodic, unannounced reading quizzes in class; they may not be made up. The lowest quiz grade will be dropped. Failure of four or more quizzes will result in failure of the class.
- **10%: Attendance and Participation:** Consistent attendance and high-quality contributions are expected throughout the semester.
- **25%: Press Project with accompanying presentation in lieu of final exam**
 - Reviews of Press articles due on Blackboard **by midnight Sept. 19th, Oct. 3rd, Oct. 17th, Oct. 28th, Nov. 14th**
- **30%: 5-page Comparative Research Paper**
 - Paper topic (300-word description of your research topic) due **Oct. 7th**
 - MLA Bibliography due **Oct. 21st**
 - Rough Draft due **Nov. 18th**
 - Final Research Paper due **Dec. 5th**
- **15%: Joint Project** with Elena Berg's IDISC 1091 class
 - Joint Project presentations **Dec. 17th at 12:00** during final exam period for IDISC1091

A- Excellent; student is working to the maximum of their potential; demonstrates original, critical thinking, superior writing and research skills.

B- Good; student demonstrates potential; original ideas and sound writing and research skills.

C- Adequate; student demonstrates an understanding of the course material but could improve originality or critical skills; writing and research skills are mediocre.

D- Inadequate; insufficient thought, care or time have been given to the assignment; poor comprehension of material, writing and research; does not meet minimum requirements of the assignment.

F- Failing; unacceptable work; does not demonstrate an understanding of course material, is incomplete; critical thinking, writing and research skills need immediate and urgent attention for improvement AND/OR the assignment has been plagiarized.

Other

STUDENT LEARNING GOALS:

- To read and re-read, question, and interpret challenging texts and actively engage in critical discussion surrounding them.
- To learn to apply theoretical frameworks to literary texts and press articles for interpretation and analysis.
- To improve academic research and writing skills.
- To work both independently and as a team to organize and complete projects.

FIRSTBRIDGE LEARNING GOALS:

- Students will enhance their information literacy, acquiring an understanding of how information is produced, and discovering how to evaluate, create and use it effectively and ethically. Students will develop an awareness of the conversational nature of scholarship and be able to identify appropriate secondary sources to conduct effective research.
- Students will develop public speaking and presentation skills in order to participate effectively and appropriately in academic discussion and as community leaders, in a professional and engaging manner that can convey complex information.
- Students will be able to appreciate place as a site of knowledge, to interrogate the multiple meanings of place and develop a more informed and sensitive understanding of interactions between people and their physical environment.
- Students will learn to formulate questions that can lead to greater learning and productive individual and group research projects.

Students will strengthen the concrete skills and aptitudes to be successful at AUP and beyond, such as study skills and time management, the mindsets that lead to lifelong learning, and desired classroom behaviors and interpersonal skills.