Aims and Outcomes

Sex and reproduction are a necessity, a desire, a human compulsion. They are simultaneously private and public, as intimate acts and matters of open social concern. Sex sells, but it can be posed as indicative of larger social concerns. Political sex scandals, teenage pregnancy, designer vaginas, emergency contraceptives, and genetically engineered babies, have all provoked alarm and titillation at the failings, fears, and excitement of modernity. Human reproduction is crucial to social reproduction, as the birth of babies also produces parents, families, nations, and futures. From myths of origin to pornography, reproductive rights to the politics of motherhood, this course examines anthropological approaches to the study of sex and reproduction, asking why two aspects of life so crucial to biological existence can be seen as a desire, a danger, a choice, a risk, or even the very point of life itself. It addresses the multiple biological, political, ethical, material, and religious ways in which people engage with desire, love, and kinship.
Learning Outcomes

1. Improved understanding of the links between intimate acts of sex and reproduction and the social, economic, political, and historical contexts in which they take place.
2. Develop a critical understanding of the relationships between concepts of gender, sex and reproduction.
3. Gain a substantive knowledge and understanding of scientific interventions in sex and reproduction, and why they are relevant to social scientists.
4. Improved understanding of the implications of the state and human rights in relation to gender, sex, sexuality, and reproduction.
5. Develop independent research and oral presentation skills and be able to discuss anthropological theory in relation to contemporary social issues.

Assessment at a glance

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Assessment weighting</th>
<th>Submission Date (all course work is due at 12 noon on the date of submission)</th>
<th>Return of Feedback date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Essay</td>
<td>20%</td>
<td>Tuesday 9th February</td>
<td>Tuesday 1st March</td>
</tr>
<tr>
<td>Long Essay</td>
<td>60%</td>
<td>Wednesday 30th March</td>
<td>Wednesday 20th April</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>10%</td>
<td>In tutorial</td>
<td></td>
</tr>
<tr>
<td>Group Participation</td>
<td>10%</td>
<td>In tutorial</td>
<td></td>
</tr>
</tbody>
</table>

Note: All course work is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures document for important information on submission procedures and assessment polices.

Short Essay

The first essay is a 1500 word short essay, submitted part way through the course, worth 20% of the final mark. The short essay must be submitted electronically using ELMA by 12 noon on Tuesday 9th February 2016.

Looking closely at a single text, examine how anthropology has shed new light on understandings of sex and/or gender and/or reproduction. You should use additional literature to support and develop your arguments.

Long Essay

The second essay is a 2500 word (maximum) essay to be submitted after the end of the course, worth 60% of the final mark. Long essay titles will be provided in class and on Learn in week 6. Long essays must be submitted electronically using ELMA by Wednesday 30th March.
**ELMA: Submission and Return of Coursework**

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work. Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback. For information, help and advice on submitting coursework and accessing feedback, please see the ELMA wiki at [https://www.wiki.ed.ac.uk/display/SPSITWiki/ELMA](https://www.wiki.ed.ac.uk/display/SPSITWiki/ELMA). Further detailed guidance on the essay deadline and a link to the wiki and submission page will be available on the course Learn page. The wiki is the primary source of information on how to submit your work correctly and provides advice on approved file formats, uploading cover sheets and how to name your files correctly. When you submit your work electronically, you will be asked to tick a box confirming that your work complies with university regulations on plagiarism. This confirms that the work you have submitted is your own.

We undertake to return all coursework within 15 working days of submission. This time is needed for marking, moderation, second marking and input of results. If there are any unanticipated delays, it is the course organiser's responsibility to inform you of the reasons.

**All our coursework is assessed anonymously to ensure fairness: to facilitate this process put your Examination number (on your student card), not your name or student number, on your coursework or cover sheet.**

**Important note to students**-
To ensure your course work is submitted successfully, students should aim to upload their submissions at least 1 hour before the deadline. Students are responsible for ensuring they have sufficient internet access and connection to submit their course work electronically. Technical difficulties and poor internet connection are not acceptable reasons for submitting work late. You should monitor your university student email account in the 24 hours following the deadline for submitting your work. If there are any problems with your submission the course secretary will email you at this stage.

**The Operation of Lateness Penalties**

Unlike in Years 1 and 2, **NO EXTENSIONS ARE GRANTED WITH RESPECT TO THE SUBMISSION DEADLINES FOR ANY ASSESSED WORK AT HONOURS LEVEL.** Managing deadlines is a basic life-skill that you are expected to have acquired by the time you reach Honours. Timely submission of all assessed items (coursework, essays, project reports, etc.) is a vitally important responsibility at this stage in your university career. Unexcused lateness can put at risk your prospects of proceeding to Senior Honours and can damage your final degree grade. If you miss the submission deadline for any piece of assessed work 5 marks will be deducted for each calendar day that work is late, up to a maximum of five calendar days (25 marks). Thereafter, a mark of zero will be recorded. There is no grace
period for lateness and penalties begin to apply immediately following the deadline. For example, if the deadline is Tuesday at 12 noon, work submitted on Tuesday at any time after 12 noon will be marked as one day late, work submitted at any time after 12 noon on Wednesday will be marked as two days late, and so on. Failure to submit an item of assessed work will result in a mark of zero, with potentially very serious consequences for your overall degree class, or no degree at all. It is therefore always in your interest to submit work, even if very late.

Please be aware that all work submitted is returned to students with a provisional mark and without applicable penalties in the first instance. The mark you receive on ELMA is therefore subject to change following the consideration of the Lateness Penalty Waiver Panel (please see below for further information) and the Board of Examiners.

**How to Submit a Lateness Penalty Waiver Form**

If there are extenuating circumstances beyond your control which make it essential for you to submit work after the deadline you must fill in a ‘Lateness Penalty Waiver’ (LPW) form to state the reason for your lateness. This is a request for any applicable penalties to be removed and will be considered by the Lateness Penalty Waiver Panel.

Before submitting an LPW, please consider carefully whether your circumstances are (or were) significant enough to justify the lateness. Such circumstances should be serious and exceptional (e.g. not a common cold or a heavy workload). Computer failures are not regarded as justifiable reason for late submission. You are expected to regularly back-up your work and allow sufficient time for uploading it to ELMA.

You should submit the LPW form and supply an expected date of submission as soon as you are able to do so, and preferably before the deadline. Depending on the circumstances, supporting documentation may be required, so please be prepared to provide this where possible.

LPW forms can be found in a folder outside your SSO’s office, on online at: http://www.sps.ed.ac.uk/undergrad/on_course_students/assessment_and_regulations/coursework_requirements/coursework_requirements_honours

Forms should be returned by email or, if possible, in person to your SSO. They will sign the form to indicate receipt and will be able to advise you if you would like further guidance or support.

Please Note: Signing the LPW form by either your SSO or Personal Tutor only indicates acknowledgment of the request, not the waiving of lateness penalties. Final decisions on all marks rest with Examination Boards.

There is a dedicated SSO for students in each subject area in SPS. To find out who your SSO is, and how to contact them, please find your home subject area on the table below:
<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Name of SSO</th>
<th>Email</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Politics</td>
<td>Alex Solomon</td>
<td><a href="mailto:Alex.Solomon@ed.ac.uk">Alex.Solomon@ed.ac.uk</a></td>
<td>0131 650 4253</td>
<td>Room 1.05, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>International Relations</td>
<td>Rebecca Shade</td>
<td><a href="mailto:rebecca.shade@ed.ac.uk">rebecca.shade@ed.ac.uk</a></td>
<td>0131 651 3896</td>
<td>Room 1.05, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>Social Anthropology</td>
<td>Vanessa Feldberg</td>
<td><a href="mailto:vanessa.feldberg@ed.ac.uk">vanessa.feldberg@ed.ac.uk</a></td>
<td>0131 650 3933</td>
<td>Room 1.04, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>Social Policy</td>
<td>Louise Angus</td>
<td><a href="mailto:L.Angus@ed.ac.uk">L.Angus@ed.ac.uk</a></td>
<td>0131 650 3923</td>
<td>Room 1.08, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>Social Work</td>
<td>Jane Marshall</td>
<td><a href="mailto:jane.marshall@ed.ac.uk">jane.marshall@ed.ac.uk</a></td>
<td>0131 650 3912</td>
<td>Room 1.07, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>Sociology</td>
<td>Karen Dargo</td>
<td><a href="mailto:Karen.Dargo@ed.ac.uk">Karen.Dargo@ed.ac.uk</a></td>
<td>0131 651 1306</td>
<td>Room 1.03, Chrystal MacMillan Building</td>
</tr>
<tr>
<td>Sustainable Developmen t</td>
<td>Sue Renton</td>
<td><a href="mailto:sue.renton@ed.ac.uk">sue.renton@ed.ac.uk</a></td>
<td>0131 650 6958</td>
<td>Room 1.09, Chrystal MacMillan Building</td>
</tr>
</tbody>
</table>

If you are a student from another School, you should submit your LPW to the SSO for the subject area of the course, Vanessa Feldberg.

**Word Count Penalties:**

Your Short Essay should be 1500 words (excluding bibliography). Essays above 1500 words will be penalised using the Ordinary level criterion of 1 mark for every 20 words over length: anything between 1501 and 1520 words will lose one mark, between 1521-1540 two marks, and so on.

You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.
**Group Presentation and Participation**

Being able to present research verbally and engage in critical debates are valuable skills. During the course seminars students (in groups of 2 or 3) will perform a 10 minute presentation on a topic of their choice, relating to the course (10%). Students can draw on course readings and further literature, as well as media sources, grey material, popular culture references, etc. Students are welcome to include visual or audio aides in their presentations. The presentations will be assessed on the following criteria:

- Relevance to the course
- Evidence of independent research
- Critical analysis
- Use of relevant theory and literature
- Style and Presentation

Following the presentations, the rest of the group will ask questions and continue the discussion. Students will be assessed on their participation (10%) in response to their fellow students presentations. Participation will be assessed on the following criteria:

**70-100**

Students who achieve a mark of 70 and over would normally have an exemplary attendance record. Participation would be very active, all compulsory readings would be done and there would be an indication of reading completed from outside of the required reading. In terms of quality of contribution, the student will engage critically with the topic, achieving an understanding of complex and difficult concepts. Many of these students will think outside of the box and make links to other relevant material to add to the overall experience of the class. Students will not only be proactive in contributing to the discussion, but will also be good listeners and engage seriously with arguments made by other participants. Students who achieve this in full will normally be given a mark close to 80, others who go part way to this will be closer to 70.

**60-69**

Students will generally have done the required reading but rarely have read beyond that. Participation can often reflect a mixed picture. Some students will be rather quiet but any contribution will be thoughtful, of good analytical quality and incisive. Other students will make a regular contribution but may not be able to grasp some important concepts. These students’ responses will often be predictable or rather passive.

Students will respond well to the questions set out in advance by the tutor and listen to others, but might reveal weaknesses in responding to the dynamic of the class discussion. Students at the upper end of this scale will produce a contribution of high quality, while students at the lower level will occasionally have had one or two issues regarding their attendance or not completed all the reading or not always participated fully in the class discussion.

**50-59**
Students achieving this mark will tend to be very quiet and rarely contribute to the
discussions in tutorials. Their participation in terms of reading will usually be done
but they will not indicate whether they have understood or grasped the issues
within the text. These students will rarely ask questions and they will generally be
passive members of the class. Often, their contribution can be mixed, with an
occasional spark of insight but with an overall inconsistent approach week on week.
Students in this range of mark may have had (but not always) some attendance
issues.

40-49
Students who receive a mark below 50 will almost certainly have had attendance
issues. They may also have not done the reading for the classes that they do attend.
When in class, these students will often be very quiet and not participate in any of
the discussions. They will rarely demonstrate any engagement with the topic and
the mark they receive will generally reflect their attitude to the class overall.

Below 39
This mark reflects the 40-49 range, but with an attendance record below the
minimum standard.

Guide to Using LEARN for Online Tutorial Sign-Up:

The following is a guide to using LEARN to sign up for your tutorial. If you have any
problems using the LEARN sign up, please contact the course secretary by email
(Lauren.Ayre@ed.ac.uk).

Tutorial sign up will open on (Wednesday 13\textsuperscript{th} January 2016 at 11am), after the first
lecture has taken place, and will close at 12 noon on the Friday of Week 1 (Friday 15\textsuperscript{th}
January 2016).

**Step 1 -- Accessing LEARN course pages**
Access to LEARN is through the MyEd Portal. You will be given a log-in and password
during Freshers’ Week. Once you are logged into MyEd, you should see a tab called
‘Courses’ which will list the active LEARN pages for your courses under ‘myLEARN’.

**Step 2 -- Welcome to LEARN**
Once you have clicked on the relevant course from the list, you will see the Course
Content page. There will be icons for the different resources available, including one
called ‘Tutorial Sign Up’. Please take note of any instructions there.

**Step 3 -- Signing up for your tutorial**
Clicking on **Tutorial Sign Up** will take you to the sign up page where all the available
tutorial groups are listed along with the running time and location.
Once you have selected the group you would like to attend, click on the ‘Sign up’
button. A confirmation screen will display.

**IMPORTANT:** If you change your mind after having chosen a tutorial you cannot
go back and change it and you will need to email the course secretary.
Reassignments once tutorials are full or after the sign-up period has closed will only be made in exceptional circumstances. Tutorials have restricted numbers and it is important to sign up as soon as possible. The tutorial sign up will only be available until 12 noon on the Friday of Week 1 (15th January 2016) so that everyone is registered to a group ahead of tutorials commencing in Week 2. If you have not yet signed up for a tutorial by this time you will be automatically assigned to a group which you will be expected to attend.

**Students with Disabilities**

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: [http://www.ed.ac.uk/student-disability-service](http://www.ed.ac.uk/student-disability-service)

**Learning Resources for Undergraduates:**

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note making, essay and report writing, exam preparation and exam techniques. The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University’s virtual learning environment. Follow the link from the IAD Study Development web page to enrol: [www.ed.ac.uk/iad/undergraduates](http://www.ed.ac.uk/iad/undergraduates) Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above). Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking 2 weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events). Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more
effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

To make an appointment with a Study Development Advisor, email iad.study@ed.ac.uk

(For support with English Language, you should contact the English Language Teaching Centre).

Plagiarism Guidance for Students:

Avoiding Plagiarism:

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. Passing off anyone else's work (including another student's work or material from the Web or a published author) as your own is plagiarism and will be punished severely. When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through 'Turnitin', our plagiarism detection software. Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student's record. For further details on plagiarism see the Academic Services' website: http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/discipline/plagiarism

Data Protection Guidance for Students:

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, Personal Data Processed by Students, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at: http://www.ed.ac.uk/schools-departments/records-management-section/data-protection/guidance-policies/dpforstudents

Teaching Plan

Week 1 (13th Jan) – Why Sex and Reproduction Matter
Week 2 (20th Jan) – Sex, Race, and Gender
Week 3 (27th Jan) – Making Sense of Flesh, Blood, and Bodies
Week 4 (3rd Feb) – Materialities of Sex
Week 5 (10th Feb) – Sex and the State

**Innovative Learning Week**
Week 6 (24th Feb) – Making Babies, Making Parents
Week 7 (2nd March) – Reproductive Decisions and Technologies
Week 8 (9th March) – Value and Exchange
Week 9 (16th March) – Sex, Procreation, and Religion
Week 10 (23rd March) – Rights, Choice, and Agency
Week 11 (30th March) – No Lecture. Essay writing.

A Note on Readings
Some of the readings in this handbook will already be familiar to students. This is not a reason to skip them, indeed, it can be very useful to consider them from a different approach than you might have done in courses on kinship, medical anthropology, or political anthropology. The additional readings are intentionally broad (but by no means exhaustive) and students are encouraged to explore their own particular interests. All students are actively encouraged to read at least one full-length monograph. They can provide depth and detail on a subject that isn’t possible in a single journal article or chapter.

Week 1: Why Sex and Reproduction Matter
In this introductory lecture we will begin to explore why sex and reproduction are important to anthropology, and how and why anthropologists have researched and analysed theories, beliefs, and practices relating to sex and reproduction. This lecture will open up the debates surrounding gender and the ways in which it can be understood in relation to sex and reproduction. We will draw on literature from anthropologists and beyond to examine some of the key theories and debates surrounding gender and sexuality.

The extended further readings include some core texts relating to sex, reproduction, and gender.

Key Readings:

Further Readings:

(INTRODUCTION)


Week 2: Sex, Race, and Gender

This lecture will examine the interwoven concepts of race, sex, and gender. How have concepts of race informed ideas about particularly sexualised bodies? How are ideas of good and bad mothering framed in distinctly racialized ways? This lecture will explore the move towards intersectional approaches, and the impact that has had on studies of sex and reproduction.

**Key readings:**


**Further Reading:**


Winter Han, C. 2015. Race and Sexuality in Gaysian America. NYU Press.


Week 3: Flesh, Blood, and Bodies

‘Biological sex’ is perceived by many as that which is engrafted in the body, yet interventions – both medical and non-medical – are prevalent cross-culturally, as people strive to make desirable and complete bodies. As the site of sex and reproduction, the body is also crucial to ways in which sex and reproduction are enacted, pursued, and understood, while biomedicine has transformed understandings of ‘safe’ and ‘risky’ sex.

Key Readings:

Further Reading:

Week 4: Materialities of Sex

Guest Lecture: Veronique Gilbert

Sex sells. As do the objects, materials, and services that go along with it. This lecture will discuss some of the commodities and materials relating to sex, in order to explore what they can tell us about the significance of sex and consumption.

Key Readings:
Online: http://www.slate.com/articles/health_and_science/science/2015/04/latex_condoms_are_the_worst_why_after_all_these_years_don_t_we_have_a_better.html

Further Readings:


Week 5: Sex and the State

Looking towards political anthropology, and particularly feminist literature, this lecture will examine the multiple ways in which the gendered body has been intervened on by the state and other state-like bodies. Sex has long been subject to moral, ethical, and legal interventions, determining normative, acceptable forms of sex and sexuality, while reproduction has been a site at which the state can be made and remade. Assisted reproductive technologies and their relevant local and international regulations have produced new ways in which people, kinship, and nations can be made legitimate.

Key Readings:


Further Reading:


Week 6: Making Babies, Making Parents

The production of children in turn produces parents. The processes and meanings of these new roles and identities informs decisions relating to sex and reproduction. What does it mean to be a parent? How does one become one? What are the gendered implications of parenthood? How have assisted reproductive technologies transformed concepts of motherhood and fatherhood, as well as anthropological approaches to kinship studies.

Key Readings:


Further Readings:


Ketler, S.K. ‘Preparing for Motherhood: Authoritative Knowledge and the Undercurrents of Shared Experience in Two Childbirth Education Courses in Cagliari, Italy’, *Medical Anthropology Quarterly* 14(2): 138-158


**Week 7: Reproductive Disruptions and Technologies**

What happens when things don’t go as planned? How are ‘loss’ or ‘failure’ understood in relation to reproduction? The last few decades have seen the rapid development and spread of assisted reproductive technologies that have transformed how people pursue reproduction. In this lecture we will examine the impact this has had on understandings of sex, gender, parenting, and crucially – when and how childbearing can take place.
Key Reading:
Gammeltoft, T.M. 2013. ‘Potentiality and Human Temporality: Haunting Futures in Vietnamese Pregnancy Care’, Current Anthropology 54(S7): S159-S171

Further Reading:
Bharadwaj, A. 2003. Why Adoption is not an Option in India: The Visibility of Infertility, the Secrecy of Donor Insemination, and other Cultural Complexities’, Social Science and Medicine, 56:1867-1880.
**Week 8: Value and Exchange**

This week will look at the ways in which the body can be understood as a commodity, an object of livelihoods, and a site of exchange. By examining the ways in which both sex and reproduction can be bought and sold this lecture will examine the body as subject and object.

**Key Readings:**


**Further Reading:**


**Week 9: Sex, Procreation, and Religion**

Morality, ethics, and the creation of new life bind sex and religion. From everyday practice to the meaning of life, this lecture will examine the ways in which sex and reproduction are understood in relation to religion. We will also explore the centrality of sex and reproduction to religion.
Key Readings:

Further Reading:
Week 10: Rights, Choice, and Agency

The emergence of the anthropology of reproduction, with feminism at its core, was driven by the sexual and reproductive injustices faced by individuals, couples, and families throughout the world. In this lecture we will explore how anthropologists have shed light on the complex ways in which reproductive decisions are made.

Key Readings:
Heriot, M. J. 1996. 'Fetal Rights Versus the Female Body: Contested Domains’ in Medical Anthropology Quarterly 10(2): 176-194

Further Readings:


**Week 11 – No Lecture.**

Students are encouraged to make and appointment or attend guidance and feedback hours to discuss their final essay.