From Mary to Medea, Angelina Jolie to the Octomom, mothers can be seen as a screen onto which a society’s anxieties are projected. Deified and vilified, feared and revered, competing images of her pervade history, mythology, and religion. This course will examine the legacy of these ideas in popular and theoretical texts and analyze the ideological work that such conceptions of women do. How do these ideas shape societal expectations about mothering and mothers? How do they impinge upon women’s legal and political freedoms? How do they frame debates about reproductive technologies? How do they shape ideas about race, ethnicity, and class?

Our texts will be drawn from a variety of genres, including fiction, memoir, film, and art.

Books:
Atwood, Margaret, *The Handmaid’s Tale*
Morrison, Toni, *Beloved*
Patchett, Ann, *The Patron Saint of Liars*
Rich, Adrienne, *Of Woman Born*

Films:
Cholodneko (dir), *The Kids Are All Right* (2010)
Daldry (dir), *The Hours* (2002)
Epstein, *The Business of Being Born* (2007)—We will watch this in class
PDF Articles:
Irigaray, “Body Against Body”
Kristeva, “Stabat Mater”
Bordo, “Are Mother’s Persons?”
Longhurst, “Bad Mothers”
Hausman, “Stone Age Mothering”
Roberts, Killing the Black Body (Intro and Ch. 1)
Bartlett, “Black Breasts, White Milk”
Roberts, ch.6 “Race and the New Reproduction”
Sawicki, “Disciplining Mothers”
Hausman, “Rational Management”
Park, “Adoptive Maternal Bodies: A Queer Paradigm for Rethinking Mothering?”
Brakman and Scholz, “Adoption, ART, and a Re-Conception of the Maternal Body”
Ruddick, “Towards a Feminist Maternal Peace Politics”
Mullin, “Who can be Maternal thinkers?”

COURSE OBJECTIVES
By the end of the course you will have learned how cultural ideologies of motherhood
• shape societal expectations about mothering by setting up strict definitions of “good” mothers and “bad” mothers and policing their boundaries
• limit the rights of racial, sexual, and economic minorities to full personhood as mothers
• frame debates about reproductive technologies and corporatize pregnancy and birth

Your Grade: This course requires active and consistent participation from all members of the class. The breakdown of your final grade is as follows.
• Active class participation 10%
• Critical Analysis Papers (6) 30%
• Presentation/Discussion and Report 25%
• Final Research Paper (20-25 pages) 35%

COURSE REQUIREMENTS

Class Participation
Active and consistent class participation is an essential part of this course. I expect you to come to class prepared to discuss the material, to answer questions, and to ask questions. If you do not participate you will receive 0 for participation. Attendance in itself is not participation.
Critical Analysis Papers 30%

These should be two-pages long, typed in Times New Roman 12pt. font, and single-spaced.

You are required to undertake a critical analysis of every literary and film text for the course. There are 6 of these. While you may refer to issues discussed in previous readings, the majority of your response should focus on the reading for that day.

Points to keep in mind when writing your analysis

- Think about how you might interpret the film or novel in terms of the social, philosophical, medical, and or legal issues related to motherhood and mothering discussed in the critical articles. You might want to start by focusing on an issue that is interesting or disturbing to you in the text. Use this as a springboard for further discussion of the issue.
- You only have two single-spaced pages, so you won’t be able to cover everything. Try to have a specific focus or thesis for your paper.
- This is a formal piece of writing. It is NOT a journal or diary entry. Do not just explain why you do or don’t like the film/novel. Personal anecdotes and reflections on subjective experience are not appropriate here.
- They will be collected during the class period on the day they are due.
- No late papers, except in the case of documented illness, will be accepted. If you cannot make it to class you should email your response paper to me before class.

Presentation/Discussion and Report 25%

Presentation guidelines

Each of you will present on one of the assigned texts, either an article or a novel or film. You will be able to sign up on the first day of class. The purpose of the presentation is not to summarize the text to the class. Rather, you should lead the class in a directed discussion of the text. This will require you to think about your text in some detail and determine the main points of interest and significance. You should open your presentation with your own insights (not a summary), but then lead the class into a meaningful analysis of the text. You should try to make connections between other texts of the course, as well. The presentation should last between thirty and forty minutes, depending on the quality and scope of the discussion generated.

You will be assessed on your ability to identify the relevant and interesting areas of the text and your ability to facilitate a discussion of those ideas. A good discussion usually ensues when the teacher arranges the questions in some logical fashion, makes connections between points of discussion, and follows up on relevant points offered by the students. This requires you to always be ahead of the game and not ask random unrelated questions. This is in many ways a teaching practice, so I will be looking for
how well you are able to direct the students to areas of interest and relevance and how well you manage the points of discussion.

You are required to hand in a two-page formal report of your presentation. This must include your observations and your questions.

General Policies

Attendance:
Perfect attendance is expected at the graduate level. If you are unable to make it to class, please inform me ahead of time and provide the appropriate documentation. If you are absent on the day of your presentation, you will not be able to make it up (except in extreme circumstances) and will receive a zero for the assignment.

Tardiness:
You must arrive to class on time. Tardiness to class may result in your being counted as absent.

Classroom/email etiquette:
I expect each member of the class to behave respectfully towards each other and towards me. Some of you may find the material we will discuss in class to be controversial, but not everyone will share your opinion. Please be mindful of this fact during discussions and in email correspondence.

Plagiarism:
Plagiarism is the unacknowledged borrowing of another person’s work and passing it off as your own. *It includes direct lifting of another’s words or ideas as well as paraphrasing another’s words or ideas.* Please complete the online tutorial offered by the library: <<library.uta.edu/tutorials/Plagiarism.>> This tutorial will teach you when you need to cite a source and how to do it correctly. Plagiarism is a serious offense and carries serious consequences, including failure and/or expulsion from the University. Faculty members are required to report incidences of plagiarism and cheating to Student Judicial Affairs.

Accommodations for Students with Disabilities:
Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or earlier if accommodations are needed immediately. Please bring a copy of all relevant paperwork to the meeting. If you do not have a notification for accommodations but need accommodations, make an appointment with the Office of Students with Disabilities, 102 University Hall, 2-3364.

Student Support Services Available: The University of Texas at Arlington has established a variety of programs to help students meet the challenges of college life. Support to students includes advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of academic support services, visit the Academic Assistance resource page of the Office of Student Success Programs,
To help students address personal, academic and career concerns, individual counseling is also available. For more information, students are encouraged to contact Counseling Services at (817) 272-3671 or visit a counselor in 216 Davis Hall.

Electronic Communication Policy: The University of Texas at Arlington has adopted the University “MavMail” address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at http://www.uta.edu/oit/email/. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

Tentative Assignment Schedule (subject to change)

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS DISCUSSION/ READINGS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;R 8/25</td>
<td>Introduction to the class&lt;br&gt;Rich, <em>Of Woman Born</em> chs. 1-4 (pp.21-84)</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;R 9/1</td>
<td><em>Discourses of Embodied Maternity</em>&lt;br&gt;Irigaray, “Body Against Body”&lt;br&gt;Kristeva, “Stabat Mater”&lt;br&gt;Bordo, “Are Mother’s Persons?”</td>
</tr>
<tr>
<td><strong>Week 3</strong>&lt;br&gt;R 9/8</td>
<td><em>The Hours</em>. Dir. Stephen Daldry (2002)&lt;br&gt;(watch outside of class)&lt;br&gt;Critical Analysis Due</td>
</tr>
<tr>
<td><strong>Week 4</strong>&lt;br&gt;R 9/15</td>
<td>Longhurst, “Bad Mothers” (pdf)&lt;br&gt;Hausman, “Stone Age Mothering” (pdf)</td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;R 9/22</td>
<td><em>The Patron Saint of Liars</em>&lt;br&gt;Critical Analysis Due</td>
</tr>
<tr>
<td><strong>Week 6</strong>&lt;br&gt;R 9/29</td>
<td><em>Racialized Reproduction</em>&lt;br&gt;Roberts, <em>Killing the Black Body</em> (Intro and Ch. 1) pdf.&lt;br&gt;Bartlett, “Black Breasts, White Milk” (pdf)</td>
</tr>
<tr>
<td><strong>Week 7</strong>&lt;br&gt;R 10/6</td>
<td><em>Beloved</em>&lt;br&gt;Critical Analysis Due</td>
</tr>
<tr>
<td>Week 8</td>
<td>Losing Isaiah  (This is available through Amazon instant video. You can watch it on your computer for $2.99)  Roberts, ch.6 “Race and the New Reproduction” (pdf)  Critical Analysis Due</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>R 10/13</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Medicalized Mothering  Business of Being Born (watch in class)  Rich, ch. 6 “Hands of Flesh, Hands of Iron”</td>
</tr>
<tr>
<td>R 10/20</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Sawicki, “Disciplining Mothers” (pdf)  Hausman, “Rational Management” (pdf)</td>
</tr>
<tr>
<td>R 10/27</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Other Mothers  The Kids Are All Right  Critical Analysis Due  Park, “Adoptive Maternal Bodies: A Queer Paradigm for Rethinking Mothering?” (pdf)</td>
</tr>
<tr>
<td>R 11/3</td>
<td></td>
</tr>
<tr>
<td>F 11/4</td>
<td><strong>Last Day to Drop</strong></td>
</tr>
<tr>
<td>Week 12</td>
<td>Ruddick, “Histories of Human Flesh” (pdf)  Brakman and Scholz, “Adoption, ART, and a Re-Conception of the Maternal Body: Toward Embodied Maternity” (pdf)</td>
</tr>
<tr>
<td>R 11/10</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Handmaid’s Tale  Critical Analysis Due</td>
</tr>
<tr>
<td>R 11/17</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>R 11/24</td>
<td></td>
</tr>
<tr>
<td>R 12/1</td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Seminar Paper Due</td>
</tr>
<tr>
<td>R 12/8</td>
<td></td>
</tr>
</tbody>
</table>