



The University of Western Ontario

Sociology 4487F- 001 Special Topics in Sociology: Motherhood and Mothering

In-Person
Fall 2022

Prof. Tess Hooks
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Class Session:
Wednesdays, 1:30 to 4:20 p.m., SSC 5230

Office Hours:
Thursdays 1:00 to 2:00 p.m.
Or by Appointment

Course Description:

As Adrienne Rich (1976) indicates we are all of mothers born, making motherhood a universal construct. This course critically examines the institution of motherhood with emphasis on the location of the institution within the larger social structure. Thus, the course addresses some of the social, political and economic issues affecting mothers in a capitalist, patriarchal society. However, motherhood is also an experience and an identity. And women experience motherhood differently depending on their race and ethnic background, their economic status, their sexual orientation, and their mental and physical health status. Attention to intersectionality will inform the course.

Prerequisite(s): Registration in fourth year or above in a Department of Sociology module.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Anti-requisite(s): None

Learning Outcomes:

When students have successfully completed this course, they should be able to:

- ✓ To develop a theoretical basis for studying motherhood as an institution as well as the act of mothering.
- ✓ To examine how the societal expectations of motherhood have changed over time.
- ✓ To compare and contrast the experiences of mothers from different social locations including lesbian mothers, racial and ethnic identities, differing class locations, and different mental and physical health statuses.
- ✓ To recognize the intersectionality of race, ethnicity, class, sexuality, disability, age, etc. in the institution of motherhood and mothering.

Required Text(s): There is NO required text for this course.

However, there are weekly readings for each week posted on the OWL course site.

Communication:

Students are responsible for checking the course OWL site (<http://owl.uwo.ca>) on a regular basis for news and updates. This is the primary method by which information will be disseminated to all students in the class.

Please feel free to speak to me after class or during class breaks. If you are not in class, the best way to contact me is to stop by during my office hours. Otherwise, I can be reached by email or by leaving a voice mail message.

Evaluation:

The evaluation methods described in the course outline are essential requirements for the course.

<i>Class participation</i>	<i>10%</i>
<i>Weekly Reading Statements</i>	<i>40%</i>
<i>Seminar Facilitation</i>	<i>15%</i>
<i>Major Essay</i>	<i>35%</i>

Class Participation

Participation is an important facet in the learning process. It helps students digest new concepts, apply those concepts to real world situations, and interject their own perspectives on the topic under discussion. For this reason, a significant component of your evaluation is tied to class participation. Participation will be based on a combination of attendance and class participation. Attendance alone, however, is not enough to achieve an above average mark. You will also be evaluated on your level of participation in group and class discussions as well as the relevance and quality of your participation.

On those occasions in which you miss class because of illness or other valid reasons, you may still earn participation credit for those absences by writing a response to an instructor selected discussion question (one double spaced page per hour of class time missed). It is your responsibility to make arrangements with me on the first day you return to class after an absence or you forfeit the right to make up for your absence. The response will be due within one week of your return.

If you miss more than 50% of class sessions without offsetting participation credits, your participation mark will be zero (0).

Because class participation is an important component of your evaluation it is important to create a safe environment for everyone to participate. So the first rule is: people are sacred, ideas are not. This means that we need to be respectful of each other and give each other space to participate. In line with this, laptops are permitted in class but if it is observed that students are on social networking sites such as Facebook or Twitter, they will be told to close the lid and they will not be permitted to use it for the remainder of the class. If you are bringing a cell phone to class, make sure that it is turned off before coming in to class.

COURSE ATTENDANCE REQUIREMENTS:

With the exception of legitimate medical/personal excuses (documentation required to be submitted) students are expected to attend at least 80% of the class meetings for this course. A passing grade in the course cannot be obtained without meeting this attendance requirement.

Weekly Reflections

This is a seminar course. The expectation is that every student will attend and actively participate in each week's class. To encourage this, you will be expected to complete, almost every week, a discussion posting which reflects upon *all* of the readings for that week, and raises some key questions for discussion. I refer to these as 'Reflections' as this term most clearly captures what I want you to do each week. That is, I want you to read the assigned readings, and reflect on the key ideas presented; what was interesting and thought provoking; what you agreed or disagreed with; what other ideas, associations, or connections were made, including to other authors; what application or relevance these ideas have; and where they fit into a broader sociological picture. In the context of your reflection essay **you should highlight or bold three or four key questions that these readings lead you to ask.**

I would expect that each week's perspective would be between one and a half and two pages single spaced on OWL (about 800-1000 words). While these reflections are less formal than an essay, I still expect you to use a level of language appropriate to academic discourse. Spelling and grammar do matter, so please make sure that you use a word processor before cutting and pasting into the OWL window. ***Please do not use attachments*** within OWL. I want everyone to be able to access what others have written with a minimum of hassle.

You will be required to do eight (8) Reflections over the duration of the course, which basically means that there are three of the 11 weeks that you do not have to post (one of which is the week you facilitate your seminar). This is to give you some flexibility for other deadlines, sickness, and so on. On the other hand, if you do more than eight Reflections, your best 8 marks will be used. Each Reflection is worth 5 points, for a total of 40, so this is a significant component of your overall mark.

Those who are facilitating seminars in a particular week are not required to complete the posting for that week. Those who do post will need to post their Reflections on the OWL Discussion Forum ***no later than 9:00 p.m. on Monday.*** There will be an automatic 1-point deduction (out of 5) for posting later than 9:00 p.m. Monday, and a 2-point deduction for posting later than 9.00 a.m. on Tuesday. This lead time is to allow the students who will be facilitating the seminars each week to be able to draw upon and incorporate the Reflections into their seminar. In this way, you and everyone in the class will be more involved in the discussion. (You will appreciate these deadlines when it comes your turn to organize your seminar.) I would also encourage you to post an hour or so before the deadline in case you have problems with the OWL site.

Please review what others have written before class as the questions and ideas raised will be the basis for much of our discussion. ***Also, please be sure to bring a copy of your own Reflection to class, as it may be referred to, or even be a central point of the discussion.***

Facilitated Seminars

Now that you are in 4th year, it is expected that you will take a more active role in leading class discussions. Hence, each of you will be responsible for facilitating a seminar for approximately half of one class, or more specifically, for about one hour and 10 minutes. The usual procedure is that we will start the class promptly at 1:30. I will make announcements and deal with administrative matters for up to 10 minutes. At 1:40, the first seminar will begin, and will go to 2:50. At this point, we will take a 10-minute break, with an eye to starting the second half of class by 3:05 sharp, with an eye to starting the second seminar by 3:05 sharp and ending at 4:15. This leaves 5 minutes for any questions and previewing the following week. If we have a fuller house (15 or so students), it is essential that we respect these timelines, including arriving a few minutes before 1:30, and settling in by 3:00 after the break.

The seminar itself should be primarily focussed on facilitating discussion based on the Reflections above, and your own reading of the materials. As the facilitator, I would expect you to provide some context information not covered in the readings, but I want to stress that the seminar is not primarily about “presenting” information. It is instead, about discussing ideas. Exploring the various perspectives laid out in the readings (both the text and the supplementary) through your own reflection, as well as drawing upon the posted reflections of others in the class is the key to a successful seminar. The point is to facilitate discussion.

You may, if you wish, develop and organize your seminar by putting it together as a PowerPoint presentation. Feel free to bring into play illustrative materials such as pictures, games, video or audio clips, etc. to enhance your seminar. But most importantly is making use of the questions and perspectives raised by the others in the class. When you review your classmates postings, you will undoubtedly find areas of agreement and disagreement. By bringing these together, or to a head, you will undoubtedly spark some conversation. Look for themes, or especially interesting or provocative questions. The more you can draw others into the conversation, the more successful your seminar will be judged.

As a facilitator, you also have a responsibility to ensure that there is a free flow of ideas from everyone, if possible. By drawing on as many different people’s questions as possible, you invite broad based participation.

You also need to be aware of group dynamics. Do not permit the seminar to become a debate between two or three people to the exclusion of others. If this starts to happen, identify it, and move on to another point. Remember, you only have a little over an hour, and it will go by awfully fast, and you will want to cover a reasonable amount of material.

As much as possible, this exercise should be students taking a leadership role in the classroom. Therefore, I try to stay somewhat low key. I will, however, participate in the proceedings from time to time, especially to clarify points and ideas which may have been misunderstood.

In the end, this seminar is designed to give you a glimpse of the independence you would experience as a graduate student and as an academic. It is also designed to be a very enriched learning experience.

The Essay

In addition to the seminar, each student will write a 12+ page paper (at least 3000 words) which further develops a topic in the area of motherhood and mothering—perhaps in the same area as one’s facilitated seminar. Here the student will be expected to read and research more widely on a specific topic drawing from various scholarly sources, and expand on that topic in an engaging and intellectually stimulating way. This paper will be due on the last day of classes, that is, Wednesday, December 8th. All essays will be submitted to **Turnitin.com** on the OWL site for the course and submitted to me in hard copy format.

Late papers will be penalized 5% beginning at 1:30 p.m. on December 8th and 2% per day for each additional day of lateness. No assignments will be accepted after December 9th.

Student Absences:

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

Assessments worth 10% or more of the overall course grade:

For work totaling 10% or more of the final course grade, students must provide valid medical or supporting documentation to their Home Faculty Academic Counselling Office as soon as possible.

Note: missed work can *only* be excused through one of the mechanisms above. Being asked not to attend an in-person course requirement due to potential COVID-19 symptoms is **not** sufficient on its own. Students should check the Western website to see what directives for Covid are to be followed. Western has been and will continue to follow directives established by the Middlesex-London Health Unit. That directive will state whether students should or should not come to campus/class and any other requirements (e.g., masks are mandatory). Please check on your own and do not email the instructor, the Department Undergraduate Advisor/Coordinator or the Faculty of Social Science Academic Counselling Office.

Contingency plan for an in-person class pivoting to 100% online learning:

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, affected course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor.

Important Policies

Academic Consideration for Missed Work: Students must provide valid medical or supporting documentation in order to receive accommodation for missed work worth 10% or more of the final grade in the course. All required documentation for absences must be submitted to the Academic Counselling office of a student's Home Faculty. Individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds or for other reasons.

Western's policy on Accommodation for Medical Illness can be found at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf. The student medical certificate is available at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation: When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work and are encouraged to make appropriate decisions based on their specific circumstances.

Accessibility Options: Students with disabilities or accessibility challenges should work with Accessible Education (formerly SSD http://academicsupport.uwo.ca/accessible_education/index.html), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#). Information regarding accommodation of exams is available on the Registrar's website: www.registrar.uwo.ca/academics/examinations/accommodated_exams.html

Scholastic Offences: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

A Note on Plagiarism: Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence.

Plagiarism Checking: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

Mental Health: Students who are in emotional/mental distress should refer to Mental Health@Western (www.uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters: [Academic Counselling - Western University \(uwo.ca\)](#).

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html. To connect with a case manager or set up an appointment, please contact support@uwo.ca.

General Course Outline

PLEASE NOTE: Ideally, reading assignments must be done before you come to class. All readings for the course will be posted on the OWL site for the course, with the exception of the required text for the course.

Sept 14 **Introduction**

READING: No assigned readings.

Sept 21 **Patriarchy and the Institution of Motherhood**

READING:

Andrea O'Reilly

2019 "Maternal Theory: Patriarchal motherhood and empowering mothering." Ch. 2 in Routledge Companion to Motherhood edited by Lynn Hallstein O'Brien, Andrea O'Reilly and Melinda Vandenberg Giles. London: Routledge:19-35.

Fiona Joy Green

2019 "Feminist Mothering." Ch. 3 in Routledge Companion to Motherhood edited by Lynn Hallstein O'Brien, Andrea O'Reilly and Melinda Vandenberg Giles. London: Routledge:36-50.

Andrea O'Reilly

2019 "Matracentric Feminism: A feminism for mothers." Ch. 4 in Routledge Companion to Motherhood edited by Lynn Hallstein O'Brien, Andrea O'Reilly and Melinda Vandenberg Giles. London: Routledge:51-60.

Adrienne Rich

1986 Forward, Chs. I and II in *Of Woman Born: Motherhood as Experience and Institution*. New York: W.W. Norton & Company: 11-17; 21-55.

Sept 28 **Our Bodies, Ourselves**

READING:

Adrienne Rich

1986 Ch. VI in *Of Woman Born: Motherhood as Experience and Institution*. New York: W.W. Norton & Company: 128-155.

Judith Mintz

2011 "Empowering Women to Become Mothers: Midwifery in Ontario, 1990-2010." Ch. 1 in *The 21st Century Motherhood Movement* edited by Andrea O'Reilly. Bradford, Ontario: Demeter Press:37-49.

Rosemarie Putnam Tong

2013 excerpt from "Radical Feminism: Libertarian and Cultural Perspectives." Ch. 2 in *Feminist Thought: A More Comprehensive Introduction, Fourth Edition*. Boulder, Colorado: Westview Press:74-91.

Diana Ginn

2004 "The Supreme Court of Canada and What it Means to Be 'Of Woman Born'." Ch. 1 in *From Motherhood to Mothering: The Legacy of Adrienne Rich's Of Woman Born* edited by Andrea O'Reilly. Albany, New York: State University of New York Press:27-43.

Sophie Gilbert

2017 "The Visceral, Woman-Centric Horror of *The Handmaid's Tale*." *The Atlantic* (April).

Sophie Gilbert

2018 "*The Handmaid's Tale* and the Suffering of Women." *The Atlantic* (April).

Oct 5 “Bad Mothers”

READING:

- Paula J. Caplan
2012 “Who Decides If Mothers Are Crazy? From Freud’s Mother to Today’s.” Ch. 5 in *Moms Gone Mad: Motherhood and Madness, Oppression and Resistance* edited by Gina Wong. Bradford, Ontario: Demeter Press:79-92.
- Ann V. Bell
2019 “‘I’m Not Really 100% A Woman If I Can’t Have A Kid’”: Infertility and the Intersection of Gender, Identity, and the Body” *Gender and Society* 33(4):629-651.
- Jackie Krasas
2021 Chs. 1-3 from *Still a Mother: Noncustodial Mothers, Gendered Institutions, and Social Change*. Ithaca, New York: Cornell University Press:1-56.
- Emilie Lewis
2019 “Voluntary Childless Women: A look at Western society and the definition of motherhood.” Ch. 9 in *Routledge Companion to Motherhood* edited by Lynn Hallstein O’Brien, Andrea O’Reilly and Melinda Vandenbeld Giles. London: Routledge:122-129.

Oct 12 First Nations’ Mothers and State Intervention

READING:

- Jennifer Brant
2019 “Indigenous Mothering: Birthing the nation from resistance to revolution.” Ch. 8 in *Routledge Companion to Motherhood* edited by Lynn Hallstein O’Brien, Andrea O’Reilly and Melinda Vandenbeld Giles. London: Routledge:111-121.
- Dawn Memeé Lavell-Harvard and Jeannette Corbiere Lavell
2012 “What More Do You People Want? The Unique Needs of Aboriginal Mothers in a Modern Context.” in *What Do Mothers Need? Motherhood Activists and Scholars Speak Out on Maternal Empowerment for the 21st Century* edited by Andrea O’Reilly. Bradford, Ontario: Demeter Press:107-122.
- Rosalind Ing
2011 “Canada’s Indian Residential Schools and Their Impacts on Mothering.” Ch. 14 in *Racism, Colonialism, and Indigeneity in Canada: A Reader* edited by Martin J. Cannon and Lina Sunseri. Don Mills, Ontario: Oxford University Press:120-127.
- Gordana Eljdupovic et al.
2013 “Incarcerating Aboriginal Mothers: A Cost Too Great.” Ch. 3 in *Incarcerated Mothers: Oppression and Resistance* edited by Gordana Eljdupovic and Rebecca Jaremko Bromwich. Bradford, Ontario: Demeter Press:43-58.
- Sinéad Charbonneau, Robina Thomas, Caitlin Janzen, Jeannine Carrière, Susan Strega and Leslie Brown
2014 “Storying the Untold: Indigenous Motherhood and Street Sex Work.” Ch. 9 in *Mothers of the Nations: Indigenous Mothering as Global Resistance, Reclaiming and Recovery* edited by D. Memeé Lavell-Harvard and Jeannette Corbiere Lavell. Bradford, Ontario: Demeter Press:163-178.
- Dawn Marsden
2014 “Indigenous Principles for Single Mothering in a Fragmented World.” Ch. 15 in *Mothers of the Nations: Indigenous Mothering as Global Resistance, Reclaiming and Recovery* edited by D. Memeé Lavell-Harvard and Jeannette Corbiere Lavell. Bradford, Ontario: Demeter Press:267-289.

Oct 19 Lesbian Mothers

READING:

Shelley M. Park

- 2019 “Queering and Querying Motherhood.” Ch. 4 in *Routledge Companion to Motherhood* edited by Lynn Hallstein O’Brien, Andrea O’Reilly and Melinda Vandenberg Giles. London: Routledge:63-76.
- Margaret F. Gibson
2014 “Queer Mothering and the Question of Normalcy.” Ch. 15 in *Mothers, Mothering and Motherhood Across Cultural Differences: A Reader* edited by Andrea O’Reilly. Bradford, Ontario: Demeter Press:347-383.
- Elizabeth Bailey
2016 “Bumpy Road, Bumpy Road, Smooth(ing the) Road: Experiences in Lesbian Mothering.” Ch. 2 in “New Maternalisms”: *Tales of Motherwork: Dislodging the Unthinkable* edited by Rokhsana Badruddoja and Maki Motapanyane. Bradford, Ontario: Demeter Press:36-56.
- Dawn Comeau
2004 “Lesbian Non-Biological Mothering: Negotiating an (un)familiar existence.” Ch. 10 in *Mother Outlaws: Theories and practices of Empowered Mothering* edited by Andrea O’Reilly. Bradford, Ontario: Demeter Press:155-167.
- Audre Lorde
2007 “Man Child: A Black Lesbian Feminist’s Response.” Ch. 9 in *Maternal Theory: Essential Readings* edited by Andrea O’Reilly. Bradford, Ontario: Demeter Press:157-162.
- Baba Copper
2007 “The Radical Potential in Lesbian Mothering of Daughters.” Ch. 11 in *Maternal Theory: Essential Readings* edited by Andrea O’Reilly. Bradford, Ontario: Demeter Press:186-193.
- Nancy D. Polikoff
2007 “Lesbians Choosing Children: The Personal is Political Revisited.” Ch. 12 in *Maternal Theory: Essential Readings* edited by Andrea O’Reilly. Bradford, Ontario: Demeter Press:194-200.

Oct 26

Working Moms

READING:

- Shari L. Thurer
2007 “The Myths of Motherhood.” Ch. 21 in *Maternal Theory: Essential Readings* edited by Andrea O’Reilly. Bradford, Ontario: Demeter Press:331-344.
- Awish Aslam and Tracey L. Adams
2022 “The workload is staggering’: Changing working conditions of stay-at-home mothers under COVID-19 lockdowns.” *Gender, Work and Organization* 1-15.
<https://doi.org/10.1111/gwao.12870>.
- Sigrid Luhr
2020 “Signaling Parenthood: Managing the Motherhood Penalty and Fatherhood Premium in the US Service Sector.” *Gender and Society* 34(2):259-283.
- Sarah Thébaud and Catherine J. Taylor
2021 “The Specter of Motherhood: Culture and the Production of Gendered Career Aspirations in Science and Engineering.” *Gender and Society* 35(3):395-421.
- Jennifer Borda
2019 “The Lasting Impacts of ‘The Opt Out Revolution’: Disciplining working mothers.” Ch. 27 in *Routledge Companion to Motherhood* edited by Lynn Hallstein O’Brien, Andrea O’Reilly and Melinda Vandenberg Giles. London: Routledge:343-352.
- Jenna Abetz and Julia Moore
2018 “‘Welcome to the Mommy Wars, Ladies’: Making Sense of the Ideology of Combative Mothering in Mommy Blogs.” *Communication Culture and Critique* 11(2018):265-281.

Nov 2

Fall Reading Week

Nov 9

Intensive Mothering

READING:

Sharon Hays

- 1996 “Why Can’t a Mother Be More Like a Businessman?” Ch. 1 in *The Cultural Contradictions of Motherhood*. New Haven, Connecticut: Yale University Press:1-18.
- Tatjana Takševa
2014 “How Contemporary Consumerism Shapes Intensive Mothering Practices.” in *Intensive Mothering: The Cultural Contradictions of Modern Motherhood* edited by Linda Rose Ennis. Bradford, Ontario: Demeter Press:211-232.
- Kristen Abatsis McHenry and Denise L. Schultz
2014 “Skinny Jeans: Perfection and Competition in Motherhood.” in *Intensive Mothering: The Cultural Contradictions of Modern Motherhood* edited by Linda Rose Ennis. Bradford, Ontario: Demeter Press:299-312.
- Kit Myers
2017 “‘If I’m Going To Do It, I’m Going To Do It Right’: Intensive Mothering Ideologies among Childless Women Who Elect Egg Freezing.” *Gender and Society* 31(6):777-803.
- Sinikka Elliott and Sarah Bowen
2018 “Defending Motherhood: Morality, Responsibility, and Double Binds in Feeding Children.” *Journal of Marriage and Family* 80(April):499-520.
- Jiyoung Chae
2015 “‘Am I A Better Mother Thank You?’ Media and 21st Century Motherhood in the Context of Social Comparison Theory.” *Communication Research* 42(4):503-525.

Nov 16

Other Mothering

READING:

- Sara Ruddick
2007 “Maternal Thinking.” Ch. 6 in *Maternal Theory: Essential Readings* edited by Andrea O’Reilly. Bradford, Ontario: Demeter Press:96-113.
- Andrea Doucet
2010 “Taking Off the Maternal Lens: Engaging with Sara Ruddick on Men and Mothering.” Ch. 10 in *Twenty-first-Century Motherhood: Experience, Identity, Policy, Agency* edited by Andrea O’Reilly. Bradford, Ontario: Demeter Press:170-180.
- Deirdre M. Condit
2010 “Reproducing Possibilities: Androgenesis and Mothering Human Identity.” Ch. 11 in *Twenty-first-Century Motherhood: Experience, Identity, Policy, Agency* edited by Andrea O’Reilly. Bradford, Ontario: Demeter Press:181-195.
- Joanne Frye
2015 “Parental Thinking: What Does Gender Have to Do With It?” Ch. 1 in *Essential Breakthroughs: Conversations about Men, Mothers and Mothering* edited by Fiona Joy Green and Gary Lee Pelletier. Bradford, Ontario: Demeter Press:14-31.
- Gary Lee Pelletier
2015 “Does the Manny Mother?” Ch. 2 in *Essential Breakthroughs: Conversations about Men, Mothers and Mothering* edited by Fiona Joy Green and Gary Lee Pelletier. Bradford, Ontario: Demeter Press:32-52.
- Arielle Kuperberg, Pamala Stone and Torie Lucas
2022 “‘He’s A Mr. Mom’: Cultural Ambivalence in Print News Depictions of Stay-at-Home Fathers, 1987-2016.” *Gender and Society* 36(3):313-341.
- Hallie Palladino
2014 “The Cultural Contradictions of Fatherhood: Is There An Ideology of Intensive Fathering?” in *Intensive Mothering: The Cultural Contradictions of Modern Motherhood* edited by Linda Rose Ennis. Bradford, Ontario: Demeter Press:280-298.

Nov 23

Migrating Mothers

READING:

- Cameron Lynne Macdonald
2010 Chs. 2,4, and 6-8 in *Shadow Mothers: Nannies, Au pairs, and the Micropolitics of Mothering*. Berkeley, California: University of California Press:17-41; 66-84; 105-163.

Nov 30

Surrogate Mothers

READING:

April Hovav

2019 "Producing Moral Palatability in the Mexican Surrogacy Market." *Gender and Society* 33(2):273-295.

Sharmila Rudrappa and Caitlyn Collins

2015 "Altruistic Agencies and Compassionate Consumers: Moral Framing of Transnational Surrogacy." *Gender and Society* 29(6):937-959.

Laurel Swerdlow and Wendy Chavkin

2017 "Motherhood in Fragments: the Disaggregation of Biology and Care." Ch. 1 in *Babies For Sale: Transnational Surrogacy, Human Rights and the Politics of Reproduction* edited by Miranda Davies. London: Zed Books Ltd.:19-32.

France Winddance Twine

2017 "The Fertility Continuum: Racism, Bio-Capitalism and Post-Colonialism in the Transnational Surrogacy Industry." Ch. 6 in *Babies For Sale: Transnational Surrogacy, Human Rights and the Politics of Reproduction* edited by Miranda Davies. London: Zed Books Ltd.:105-122.

Amrita Pande

2014 "Manufacturing the Perfect Mother-Worker." Ch. 4 in *Wombs in Labour: Transnational Commercial Surrogacy in India*. New York: Columbia University Press:64-83.

Dec 7

African American Mothers

READING:

Judith Lorber

2012 "Standpoint Feminism." Ch. 8 in *Gender Inequality: Feminist Theories and Politics*, Fifth Edition. New York, New York: Oxford University Press:183-190; 197-202.

bell hooks

2007 "Revolutionary Parenting." Ch. 8 in *Maternal Theory: Essential Readings* edited by Andrea O'Reilly. Bradford, Ontario: Demeter Press:145-156.

bell hooks

2007 "Homeplace: A Site of Resistance." Ch. 17 in *Maternal Theory: Essential Readings* edited by Andrea O'Reilly. Bradford, Ontario: Demeter Press:266-273.

Patricia Hill Collins

2007 "The Meaning of Motherhood in Black Culture and Black Mother-Daughter Relationships." Ch. 18 in *Maternal Theory: Essential Readings* edited by Andrea O'Reilly. Bradford, Ontario: Demeter Press:274-289.

Patricia Hill Collins

2007 "Shifting the Center: Race, Class and Feminist Theorizing About Motherhood." Ch. 20 in *Maternal Theory: Essential Readings* edited by Andrea O'Reilly. Bradford, Ontario: Demeter Press:311-330.

Dawn Marie Dow

2015 "Negotiating 'The Welfare Queen' and 'The Strong Black Woman': African American Middle-Class Mothers' Work and Family Perspectives." *Gender and Society* 58(1):36-55.

Marva L. Lewis and Karen T. Craddock

2019 "Mothering While Black: Strengths and vulnerabilities in a sociopolitical racial context of structural inequality." Ch. 6 in *Routledge Companion to Motherhood* edited by Lynn Hallstein O'Brien, Andrea O'Reilly and Melinda Vandenbeld Giles. London: Routledge:89-102.

Sinikka Elliott, Rachel Powell and Joslyn Brenton

2015 "Being a Good Mom: Low-Income, Black Single Mothers Negotiate Intensive Mothering." *Journal of Family Issues* 36(3):351-370.

Courtney Thornton and Jennifer A. Reich

2022 "Black Mothers and Vaccine Refusal: Gendered Racism, Healthcare, and the State." *Gender and Society* XX(X):1-27.

Sinikka Elliott and Megan Reid

2016 "The Superstrong Black Mother." *Contexts* 15(1):48-53.