

# FTS100-009 Reproductive Technologies: Saving grace & brave new world?

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**Instructor:** Dr. Margaret Bloch Qazi (she, her, hers)

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**Office hours:** Tues, Wed & Thurs 1:30 – 2:20 p.m. & by appointment.

Please come by to talk about your course material; advising; and other questions, concerns and triumphs!

**Out of class announcements & contact:** will use the class Moodle site and your Gustavus email aliases.

**Class meets:** Mon., Wed., Thurs. & Fri from 10:30 a.m. – 11:20 p.m. in Confer 334

## **Required materials:**

- Lunsford's Easy Writer
- Graff & Birkenstein's They Say, I Say
- Fall 2018 calendar – electronic or in paper
- Three-ring binder with paper and dividers for FTS only

## **Welcome to FTS 100-009: Reproductive Technologies**

This seminar will introduce you to critical thinking, discussions of values, and develop oral and written communication skills, through an exploration of technologies used to monitor or modify reproductive processes. You will examine the biological basis of several reproductive technologies including contraception, genome-editing, in vitro fertilization, and prenatal genetic testing. You will also use popular and academic accounts of reproductive technologies to analyze the scientific and social contexts in which these technologies have been developed and used. Finally, you will explore the risks and promises of various technologies; who is affected by and excluded from their use; and the perspectives, assumptions and beliefs of these stakeholders through interviews, role-play, and class discussion.

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**Purpose of Course:** After taking this course you should be able to:

- Understand better and appreciate the biological basis of contemporary reproductive technologies.
- Distinguish fact from fiction in accounts of reproductive technologies.
- Critically evaluate realistic promises and limits of current and emerging reproductive technologies.
- Engage in an informed discussion, ask clarifying questions and build ideas.
- Develop oral and written arguments about reproductive technologies using evidence, and properly citing sources.
- Reflect on and articulate your as well as others' values in the context of ethical systems.
- Write often, considering audience and purpose; weigh feedback in revision and editing.
- Execute a capstone project on a reproductive technology of your choice using a series of steps to investigate, synthesize and integrate information.
- Hone individual traits associated with group work and leadership.
- Better understand resources available to you on campus.

## Expectations

*You are expected to:*

- Prepare for and participate in class discussions.
- Develop ideas about reproductive technologies through writing.
- Participate physically and mentally in class activities.
- Be willing to listen carefully to other perspectives.
- Share and discuss your work with each other and providing peer reviews.

*You can expect me to support your learning by:*

- Providing an organized approach to course content and activities
- Explaining the relevance of what we are exploring or the approach to a particular topic
- Being engaged in your learning experience both within and outside of class
- Being respectful of you and your experiences
- Providing constructive & prompt feedback. This may come in a variety of formats. Under most circumstances, you will receive written feedback within one week. However, if work is turned in late, I may not be able to honor the one-week deadline.
- Providing individualized assistance in the form of office hours, meetings by appointment and modified expectations on assignments (as appropriate).

*You can support each other and contribute to this learning community by:*

- Seeking assistance, in person and sooner rather than later, if something is unclear or you need help.
- Being engaged in the course & its activities both mentally and physically. Be prepared to start class promptly and don't check-out early. Bring reading assignments with you to class.
- Helping each other learn by asking constructive questions; explaining ideas, concepts and processes to each other; providing constructive feedback when requested; sharing relevant knowledge that you have; and simply talking about subjects explored in class.
- Being respectful. We are on different journeys and can teach each other a lot about this topic & life.

## Academic Honesty:

In a community of scholars, such as Gustavus Adolphus College, nothing is more valuable than the intellectual work or property of a member of the community. You are responsible for reading and understanding our academic honesty policy at Gustavus ([https://gustavus.edu/general\\_catalog/current/acainfo](https://gustavus.edu/general_catalog/current/acainfo)). Additionally, when you registered, you agreed (in writing!) to abide by the Gustavus honor code;

"On my honor, I pledge that I have not given, received,  
nor tolerated others' use of unauthorized aid in completing this work."

Your signature is a promise that your work is your own: it is unacceptable in this course to represent the work of another individual as your own. This applies to all class assignments and includes all unauthorized aid as well as plagiarism. Plagiarism is defined as using the ideas and/or words of another writer and representing them as your own. It also includes lifting material from web sites and not acknowledging sources. Moreover, "it is still plagiarism if you use an author's key phrase or sentence structure in a way that implies they are your own, even if you cite the source at the end. Instead, enclose the original wording in quotations and cite the source. Better yet, put the whole passage in your own words<sup>1</sup>." Excessive quotations and reliance on websites are not acceptable in this class. Document all sources using the *Chicago* Style (see Lunsford's *Easy Writer* pages 288 – 313). In all cases of academic dishonesty I will: 1) discuss the issue with you, 2) report the situation to the Office of the Provost, and 3) assign a zero grade to the assignment at issue. If dishonesty occurs a second time, the student fails the course and is placed on academic probation<sup>2</sup>.

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<sup>1</sup> McMillan, V.1998. *Writing Papers in the Biological Sciences*. Bedford Books, New York. Pgs. 44-46.

<sup>2</sup> This section benefited and is modified from discussion with Dr. P. Kittelson

**Writing:**

Do you remember your early writing experiences? Were you excited to hold that pencil or crayon? Were you frustrated with the challenge? Were you happy to share your stories? Did you feel nervous about “getting it right”? Maybe some mix of these? You may feel a mix of these even now. Writing is a means of generating, clarifying, analyzing, and communicating ideas. It is an essential vocational skill. Writing can be both a joy and challenge and is a skill that can always be strengthened. This class, like all FTS classes, is a designated Writing-Intensive (WRIT) class. This means that during the semester, you will have multiple opportunities to:

- write informally as a means of exploring ideas, practicing skills and learning,
- plan, draft, and revise your writing with feedback from your instructor and classmates, and
- develop and strengthen skills in critical inquiry, argumentation, and communication to a public audience, through formal writing assignments.

I am looking forward to working with each of you as you develop stronger writing skills.

**The Writing Center:**

The Writing Center (WC) is a phenomenal resource for all student writers **regardless of perceived skill**.

Students who go to the WC improve their writing significantly because they get help clarifying ideas and honing papers. Writing Consultants can help you learn to self-edit or work on problems that you identify. The consultants work with writers who are just getting started, those who already have a rough draft, and those who are considering finishing touches. For optimal service, bring a copy of your assignment and copies of your draft. To see hours, locations and to make appointments on-line: <https://gustavus.edu/writingcenter/> The Writing Center is not an editing or proofreading service.

Here's how peer Writing Consultants can help you:

- provide a one-on-one consultation
- help with interpreting assignments
- discuss revision strategies
- assist with brainstorming & planning
- thesis development, arguments w/ evidence
- improve style, structure and flow

**Reference Desk Assistance:**

The Library's Reference Desk is amazing. Reference Librarians provide one-on-one guidance to help you with your research; they can help you find information on a topic, develop search strategies in library catalogs and databases, and provide assistance at every step. No appointment necessary. Visit [www.gustavus.edu/library/reference\\_question.html](http://www.gustavus.edu/library/reference_question.html) for hours and information.

**Support for Multilingual Students:**

Support for English learners and multilingual students is available through the Center for International and Cultural Education's (<https://gustavus.edu/cice/>) Multilingual and Intercultural Program Coordinator (MIPC), Carly Houston Overfelt. The MIPC can meet individually with students for tutoring in writing, consulting about academic tasks, and helping students connect with the College's support systems. When requested, the MIPC can consult with faculty regarding effective classroom strategies for English learners and multilingual students. If requested, the MIPC can provide students with a letter to a professor that explains and supports appropriate academic arrangements (e.g., additional time on tests, additional revisions for papers). Professors make decisions based on those recommendations at their own discretion. In addition, English learners and multilingual students can get help from peer tutors in the Writing Center (<https://gustavus.edu/writingcenter/>).

**Accessibility Resources:**

Gustavus Adolphus College is committed to ensuring the full participation of all students in its programs. If you have a documented disability, or you think you may have a disability of any nature (e.g., mental health, attentional, learning, chronic health, sensory, or physical) and, as a result, need reasonable academic accommodation to participate in class, take tests or benefit from the College's services, then you should speak with the Accessibility Resources staff, for a confidential discussion of your needs and appropriate plans. Course requirements cannot be waived, but reasonable accommodations may be provided based on disability documentation and course outcomes. Accommodations cannot be made retroactively; therefore, to maximize your academic success at Gustavus, please contact Accessibility Resources as early as possible. Accessibility Resources (<https://gustavus.edu/advising/disability/>) is located in the Center for Academic Resources and Enhancement. Accessibility Resources Coordinator, Kelly Karstad, ([kkarstad@gustavus.edu](mailto:kkarstad@gustavus.edu) or x7138), can provide further information.

**Mental Wellbeing:**

The Gustavus community is committed to and cares about all students. Strained relationships, increased anxiety, alcohol or drug problems, feeling down, difficulty concentrating, and/or lack of motivation may affect a student's academic performance or reduce a student's ability to participate in daily activities. If you or someone you know expresses such mental health concerns or experiences a stressful event that can create barriers to learning, Gustavus services are available to assist you. You can learn more about the broad range of confidential health services available on campus at <https://gustavus.edu/counseling/> and <https://gustavus.edu/deanofstudents/services/>.

**Title IX and Cleary Act Reporting:**

**Title IX is federal legislation that makes clear that violence and harassment based on sex or gender are civil rights violations.** Gustavus Adolphus College takes incidents of sexual misconduct and sexual harassment seriously.

College employees, including instructors, have mandatory reporting responsibilities regarding acts of sex and/or gender discrimination, including sexual violence; I am required to share all information with the Title IX coordinator. You may speak to someone confidentially by contacting the Sexual Assault Response Team (SART/CADA), Chaplains, Counseling Center, or Health Service staff; conversations with these individuals can be kept strictly confidential. SART/CADA can be reached 24 hours a day at 507-933-6868.

The college will respect the confidentiality of the victim and alleged offender(s) as much as possible consistent with the College's legal obligations. **Students also always have a choice as to whether to participate in an investigation or not.**

- **Sexual misconduct** includes the following: non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation (taking non-consensual or abusive sexual advantage of another), intimate partner violence (physical, sexual, or psychological harm by a current or former partner or spouse), and stalking (please see the Student Sexual Misconduct Policy on the Title IX website <https://gustavus.edu/titleix/>).
- **Sexual Harassment** is any behavior of a sexual nature that is unwelcome, offensive or fails to respect the rights and dignity of another person whether of the same or opposite sex (please see the All-College Policy against Harassment and Sexual Harassment for examples and more details: <https://gustavus.edu/facultybook/allcollegepolicies/#Anchor-Sexua-60443>).

If you have any questions, contact Title IX and Sexual Misconduct Prevention Coordinator, Patty Dawson (507-933-6360 or [pdawson@gustavus.edu](mailto:pdawson@gustavus.edu)), or one of the deputy coordinators (listed online at <https://gustavus.edu/titleix/TitleIXTeam/>). Thanks in advance for any situation that you want to share with me, and for trusting in me to support you and your fellow students.

**Evaluation:** Grades will be posted on the class Moodle site.

<u>Assignments</u>	200 pts.
● #1 Promotional piece for contraception (20 pts.)	
● #2: Nobel Conference analysis (20 pts.)	
● #3: Introduce a Nobel Speaker (50 pts.)	
○ annotated bibliography	
○ introduction	
● #4: Consent form (25 pts.)	
● #5: Editorial (50 pts.)	
● #6: Letter to the Editor (35 pts.)	
Class participation (participation in class discussions, deliberations, and activities)	100 pts.
Portfolio	<u>100 pts.</u>
Total	400 points

Letter grades are assigned on a 10-point scale (i.e., 100 – 93% = A, 92 – 90% = A-, 89-87% = B+, etc.)

Policy for late work: Assignments are due in class or by 4:00 pm on the due date at the drop-off site by my office. You are responsible for making sure the assignment is received. Contingent on the circumstances, alternative due dates may be negotiated if addressed  $\geq 24$  h before the originally scheduled due date.

Vacations do not qualify as reasons to turn in work late. Grades on assignments turned in after the due date & time will be subjected to a 10% reduction each day they are past due. If you miss an assignment due to an emergency, contact me within 24 hours of the due date and time to make other arrangements.

### Class Schedule:

### To be completed before class/DUE

(M = posted on class Moodle site)

*This schedule is a guide. Class topics and readings may change in response to issues related to reproductive technologies that arise during the semester. If something changes, it will be discussed in class so you can make changes to this document. Colors are used to designate assignment scaffolding.*

### Anatomy & Physiology

#### Week 1: Sept. 4

- Wed: Introductions, the class & the syllabus
- Thurs: Writing to make something happen in your world
- Fri: Adv. Setting Goals "Goal" essay (M)

#### Week 2: Sept. 10

- Mon: Reproductive anatomy Repro. Anat. WS (M)
- Wed: Reproductive physiology Rep. Phys. WS (M)
- Thurs: Anatomy & physiology of a paragraph Easy Writer 2e; TSIS pgs. 105-120
- Fri: Adv. Semester planning "Sem. plan" (M)

## Contraception

### Week 3: Sept 17

- Mon: Fertilization & implantation

Fert & Embryo WS (M)

### Registration deadline – Sept 17

- Wed: Using evidence and evaluating sources
- Thurs: The power and meaning of images and words;  
**Intro. contraception argument assignment (#1)**
- Fri: **Building arguments**

Contraception WS (M); Easy Writer **14**

“Conceptual Detox”; Easy Writer **8**

Contraception advert.

**Portfolio DUE**

### Week 4: Sept 24

- Mon: Discussion of “The Pill” video
- Wed: **Peer Review of Contraception argument (#1)**
- Thurs: Adv. Study skills & habits
- Fri: Human trials of the Pill in Puerto Rico

Watch “The Pill” & complete WS (M);  
TSIS pgs. 163-166

How to Get Good Grades pgs. 16-21  
& writing assignment

Read three pieces + ?s on Moodle

**Contraception argument (#1) DUE**

## Nobel Conference

### Week 5: Oct 1

- Mon: Nobel Preview; Nobel assignment (#2)
- Wed: Attend Nobel Conference
- Thurs: Nobel Conference discussion;  
**Introduce Nobel Topic Introduction assignment (#3)**
- Fri: Adv. Bouncing forward

TSIS pgs. 55-67 & 92-101

**Nobel Conf. assignment DUE**

“Bouncing forward” (M)

## Conception

### Week 6: Oct 8

- Mon: Embryogenesis & IVF
- Wed: Stories of Infertility
- Thurs: Deliberating choices about IVF
- Fri: Adv. Personal interests and values (5)

IVF WS (M); share selected Nobel topic  
CDC website; “Stories of Infertility...”;  
TSIS pgs 19-28 & 30-40

TSIS pgs. 163-166; **Ann. biblio. (#3) DUE**

“Personal interests...” (M)

## Differences

### Week 7: Oct 15

- Mon: PGD & The role of genes in making you “You”
- Wed: Cut It Out! (Genetic engineering) Case study.
- Thurs: case study continued
- Fri: **Pitch your introduction for a Nobel topic (#3)**

PGD WS (M)

“Cut it Out” (M)

How to give an “elevator speech”;  
TSIS 121-128; **Portfolio DUE**

### Week 8: Oct 22

- Mon: No class FALL BREAK (Oct 20 – 23)
- Wed: **Visit Writing Center**

TSIS pgs. 139-144

### Midterm grades submitted

- Thurs: Intellectual curiosity in academic planning
- Fri: Deliberating difference

“Intellectual curiosity” (M)

Saxton & DS editorial; TSIS 163-166

## Adding Parents: The More the Merrier?

Week 9: Oct 29

### IEX registration Oct 29 – Nov 1

- Mon: Surrogacy case study
- Wed: Case study continued
- Thurs: Adv. Registration & Webadvisor
- Fri: Peer Review of Nobel Topic assign.

“Regist. & Webadvisor” (M)  
Polished draft of assignment;  
TSIS pgs. 68-77; **Tutorial report form DUE**

Week 10: Nov 5

### Spring registration – Nov 5 - 15

- Mon: What makes consent informed?  
Introduce Informed Consent assign. (#4)
- Wed: Develop consent forms
- Thurs: Review consent forms
- Fri: Consent form showcase!

Egg donation & informed consent (M)

Nobel Topic Intro. assign. for instructor review

**Consent form (#4) DUE**

### Withdraw deadline – Nov. 9

## Social Justice: Reproduction for whom?

Week 11: Nov 12

- Mon: Reproductive tech & social justice
- Wed: Dissecting editorials & editorial assignment (#5)
- Thurs: Editorial point-counterpoint
- Fri: Elevator speeches of editorial arguments

Benjamin article (M);  
“About that thing...”; TSIS 129-138;  
**Nobel Topic Introduction (#3) DUE**  
“One more thing about CRISPR...”  
Elevator speech (M); TSIS 121-128

Week 12: Nov 19

- Mon: Adv. Diversity and Privilege

“The Complexity of Identity” (M);  
**Portfolio DUE**

### THANKSGIVING BREAK Nov. 21 - 25

Week 13: Nov 26

- Mon: No formal class meeting
- Wed: Peer review of editorial (#5)
- Thurs: Adv. Diversity in Community
- Fri: Safe reproduction for whom?

Visit the WC for Editorial revision  
polished draft of Editorial assign. (#5) DUE  
“Diversity in community” (M)  
“The Last Person You’d Expect...”, “Black Women Keep Dying...” & CDC Worksheet

Week 14: Dec 3

- Mon: Reproductive Technology and eugenics
- Wed: Learning Plans
- Thurs: Normalcy

draft of Editorial assign. (#5) for instr. rev.  
Normal (M)

Week 15: Dec 10

- Mon: Know your repro project
- Wed: TBD
- Thurs: Adv. Semester Reflection; letter to yourself
- Fri: Class evals.; Letter to the editor assignment (#6)

“Reflection” (M)  
**Editorial assign. (#5) DUE**

**Monday, Dec. 18: Letter to the Editor assignment (#6) & portfolio due to Bloch-Qazi’s office by 12:20 pm**

### Class participation<sup>3</sup>

Grade (        /100)

Asking thoughtful & timely questions about the material, answering questions and participating in discussions & activities are critical both for your learning as well as for developing an engaging class. I am looking for your willingness and ability to interact intellectually, articulately, and respectfully with your classmates. This will be evaluated informally thrice (1/4, 1/2, and 3/4 of the way through the semester) and once formally (end of the semester). You will receive feedback on your participation during the course of the semester so you can make adjustments, if necessary.

	<b>Excellent (25)</b>	<b>Good (20)</b>	<b>Fair/Inconsistent (15)</b>	<b>Below expectations (≤ 10)</b>
<b>Preparation</b>	Consistent and exceptional preparation reflected in questions asked and answered; notes and annotations on readings.	Consistent and solid preparation reflected in questions asked and answered; some notes and comments on readings.	Preparation reflected in questions asked and answered; few notes and comments on readings.	Little/no preparation observed.
<b>Critical thinking</b>	Ideas are consistently original, analytical, and build off of ideas presented by classmates or in readings.	Ideas are generally original, analytical, and build off of ideas presented by classmates or in readings.	Ideas are inconsistently original or analytical. They rarely build off of ideas presented by classmates or readings.	Ideas are not original, analytical, nor do they build off of ideas presented by classmates or in readings.
<b>Use of evidence</b>	Evidence is nearly always relevant, logical, specific, and accurate.	Evidence is usually relevant, logical, specific, & accurate.	Evidence sometimes relevant, logical, specific, or accurate.	Evidence is rarely relevant, logical, specific, or accurate.
<b>Active listening</b>	Carefully listens to others as evidenced by comments and questions. Respectful and interested in others' ideas. Does not repeat what others have said and does not interrupt.	Usually listens to others as evidenced by comments and questions. Respectful and interested in others' ideas. Seldom repeats what others have said or interrupts.	Is often distracted as evidenced by comments and questions. Does not show interest in others' ideas. Repeats what others have said or interrupts.	Doesn't show signs of listening or participating. Doesn't seem interested in others' ideas. Often repeats what others have said, interrupts, or is otherwise disrespectful.

### Portfolio

Grade (        /100)

#### Portfolio Evaluation/Rubric

Every time you turn in your portfolio, I will make comments on the following criteria. You have the opportunity to revise during the course of the semester. You will receive a grade on the final product turned in on December 18. The portfolios will be graded and available for pick up before the end of the exam period.

1. Portfolio is organized logically. Components are easily located & presented professionally  
Comments:
2. All of the required parts are present  
Comments:

<sup>3</sup> Criteria modified from: Class Participation Assessment Guidelines [Internet]. Providence (RI): Brown University (US); [updated 2003; cited 2004 Dec 20]. Available from: [www.brown.edu/Departments/Italian\\_Studies/dweb/pedagogy/particip-assessm.shtml](http://www.brown.edu/Departments/Italian_Studies/dweb/pedagogy/particip-assessm.shtml)