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Taking the example of genetic counseling, I will analyze the symbolic function of professional education in genetic literacy. My research ties into social science studies that analyze the emergence of a new subjectivity in an epoch of risk-calculation and bio-political self-governance. There is hardly a better example for the disabling effects of genetic education than genetic counseling: The aim of the one to two hour session with a medical geneticist is not only to enlighten clients about genetics but also to prime them for action. Geneticists see it as their task to give "individual assistance in reaching a decision", namely the choice between taking a genetic test or not. In the case of pregnant women, this decision is historically unique: Since there is no therapy, an abnormal genetic test result inevitably and, only, questions the continuation of her pregnancy. During the session, pregnant women are informed about calculable risks, avoidable disabilities, and prenatal test options. Thereby, genetic counselors reframe their client's hope-filled pregnancy. The coming child is transformed into a calculable risk profile that can come into existence only if the woman takes the responsibility for its makeup. This radically changes what it means to become a mother. A situation of deep cultural meaning has become the gateway for the scientific reinterpretation of "I" and "you." An intimate and particular gendered experience is destroyed by the imputation of technogenous constructs and managerial values. In genetic counseling, a woman's desire to care for her coming child is turned into the duty to weigh risks and benefits, to treat it as a faceless member of statistical totalities.