

As we begin this new year, we collectively acknowledge that we are meeting on Indigenous land. And, we pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

Instructor: Dr. Sharmila Rudrappa
Tue and Thu: 8:30-10:00am
Office Hours: By appointment

REPRODUCTIVE JUSTICE AND RACE **Spring 2022**

Course Description

Access to reproductive care is the most significant indicator of social inequality. The rights to have children, or not, and parent are deeply stratified across societies. And childhood inequalities have persistent, life-long health effects. In this course we will examine reproductive outcomes for women in order to study social justice.

[Reproductive justice](#) is defined “as the human right to maintain personal bodily autonomy, have children, not have children, and parent the children we have in safe and sustainable communities.” Building from Loretta Ross, SisterSong, and National Asian Pacific American Women’s Forum, our working definition of reproduction justice for this course encompasses diverse families’ rights to reproduction, processes of becoming pregnant and giving birth, the right to give birth to a child with disabilities, the right to prenatal care and child care. Taking our cue from reproductive justice activists and scholars, we will consider the complete physical and mental well-being of women (broadly defined), children, and their families which can *potentially* be achieved when they have the economic, social and political power, and resources to make healthy decisions about their sexuality, and reproduction.

Reproductive justice is almost always out of reach because resources are unevenly distributed, based on race, gender, sexuality, abilities/ disabilities, citizenship, and social class. As a result, developing and developed nations are racked with inequalities when it comes to reproductive matters. From slavery, access to birth control, stratified reproduction, sex selective abortions, and new reproductive technologies, this course will focus on difficult topics; but, no answers will be provided. The hope is that you will find answers for yourself about what you mean by reproductive justice, and how you think it can be achieved. My aim is that we will emerge at the end of the semester with an open mind regarding health, and a more complicated, empathetic understanding of what reproductive justice means. You will, hopefully, attempt to make reproductive a part of your worldview and everyday life.

NOTE: This course carries flags for Cultural Diversity in the U.S., Ethics, and Writing.

Readings

Readings are on Canvas (marked with asterix), or online and accessible through our library resources.

Special Accommodations

Students with special needs should present a letter from the Services for Students with Disabilities Office. We can jointly make accommodations so that you can get all you want out of this class.

Your rights and responsibilities in the classroom

Responsibilities

1. Complete **all** reading assignments; you get more out of lectures and discussions if you are prepared.
2. Participate actively in class; ask questions, raise doubts, disagree with others politely. Take responsibility for your own, and others’ learning experience.
3. If you are going to miss class, let me know in advance. Missed classes affect your grade (see below).
4. Please do not indulge in academic mis-conduct, which includes plagiarism (from books; internet sources including online articles and papers; and, articles).
5. Missed e/ late submissions on assignments: **I will not accept late submissions.**
6. If you have any doubts or questions regarding reading materials, lecture, or class discussions, please contact me. I am not good at answering emails, but I am available over the telephone.

7. Please turn off your phones when in class.
8. Please print out your readings. We refer to readings often, and having a hard copy is essential for a good class.

Rights

1. You have the right to express respectfully your perspectives regarding the readings, and be heard. Censorship of classmates is strongly discouraged.
 2. You have the right to receive answers, and guidance on where to get further information.
 3. The right to a fair grade, which does not mean an A.
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Course expectations and grading

Attendance Policy

Attendance will be taken every time we meet; you may miss up with 2 classes without affecting your grade. After that, every class you miss drops your grade by ½ a grade, until you earn an F.

Participation and Current Events Discussion: 10%

I encourage active participation in class. By participation you will not monopolize discussion, but make remarks that draw people into talking about issues you want to discuss. Respectful disagreement is a good way to learn.

My hope is that you are up on current events, and read newspapers/ listen to the radio and otherwise keep up with happenings around the world. Current news is filled with reproductive politics. As part of your course grade please bring in news items and direct our attention to the suitable website that are relevant to the course. We will start each day with a 5-10 minute discussion on current developments in reproductive justice matters not just in the U.S., but also in other parts of the world (in previous classes we talked about the Zika virus, the criminalization of miscarriage in Guatemala, etc).

Take home exams (two): 35% each

I encourage group work on exams. Please share notes, develop outlines together, and learn from each other. However, each of you will write up your answers individually and turn in individuals exams. You have the opportunity to re-write and resubmit the first exam.

Life History: 20%

Please conduct one life history with an older person or a friend. Summarize the person's thoughts, and experiences. In the second section of your paper provide an introspection on your own reproductive ideals for yourself. In the third section compare and contrast your thoughts to the person you've spoken with, and think through what might influence these differences. Up to 8 double spaced pages.

Please write up 500 words on the project, and share (right after spring break) with the instructor and with classmates to develop effective strategies to writing your final paper.

Peer reviews and re-writes:

You will peer-review each other's work on a regular basis. You have the opportunity to re-write the first exam based on instructor feedback. The Life History paper will receive feedback from the instructor and peers.

Title IX on UT-Austin, and Senate Bill 212

As an employee of the University of Texas at Austin, I am a mandatory reporter of any incidents of discrimination, harassment, sexual assault and misconduct that students, staff and faculty share with me. I have the duty to report incidents involving any of the following: faculty, staff, any student (including a student identified as a "boyfriend" or "partner" or similar), anyone visiting campus (including guest speakers, visiting professors, visiting scholars), and alumni. I also have to report secondhand incidents that I learn about; for example, overhearing a conversation about an incident of sexual violence involving someone else, and any of the persons mentioned above.

If you need to talk with someone who can maintain confidentiality, please contact University Health Services (512-471-4955 or 512-475-6877) or the UT Counseling and Mental Health Center (512-471-3515 or 512-471-2255). I strongly recommend that you make use of these services for any needed support and that you report any Title IX incidents to the Title IX Office." For more information, please see <https://titleix.utexas.edu/>

Course Schedule

Jan 19

- Introductions

Jan 24

- Loretta R 2006. "Understanding Reproductive Justice: Transforming the Pro-Choice Movement." *Off Our Backs*, 36 (4):14-19. <https://web-s-ebSCOhost-com.ezproxy.lib.utexas.edu/ehost/detail/detail?vid=0&sid=fce20e88-a64e-44c5-8d67-06228d5f758f%40redis&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=25027759&db=f6h>
 - Documentary film to be watched in class, *The Chicago Maternity Center Story*. 1976. (59 minutes).
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Knowledge is Political: Intro to the Female Body

Jan 26

- Michelle Murphy. 2004. "Immodest Witnessing: The Epistemology of Vaginal Self-Examination in the U.S. Feminist Self-Help Movement." *Feminist Studies*, 30 (1): 115-147. <https://web-s-ebSCOhost-com.ezproxy.lib.utexas.edu/ehost/detail/detail?vid=0&sid=12cda430-4ad2-4d42-b413-0ade5b01fcf5%40redis&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#AN=13536476&db=a2h>
- Documentary to watch in class, *Taking Our Bodies Back: The Women's Health Movement*. 1974. (33 minutes).

Jan 31

- Deirdre Cooper Owens, 2017. *Medical bondage: Race, Gender, and the Origins of American Gynecology*. Univ. of Georgia P. Avail online. <https://www-jstor-org.ezproxy.lib.utexas.edu/stable/j.ctt1pwt69x>. Read 2 chapters.
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Stratified Reproduction

Feb 2

- Finish reading Deirdre Cooper Owens' book.

Feb 7

- S. Colen, 1995. "Like a Mother to Them: Stratified Reproduction and West Indian Child Care Workers and their Employers in New York," *Conceiving the New World Order: The Global Politics of Reproduction*. Ginsburg and Rapp (eds). <https://books.google.com/books?hl=en&lr=&id=KiILFy6TKCgC&oi=fnd&pg=PA78&dq=shellee+colen+stratified+reproduction&ots=IaxELR5rfl&sig=ZXL1J-6vxxY-F61AtVSr4isD60M#v=onepage&q=shellee%20colen%20stratified%20reproduction&f=false>
 - Documentary film to watch in class, *Nana*. 2015 (70 minutes).
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Abortion Politics

Feb 9

- Ch. "Are mothers persons?" from Susan Bordo's 1995 *Unbearable Weight*. Avail online. <https://web-s-ebSCOhost-com.ezproxy.lib.utexas.edu/ehost/ebookviewer/ebook?sid=b58ffa6-a793-48d3-9f4b-b21c683e9e3d%40redis&vid=0&format=EB>
- Documentary film to be watched in class, *Jane, An Abortion Service*, 2010. (58 minutes).

Feb 14

- Chapters "From Norplant to the Contraceptive Vaccine," and "The Dark Side of Birth Control" from Dorothy Roberts' 1997 *Killing the Black Body*. Avail online. <https://web-s-ebSCOhost-com.ezproxy.lib.utexas.edu/ehost/ebookviewer/ebook?sid=e0db97ea-1f35-4f2f-a266-952e7d58210e%40redis&vid=0&format=EK>
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Abortion politics (continued): When reproduction becomes a crime

Feb 16

- Dorothy Roberts, 1991. "Punishing drug addicts who have babies: Women of color, equality, and the right of privacy." Faculty Scholarship. Paper 1370. http://scholarship.law.upenn.edu/faculty_scholarship/1370
- Documentary film to watch in class, *Abortion Helpline, This is Lisa, 2021*. (13 minutes).

Feb 21

- Sex selective abortions, excerpts from Nivedita Menon's *Recovering Subversion*. Chapter to be sent over email.
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Eugenics

Feb 23

- Documentary film to be watched in class *Surviving Eugenics, 2015*. (44 minutes).

Feb 28

- Genevieve Field, "Should parents of children with severe disabilities be allowed to stop their growth?" *NYT*, March 22, 2016. <https://www.nytimes.com/2016/03/27/magazine/should-parents-of-severely-disabled-children-be-allowed-to-stop-their-growth.html>
 - Documentary film to be watched in class: *Mimi and Dona, 2015*. (57 minutes).
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Population control in India

Mar 2

- Susan Greenhalgh. 1996. "The social construction of population science: An intellectual, institutional, and political history of twentieth-century demography." 38 (1): 26-66. https://www-jstor-org.ezproxy.lib.utexas.edu/stable/179337?seq=1#metadata_info_tab_contents

Mar 7

- Ch. 1, "Reproductive Interventions" from Rudrappa's *Discounted Life*. Avail online, <https://ebookcentral-proquest-com.ezproxy.lib.utexas.edu/lib/utxa/reader.action?docID=4044664>
 - Documentary film to watch in class, *Something Like a War, 2008*. (52 minutes).
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Population control in China

Mar 9

- Wang, Yang, Zhang, and Chang. 2016. "Ending an era of population control in China: Was the one-child policy ever needed?" *The American journal of economics and sociology*, 75 (4): 929-979. <https://web-s-ebshost-com.ezproxy.lib.utexas.edu/ehost/detail/detail?vid=0&sid=47d13bae-d389-4a40-9610-3df630c41fa2%40redis&bdata=JnNpdGU9ZWhvc3QtGjI2ZQ%3d%3d#AN=117924447&db=bah>
- Documentary Film: *China: One Child Policy, 2006* (23 minutes).

YOU WILL RECEIVE YOUR FIRST EXAM ON MARCH 9, 2021 (Try complete your exam before spring break so you can focus on your life histories, and actually have a break!).

Begin working on life histories over spring break.
Schedule your informal in-depth interviews.
Write a one-page summary/ synopsis of the interview.

Mar 14 and 19

SPRING BREAK

SPRING BREAK

SPRING BREAK

Mar 21

- Peer review of exams. Instructor feedback.

Mar 23

- Documentary film to be watched in class, *La Operacion*, 2007. (40 minutes).
- **Suggested:** Bonnie Mass. 1977. "Puerto Rico: A case of population control." *Latin American Perspectives*. 4 (4). https://www-jstor-org.ezproxy.lib.utexas.edu/stable/2633177?sid=primo&seq=1#metadata_info_tab_contents
- **Suggested:** Briggs, Laura. 1998. "Discourses of "forced sterilization" in Puerto Rico: The Problem with the Speaking Subaltern." *differences: A Journal of Feminist Cultural Studies* 10 (2). Article to be sent over email.

PLEASE TURN IN YOUR 1ST EXAMS BY 8:30AM, FRIDAY MARCH 24, 2022.

Population control and Sterilization abuse in the US

Mar 28

- Please make yourselves available from 8:30am to 10:00am to watch and participate online, *Global Belly* by Flinn Works. Remember this is all on Zoom, and there is audience participation, so be ready to have yourselves on-screen. For more information see <https://www.flinnworks.de/en/project/global-belly>

Mar 30

- Novak et. al, 2018. "Disproportionate Sterilization of Latinos Under California's Eugenic Sterilization Program, 1920-1945." *Am J Public Health*, 108(5): 611-613. <https://pubmed.ncbi.nlm.nih.gov/29565671/>
 - **Suggested:** Whatcott, Jess. 2018. "No selves to consent: Women's prisons, sterilization, and the biopolitics of informed consent." *Signs: Journal of Women in Culture and Society*, 2018-Vol.44 (1), p.131-153. <https://www-journals-uchicago-edu.ezproxy.lib.utexas.edu/doi/full/10.1086/698280>
 - Documentary film to be watched in class, *Belly of the Beast*, 2020. (81 minutes).
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Indigenous communities in the US

Apr 4

- Documentary film to be watched in class, *Ama*. 2019 (74 minutes).

Apr 6

- Hoover. 2018. "Environmental Reproductive Justice: Intersections in an American Indian Community Impacted by Environmental Contamination." *Environ Soc*. <https://escholarship.org/uc/item/1kw6s2s0>
 - Liddell and Kington. 2021. "Something was attacking them and their reproductive organs": Environmental reproductive justice in an indigenous tribe in the US Gulf Coast." *Intntl. J of En Res and Pub Health*, 18 (2). https://search.lib.utexas.edu/discovery/fulldisplay?docid=cdi_doaj_primary_oai_doaj_org_article_38de1155d40e4ce7a8dfb538832f7f6b&context=PC&vid=01UTAU_INST:SEARCH&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Everything&query=any.contains.environmental%20reproductive%20justice&offset=0
 - Recommended article B.Gurr, 2011. Complex intersections: Reproductive justice and Native American women. *Social Compass*. <https://onlinelibrary-wiley-com.ezproxy.lib.utexas.edu/doi/pdfdirect/10.1111/j.1751-9020.2011.00400.x>
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Welfare placements and Adoption

Apr 11

- E. Milne and T. Wotherspoon. 2020. "Schools as "really dangerous places" for indigenous children and youth: Schools, child welfare, and contemporary challenges to reconciliation." *Canadian Rev. of Sociology*. 57 (1): 34-52. <https://web-p-ebcsohost-com.ezproxy.lib.utexas.edu/ehost/detail/detail?vid=0&sid=e1c2dad2-4159-45ca-bf25-1a65f4685bb8%40redis&bdata=JnNpdGU9ZWhvc3QtG1ZlZQ%3d%3d#AN=141780004&db=a2h>
- Navia, Henderson, and Levi. "Uncovering colonial legacies: Voices of indigenous youth and child welfare (dis)placements." *Anthro. & Ed. Q.* 49 (2): 146-164. <https://doi-org.ezproxy.lib.utexas.edu/10.1111/aeq.12245>

Apr 13

- Chs. Intro, 1, 2 and 5. Arissa Oh's 2015 *To Save the Children of Korea: The Cold War Origins of International Adoption*. Avail online. <https://ebookcentral-proquest-com.ezproxy.lib.utexas.edu/lib/utxa/reader.action?docID=3568943>
 - Documentary film to watch in class, *First Person Plural*
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Global Surrogacy (and the politics of hospitalized child births)

Apr 18

- Documentary film to watch in class, *Birth Wars*. 73 minutes.

Apr 20

- Sharmila Rudrappa, 2012. India's Reproductive Assembly Line. *Contexts*. 11 (2). https://www-jstor-org.ezproxy.lib.utexas.edu/stable/41960808?sid=primo&seq=1#metadata_info_tab_contents
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On Breast milk

Apr 25

- Cassia Roth, 2018. "Black Nurse, White Milk: Breastfeeding, slavery, and abolition in 19th century Brazil." *Journal of Human Lactation*. 34 (4): 804-808. <https://journals-sagepub-com.ezproxy.lib.utexas.edu/doi/10.1177/0890334418794670>
- Victoria Langland. 2019. "Expressing Motherhood: Wet Nursing and Human Milk Banking in Brazil." *Journal of Human Lactation*. 35 (2): 354-361. <https://journals-sagepub-com.ezproxy.lib.utexas.edu/doi/10.1177/0890334419830987>
- Stephanie Jones-Rogers. 2017. "She could... spare one ample breast for the profit of her owner: white mothers and enslaved wet nurses' invisible labor in American slave markets." *A Journal of Slave and Post-Slave Studies*. 38 (2): 33-355. <https://www-tandfonline-com.ezproxy.lib.utexas.edu/doi/full/10.1080/0144039X.2017.1317014>

YOU WILL RECEIVE YOUR FINAL EXAM ON APRIL 25, 2022

Again, I am more than happy to read drafts and meet up with you to discuss re-writes.

Apr 27 and May 2

Discussions of life histories

May 4, Exam discussions, and wrap-up

TURN IN FINAL EXAMS AND LIFE HISTORIES ON MAY 11, 2022
