

REPRODUCTIVE JUSTICE AND RACE SPRING 2017

Course Description

Access to reproductive care is the most significant marker of social inequality. In this course, cross-listed with Asian American Studies, Sociology, and Women/ Gender Studies, we will examine reproductive outcomes for women in order to study social justice.

Our working definition of reproduction for this course encompasses the processes of becoming pregnant and giving birth, the right to give birth to a child with disabilities, the right to prenatal care, neonatal care, and child care. Taking our cue from reproductive justice activists and scholars, our class readings and discussions will consider the complete physical and mental well-being of women, 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 not always achieved 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 social inequality when it comes to reproductive matters.

From access to birth control, to stratified reproduction, to sex selective abortions, and new reproductive technologies, this course will focus on difficult topics; but, no answers will be provided. The expectation is that you will learn for yourself, and answer for yourself what you mean by reproductive justice, and how you think it can be achieved. My aim for this class is that we will emerge at the end of the semester with an open mind regarding women's and children's health, and a fuller, more complicated understanding of what reproductive justice means. You will, hopefully, take the term reproductive justice into your own linguistic repertoire, and from there, attempt to make it a part of your worldview, and everyday life.

Readings

1. Readings are available online (urls available on syllabus), or on Canvas.
2. Rebecca Skloot, 2010. *The Immortal Life of Henrietta Lacks*. Random House. Please purchase online. The book might be available in used bookstores as well.

Special Accommodations

Students with special needs should notify me by presenting a letter from the Services for Students with Disabilities Office. We can jointly make the accommodations that we need to, 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 before you attend class. You will 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. Attend class regularly. 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.
5. Missed exams/ late submissions on papers: **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 always available over the telephone. If my office hours do not work for you we can fix an appointment for a time that is convenient for both of us.
7. Please turn off your phones when in class; if your phone beeps or rings, and you attend to it, you will be asked to leave the room and marked absent.
8. Please print out all your readings. We refer to readings often, and **having a hard copy is absolutely 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 to your questions and doubts, 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 and Participation: 15%

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. I encourage active participation in class. By participation I do not want you to monopolize discussion, but instead ask questions, make remarks, etc. that draw people into talking about the issues you want to discuss. **Respectful disagreement** is an excellent way to learn. You will also receive surprise quizzes over the course of the semester (5% of grade).

One take home exam: 30%

You will receive a list of questions; choose two, and write essays based on readings. Due on **Mar 10**. You have one week to work on exams, which is about 6-8 double spaced pages.

Life History: 25%

Please conduct one life history with an older person. Summarize the person's thoughts, decisions, and experiences. In the second half 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. You will have the opportunity to share your life histories in the last week of class. Due on **May 5, 2017**.

Term paper: 30%

Over the course of the semester you will be introduced you various topics. Pick one, and write a short paper, 10-12 pages in length (double spaced, 12 font, 1 inch margins), which includes the bibliography. Please do not use more than 7 sources (these are either books, or well-researched articles published in peer-reviewed journals). Some of these sources can be articles you have already read for class. Popular sources (newspaper articles, web posts, etc. are solely to be used for illustrative purposes, rather than presented as peer-reviewed research).

Important deadlines:

- **Mar 23:** Provide a research statement, brief synopsis of the paper, and bibliography.
- **April 13:** Final paper due in class. Please bring hard copies for us to do peer reviews in class. In addition, please email MS word documents to us so that we can grade them, and turn them back to you.
- **April 20:** Papers graded and returned to you
- **April 27:** Final papers due.

Grade breakdown for paper: 5% for research statement/ bibliography; 25% for final paper.

Readings/ class discussion schedule (readings online, or on Canvas)**Introduction**

Week 1 (Jan 17, 19)

1. Sadhbh Walshe, "If still birth is murder, does miscarriage make pregnant women into criminals?" *The Guardian*, Mar 26, 2014.
<http://www.theguardian.com/commentisfree/2014/mar/26/stillbirth-murder-miscarriage-pregnant-women-criminals>
 2. Nina Lakhani, "El Salvador: Where Women May be Jailed for Miscarrying." *BBC Magazine*, Oct 18, 2013. <http://www.bbc.com/news/magazine-24532694>
 3. Katy Watson, "El Salvador launches fight against Zika," BBC News, Feb 1, 2016.
<http://www.bbc.com/news/world-latin-america-35455871>
 4. Sharmila Rudrappa, "If America Really Cared About Mothers, Reproductive Health Care Would Be Available to All." Op-ed in *American Prospect*, May 10, 2015.
<http://prospect.org/article/if-america-really-cared-about-mothers-reproductive-health-care-would-be-available-all>
 5. Abortion Bans in Cases of Race or Sex Selection, or Genetic Anomaly. Report from the Guttmacher Institute. <https://www.guttmacher.org/state-policy/explore/abortion-bans-cases-sex-or-race-selection-or-genetic-anomaly>
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What is the uterus? And where are the ovaries? Brushing up on basics

Week 2 (Jan 24, 26)

1. Excerpt from The Boston Women's Health Collective, 2005. *Our Bodies Ourselves*.
 2. Please begin reading Rebecca Skloot's *Immortal Life...* (in preparation for Week 4).
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Slavery as Legacy: Reproductive Health and Motherhood

Week 3 (Jan 31, Feb 2)

1. Jeffrey Sartin, 2004. J. "Marion Sims, the Father of Gynecology: Hero or Villian?" *Southern Medical Journal*. 95(5): 500-505. http://te7fv6dm8k.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info:sid/summon.serialssolutions.com&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&rft.genre=article&rft.atitle=J.+Marion+Sims%2C+the+father+of+gynecology%3A+hero+or+villain%3F&rft.jtitle=Southern+medical+journal&rft.au=Sartin%2C+Jeffrey+S&rft.date=2004-05-01&rft.issn=0038-4348&rft.eissn=1541-8243&rft.volume=97&rft.issue=5&rft.spage=500&rft_id=info:pmid/15180027&rft.externalDocID=15180027¶mdict=en-US
 2. Stephen Kenny. 2007. "I can do the child no good: Dr. Sims and the Enslaved Infants of Montgomery, Alabama." *Social History of Medicine*. 20 (2): 223-241. <http://shm.oxfordjournals.org/content/20/2/223.full>
 3. Jennifer Barclay, 2014. "Mothering the 'Useless': Black Motherhood, Disability, and Slavery." *Women, Gender and Families of Color*. 2 (2): 116-140. http://te7fv6dm8k.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft_id=info:sid/summon.serialssolutions.com&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&rft.genre=article&rft.atitle=Mothering+the+%22Useless%22%3A+Black+Motherhood%2C+Disability%2C+and+Slavery&rft.jtitle=Women%2C+Gender%2C+and+Families+of+Color&rft.au=Barclay%2C+Jennifer+L&rft.date=2014-09-30&rft.pub=University+of+Illinois+Press&rft.issn=2326-0939&rft.eissn=2326-0947&rft.volume=2&rft.issue=2&rft.spage=115&rft.epage=140&rft.externalDocID=10_5406_womgenfamcol_2_2_0115¶mdict=en-US
 4. Rhaisa Kameela Williams, 2016. "Toward a Theorization of Black Maternal Grief as Analytic," *Transforming Anthropology*. 24 (1): 17-30. <http://onlinelibrary.wiley.com/doi/10.1111/traa.12057/full>
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The Immortal Life of Henrietta Lacks

Week 4 (Feb 7, 9)

1. Please complete the entire book, to be discussed on Thursday February 9, 2017.
 2. Documentary film to be watched in class, *The Deadly Deception*, 2013. 60 minutes.
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The National Politics of Birth Control: Sterilization

Week 5 (Feb 14, 16)

1. Gregory W. Rutecki, Podcast posted on Oct 8, 2010. <https://cbhd.org/content/forced-sterilization-native-americans-late-twentieth-century-physician-cooperation-national->. Please **listen** to this podcast.
 2. D.Marie Ralstin-Lewis. 2005. "The Continuing Struggle Against Genocide: Indigenous Women's Reproductive Rights," *Wicazo Sa Review*, 20 (1): 71-95. http://www.jstor.org/stable/4140251?pq-origsite=summon&seq=15#page_scan_tab_contents
 3. Documentary film to be watched in class, *No Mas Bebés*, 2015. 80 minutes.
 4. Rebecca Kluchin, 2007. "Locating the Voices of the Sterilized," *The Public Historian*, 29 (3): 131-144. http://www.jstor.org/stable/10.1525/tph.2007.29.3.131?pq-origsite=summon&seq=1#page_scan_tab_contents
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The International Politics of Birth Control: Sterilization

Week 6 (Feb 21, 23)

1. Documentary film to be watched in class, *Something Like a War*, 1991. 52 minutes.
 2. Matthew Connelly, 2006. "Population Control in India: Prologue to the Emergency Period." *Population and Development Review*, 32(4): 626-667.
<http://onlinelibrary.wiley.com/doi/10.1111/j.1728-4457.2006.00145.x/epdf>
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Eugenics and Sterilization

Week 7 (Feb 28, Mar 2)

1. Documentary film to be watched in class, *The Lynchburg Story*, 1993. 55 minutes.
2. Egbert Klautke, 2016. "'The Germans are beating us at our own game': American Eugenics and The German Sterilization Law of 1933," *History of Human Sciences*, 29 (3): 25-43.
<http://journals.sagepub.com/doi/pdf/10.1177/0952695116631230>
3. Johanna Schoen, 2001. "Between Choice and Coercion: Women and the Politics of Sterilization in North Carolina, 1925-1975," *Journal of Women's History*, 13 (1): 132-156.
<http://muse.jhu.edu/article/17366>

You will receive your take home exam on Mar 2. Please choose two questions.

Abortion

Week 8 (Mar 7, 9)

1. Documentary film to be watched in class, *I had an abortion*. 2005. 55 minutes.
2. Susan Bordo, 1993. "Are Mothers Persons?" in *Feminism, Western Culture, and the Body*.

Please turn in exams Mar 10 (Friday) by 9:00am through email.

Spring Break

Week 9 (Mar 13 to Mar 18)

Amniocentesis as Eugenic?

Week 10 (Mar 21, 23)

1. Documentary film to be watched in class, *Mimi and Dona*, 2015. 57 minutes.
<https://utexas.kanopystreaming.com/video/mimi-and-dona>
 2. Excerpts from Rayna Rapp's *Testing the Fetus, Testing Women*.
 3. Chapter by Vrinda Marwah on sex selection.
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Stratified Reproduction

Week 11 (Apr 4, 6)

1. Documentary film to be watched in class, *Modern Day Slaves*. 51 minutes.
<https://utexas.kanopystreaming.com/video/modern-day-slaves>
 2. Shellee 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*. Edited by Faye Ginsburg and Rayna Rapp.
<https://books.google.com/books?hl=en&lr=&id=KiILFy6TKCgC&oi=fnd&pg=PA78&dq=shellee+colen+stratified+reproduction&ots=IaxELR5rfl&sig=ZXL1J-6vxvY-F61AtVSr4isD60M#v=onepage&q=shellee%20colen%20stratified%20reproduction&f=false>
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Stratified Reproduction, continued

Week 12 (Apr 11, 13)

1. Documentary film to be watched in class, *Fatherhood Dreams* (55 minutes).
<https://utexas.kanopystreaming.com/video/fatherhood-dreams-0>

Papers due in class, peer reviews of papers.

Adoption politics

Week 13 (Apr 18, 20)

1. Documentary film to be watched in class, *First Person Plural*. 60 minutes.
<https://utexas.kanopystreaming.com/video/first-person-plural>
 2. Laura Brigg's blog on adoption.
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Surrogacy

Week 14 (Apr 25, 27)

1. Sharmila Rudrappa, 2012. "India's Reproductive Assembly Line," *Contexts*,
<https://contexts.org/articles/indias-reproductive-assembly-line/>
2. Documentary film to be watched in class, *Google Baby*, 2011. 76 minutes.

Term papers due, April 27. Please email copies.

Class presentations on life histories

Week 15 (May 2, 4,)

1. No readings. Class presentations on life histories.

Please turn in papers on last day of class, May 6.
