

WOME3055 Global Reproductive Justice
Lakehead University
Department of Women's Studies
Winter 2024

Instructor:	Angela Gollat
Instruction:	AT 2015 - Mondays & Wednesdays 8:30am -10:00am
Office Hours:	I am happy to meet. The best way to connect is to send an email and we can schedule a time to chat via zoom.
Email:	amgollat@lakeheadu.ca - I will try to respond to emails within 48 hours (excluding weekends). If you have not received a response after 48hours, please send a polite reminder as sometimes emails can get lost in the shuffle!

Land Acknowledgement: Lakehead University respectfully acknowledges its campuses are located on the traditional lands of Indigenous Peoples. Lakehead Thunder Bay is located on the traditional lands of the Fort William First Nation, Signatory to the Robinson Superior Treaty of 1850. Lakehead Orillia is located on the traditional territory of the Anishinaabeg. The Anishinaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy. Lakehead University acknowledges the history that many nations hold in the areas around our campuses, and is committed to a relationship with First Nations, Métis, and Inuit Peoples based on the principles of mutual trust, respect, reciprocity, and collaboration in the spirit of reconciliation.

Course Description: In this course we will examine the concept of reproductive justice from a global perspective through a feminist, anti-racist, anti-colonial, intersectional lens. Students will engage in a transnational feminist examination of reproductive practices, issues, and policies using a reproductive justice framework. Reproductive justice is, at its core, an intersectional feminist grassroots movement, founded and led by women of colour (primarily from the United States) to interrogate the link between the legal right to access reproductive services and the social, political and economic inequalities that create barriers for women. Under this framework, there are three areas of focus: (1) the right not to have a child; (2) the right to have a child; (3) the right to parent children in safe and healthy environments. With a focus on cross cultural reproductive practices, topics will include: prenatal care and birthing; use and regulation of reproductive technologies; child welfare and state intervention; neoliberalism, globalization, and the reproductive body.

Course Format: This course is in-person Mondays and Wednesdays 8:30am-10am in AT 2015. On Mondays I will provide a summary lecture followed by discussion on weekly required readings. Wednesday classes will alternate between film screening/discussion (Weeks 2, 4, 6, 8, 10), and student seminar presentations (Weeks 3, 5, 7, 9, 11).

Required Text: Ross, L. & Solinger, R. (2017). Reproductive Justice: An Introduction. University of California Press: Oakland.

This text can be purchased through the Lakehead University Bookstore. Students will read the text in entirety throughout the term. All other readings will be made available in .pdf format on the course D2L page.

Evaluation:

Attendance/Participation 40%
Critical Reflection Seminar 25%
Exam Proposal 10% (DUE Friday, March 29, 2024)
Take Home Exam 25% (DUE Sunday, April 21, 2024)

Note: All written assignments should be submitted online through the course D2L site.

ASSIGNMENT INSTRUCTIONS

Participation (40%)

Angela will provide a lecture every Monday with a class discussion of the weekly reading to follow. Students must come prepared, having read the weekly readings, and contribute meaningfully to the discussion.

Every second Wednesday (Weeks 1, 3, 5, 7, 9, 11) class will be organized as a film screening and tutorial. We will screen a documentary related to reproductive justice and engage in discussion, using the class group chat and open discussion (time permitting). Students will be provided with some prompts to consider, and are encouraged to engage in dialogue about the film throughout the viewing.

In order to receive participation grades, you must attend class AND meaningfully engage in discussion. No make up assignments will be provided.

Critical Reflection Seminar (25%)

On alternating Wednesdays (Weeks 3, 5, 7, 9, 11) students will sign up to present a short informal seminar on a supplementary resource (articles posted on D2L). Presentations should be approximately 15 minutes with 5 minutes to follow for questions and discussion. Use of visuals (ie., slides, images) is encouraged. Students are required to submit their presentation notes through D2L afterward. Notes can be simple and in point form but need to be reflective of the presentation content.

Your presentation should identify, analyze and evaluate the ideas presented in your chosen supplemental reading and include a reflective question(s) to seminar participants.

The University of Waterloo Writing and Communication Centre explain a Critical Reflection as: “a process of identifying, questioning, and assessing our deeply-held assumptions – about our knowledge, the way we perceive events and issues, our beliefs, feelings, and actions. When you reflect critically, you use course material (lectures, readings, discussions, etc.) to examine our biases, compare theories with current actions, search for causes and triggers, and identify problems at their core. Critical reflection is not a reading assignment, a summary of an activity, or an emotional outlet. Rather, the goal is to change your thinking about a subject...” (<https://uwaterloo.ca/writing-and-communication-centre/critical-reflection>).

A good critical reflection will:

1. Identify a concept, theory, argument or issue that arises in the reading
2. Briefly discuss how the author presents the concept/theory/argument/issue you've identified from the reading
3. Explain what aspects of your own thinking and learning are sparked by the concept/theory/argument/issue you've identified from the reading
4. Identify new questions or understandings that have arisen for you, based on the concept/theory/argument/issue you've identified in the reading.

Note: While shared experiences and subjective knowledge are valid and important, your critical reflection presentation should focus on the systemic, structural, or theoretical issues presented in the readings, rather than disclosure of personal experience or opinion.

Paper Proposal and Bibliography (10%) - DUE Friday, March 29, 2024

The paper proposal is designed to get you started early on your final paper (DUE Sunday, April 21, 2023) and set you up for success. You will receive detailed feedback on your paper proposal, which you are expected to read and incorporate into your final draft.

Your final paper must be about a topic related to reproductive justice (broadly conceptualized) as well as some component of law, regulation, or control. Your research can be global or local in orientation as well as either historical or contemporary. Your paper must make a unique argument. You are welcome to draw ideas for the paper from your critical reflection presentation.

The proposal should be 1-2 pages and must include the following:

1. Your topic and research question
2. Your central argument (in the form of a thesis statement)
3. 3-4 main sub-arguments or points you expect to address (i.e. what arguments are you going to have to make in order to support your main argument)
4. The theories and concepts you think you will draw on
5. Explain why your paper is offering a unique perspective, or adding something new to the discussions we've had in class. Make sure you clearly show why your topic is relevant to the class.

Include a bibliography of at least 8 peer-reviewed sources (at least 3 of these should be from course readings). The sources you identify should be provided in proper bibliographic style (MLA, APA or Chicago citation style). The bibliography is not included in the word count.

A cover page is not necessary, but please ensure your name and student ID are on the document. To make it easier to provide feedback, proposals should be submitted via D2L as a .doc or .docx file.

Final Paper (25% DUE April 21st, 2024)

Your final paper must be about a topic related to reproductive justice (broadly conceptualized) as well as some component of law, regulation, or control. Your research can be global or local in orientation as well as either historical or contemporary. Your paper must make a unique argument. You are welcome to draw ideas for the paper from your critical reflection presentation. Please submit your paper via D2L as either a .doc, .docx, or .pdf file.

Requirements:

- Your paper must have a cover page and bibliography (these do not count towards the word count).
- 1800-2000 words (this is approx. 7-8 pages double-spaced)

- The paper must be properly formatted and cited, using whichever academic citation style you are most comfortable with (refer to <https://owl.purdue.edu/owl/index.html> for style guidelines)
- Please identify the style in your document name (i.e., Final Paper- Gollat - MLA)
- You must draw on at least 3 course readings from class or supplemental readings
- You must have at minimum 8 peer-reviewed, academic sources. You may include non-academic sources (e.g. policy papers, grey literature, films, novels, etc.) but these will not count towards your 8 required sources.

Evaluation Criteria:

Originality and Analysis. Is the paper original, perceptive, and interesting? Is the analysis strong and compelling? Strive for creative and critical thinking.

Argument. Is there a strong argumentative thesis statement? Does the author convince the reader by using sound argumentation, and relevant theories or examples? Does the author “show their work” and provide clear evidence for their claims? Are the academic sources used appropriate?

Relevance. Is there a clear connection between the paper and the themes and theories covered in this class? Does the assignment conform to the guidelines set out in the syllabus (including length)?

Clarity. Are the main arguments of the paper clear and strong? Does the reader know what the central question the paper is trying to answer is? Is there good flow and logic to the arguments being made?

Style. Is the paper proofread? To the best of your ability, strive for good grammar and formatting (use headings, format paragraphs well, ensure proper citation).

In general:

“A” essays will have impressive detail and explanation, with strong ability to apply concepts from the texts and lecture. They will have a strong and compelling argument with evidence tailored to support the argument. They will have a clear connection to class concepts. They will be very well written, thoughtful, with good flow and logic. Citation will be well done.

“B” essays will have a strong basis, but with room for better analysis or stronger links between concepts and examples. They will have a strong argument with room to improve in terms of linking examples and evidence to the argument (i.e. explaining why evidence supports the argument). There will be a clear connection to class. They will be well written but may have some issues in terms of clarity and style. Citation will be well done.

“C” essays will be a good start, but analytically underdeveloped. Their argument may be imprecise or vague. Evidence is provided but there may need additional explanation (i.e. it may

feel like something is missing). There may be style issues including sections that are unclear or confusing. Citation has numerous issues.

“D” essays will have weak analysis or argument, with few examples or concepts from class. Connection to the class may be weak or unclear. Style might be lacking (e.g. very unclear in sections, some stream of conscious writing).

“F” essays will insufficient or not meet the expectations in some way. It may be lacking substantive original argument and analysis or bear no relevance to the class (i.e. no concepts or examples, or not related to reproductive rights and justice). It may be too short, or stream of conscious writing.

GENERAL INFORMATION AND RESOURCES

On Campus Support Available to Students:

Student Health and Counselling Centre: We will be dealing with difficult material, and self-care is very important. Please monitor your well-being, keep me informed if you need accommodations, and seek help as needed. For assistance and counselling with personal and/or medical issues, please visit the Student Health and Counselling Centre. Phone 343-8361. <http://healthservices.lakeheadu.ca/>.

Remember that getting help is a smart and courageous thing to do - for yourself, for those you care about, and for those who care about you. Asking for support sooner rather than later is almost always helpful.

Resources Available to Students:

Student Success Centre: Both speaking in public and writing are important skills we will develop together in this class. Good writing does not happen the night before an assignment is due. You should expect to spend a significant period of time, well before each due date, preparing your assignments. These are guidelines to assist:

1. Start assignments early.
2. Read the instructions for your assignment carefully and ask questions if there is anything which is unclear.
3. Seek support. I am happy to read rough drafts for all assignments in this course. You can (and should) also get writing support from the Student Success Centre.
4. Put in the time required to write, edit, revise, and re-submit. Writing is a process. And it is a skill which takes time to develop.
5. Visit the Academic Support Zone at <https://www.lakeheadu.ca/students/academic-success/student-success->

[centre/academic-support-zone](#) and make an appointment for assistance at mysuccess@lakeheadu.ca.

Student Health and Counselling Centre: We will be dealing with difficult material, and self-care is very important. Please monitor your well-being, keep me informed if you need accommodations, and seek help as needed. For assistance and counselling with personal and/or medical issues, please visit the Student Health and Counselling Centre. Phone 343-8361. <http://healthservices.lakeheadu.ca/>.

Student Accessibility Services: For assistance with accommodations for a disability, please visit Student Accessibility Services located in SC 0003 or phone 343-8047 or online at - <http://learningassistance.lakeheadu.ca/>.

GENERAL COURSE GUIDELINES

Class Etiquette:

We will engage with complex issues of injustice, oppression, and/or violence this semester, which students in the class may have also experienced. Please take care of yourself as we navigate through course material and discussion. Being considerate and respectful in all course discussions and communications are expected, whether in discussion or online. Sexist, racist, homophobic, transphobic, and/or discriminatory language will not be tolerated. Bullying or harassment of fellow students will not be tolerated. Everyone deserves a safe and respectful environment in which to learn.

Email Etiquette:

All correspondence should be polite, respectful and professional. Email inquiries must include:

- a subject line indicating the course name and/or number
- a salutation, (i.e. "hello", "dear", "To", etc.)
- a detailed question, or polite request
- a signature (i.e. your name).

Emails that do not follow this format will not be answered.

Every effort will be made to respond to emails within 48 hours (excluding weekends). If you have not received a response after 48 hours, please send a polite reminder as sometimes emails can get lost in the shuffle!

A Note on Submitting Assignments:

All assignments must be submitted electronically, under the "Assignment" tab on our course D2L site. The best format to submit your assignments is as a .doc or .docx file.

You should receive confirmation that your assignment has successfully been uploaded. If you do not receive confirmation, it is a sign that something may have gone wrong with the submission. If this happens, please try again to submit, or contact me via email to ensure that your assignment is properly uploaded. Improper uploading will not be accepted as an excuse for late papers.

Academic Accommodations:

Some students may benefit from receiving academic accommodation, due to a disability (physical, learning or otherwise), illness or disruption. Please reach out to Student Accessibility Services: <http://learningassistance.lakeheadu.ca/> and speak with an advisor. Your SAS advisor will work with you to develop a plan, which will then be communicated to me. You need not disclose any personal or medical information to me, or any of your professors. SAS will work with you to maintain privacy and confidentiality.

Everyone has the right to an accessible education, and all approved accommodations will be honoured, no questions asked.

Late Policy:

Assignments received after the due date (where the student does not have an approved accommodation) will be penalized 5% per day. Requests for extensions MUST be made prior to the due date.

Style and grammar:

Marks are not directly deducted for poor writing style and grammar. However, you simply cannot achieve a good grade if the paper is difficult to read and the argument difficult to discern. It is essential to proofread.

Referencing:

Assignments must be entirely your own work. Failure to provide adequate references constitutes plagiarism. If the exact words or phrases of another author are used they must be in quotation marks with an accompanying reference. Material that is paraphrased – that is, an idea from another author but put into your own words – must also be accompanied by a properly formatted citation. Please use appropriate style (either MLA, APA or Chicago) in a consistent manner throughout the paper.

A great resource for help with citations:

https://owl.purdue.edu/owl/research_and_citation/resources.html

References are essential and have four purposes: (1) they indicate the source of the “quotations,” (2) acknowledge the interpretations and ideas of others, (3) provide authority for facts which might be challenged or result from the research of others, and (4) point to other sources or interpretations of the same topic. In general, references acknowledge the use of another person’s ideas and are essential in avoiding plagiarism.

Plagiarism and Academic Dishonesty:

Plagiarism is a serious academic offence. Presenting an idea, words or an exact phrase of another author as your own work constitutes plagiarism. All students are required to know what constitutes plagiarism and how to avoid it.

If you have questions about what constitutes plagiarism you can consult the Lakehead University calendar available online:

<http://calendar.lakeheadu.ca/current/contents/regulations/univeregsIXacdishon.html>

All cases of plagiarism will be dealt with in accordance with the Student Code of Conduct and Disciplinary Procedures approved by Senate and the Board of Governors. Other instances of Academic Dishonesty, including but not limited to double submission, purchasing of assignments (either online or from another student on campus), or copying of assignments will also be dealt with in accordance to the University regulations on Academic Dishonesty. Students may obtain a copy of the “Code of Student Behaviour and Disciplinary Procedures” from the Office of the Registrar for more information.

Please do your own work. Your ideas and contributions are valuable. See each assignment as an opportunity to build your writing and analysis skills.

WEEKLY SCHEDULE AND READINGS

Week 1: Reproductive Justice: An Introduction

Monday, January 8th: Introduction and Housekeeping

- Review Course Syllabus
- Listen to: Canadian Women’s Foundation. (2022, June 1). Reproductive Justice <https://podcasters.spotify.com/pod/show/alright-now-what/episodes/Reproductive-Justice-e1j596v/a-a80o11>

Wednesday, January 10th: Reproductive Rights as Human Rights

- Summary Lecture + Discussion
- Required Readings:
 - Ross, L. & Solinger, R. (2017). Reproductive Justice: An Introduction. University of California Press: Oakland. pgs 1-8
 - Price, K. (2010). What is reproductive justice? How women of colour activists are redefining the pro-choice paradigm. *Meridians* 10(2), 42–65.

Week 2: Reproductive Justice: A History

Monday, January 15th: Colonizing Reproduction

- Summary Lecture + Discussion

- Required Reading:
 - Ross, L. & Solinger, R. (2017). *Reproductive Justice: An Introduction*. University of California Press: Oakland. Pgs 9-29
 - Eddins, C. (2020). Rejoice! Your wombs will not beget slaves! *Marronnage as Reproductive Justice in Colonial Haiti*. *Gender & History*, 32(3), 562-580.

Wednesday, January 17:

- Film + Discussion: *Young Lakota: A Native American Leader Fights for Reproductive Rights*

Week 3: Reproductive Justice: A History

Monday, January 22nd: Reproductive Justice and Sterilization (Forced, Coerced, and Voluntary)

- Summary Lecture + Discussion
- Required Reading:
 - Ross, L. & Solinger, R. (2017). *Reproductive Justice: An Introduction*. University of California Press: Oakland. pgs. 30-57
 - Gilmore, M. (2020). Redressing forced sterilisation: the role of the medical profession. *BJOG: an International Journal of Obstetrics and Gynaecology*, 127(8), 923-926.

Wednesday, January 24th:

- Seminar Presentations

Week 4: Reproductive Justice in the 21st Century

Monday, January 29th: Reproductive Justice and Intersectionality (How race and class define reproductive rights)

- Lecture + Discussion
- Required Reading:
 - Crenshaw, Kimberlé (Oct, 2016). *The Urgency of Intersectionality*: TED Women Talk (18:49min)
 - Ross, L. & Solinger, R. (2017). *Reproductive Justice: An Introduction*. University of California Press: Oakland. pgs. 58-89
 - Macleod, C.I., Beynon-Jones, S. & Toedien, M. (2017). *Articulating Reproductive Justice Through Reparative Justice: Case Studies of Abortion in Great Britain and South Africa*. *Culture, Health & Sexuality*. Vol. 19(5), 601-615.

Wednesday, January 31st:

- Film + Discussion: *Freedom for Birth: Women's Rights in Childbirth*

Week 5: Reproductive Justice in the 21st Century

Monday, February 5th: Reproductive Justice and Intersectionality (How race and class define reproductive rights)

- Summar Lecture + Discussion
- Required Reading:
 - Ross, L. & Solinger, R. (2017). Reproductive Justice: An Introduction. University of California Press: Oakland. pgs. 89-116
 - Nyberg, A. (2020). Achieving Reproductive Justice: Some Implications of Race for Abortion Activism in Northern Ireland. Feminist Review. 124,165-172.

Wednesday, February 7th:

- Seminar Presentations

Week 6: Managing Fertility

Monday, February 12th: Reproductive Justice, Rights and Laws

- Lecture + Discussion
- Required Reading:
 - Ross, L. & Solinger, R. (2017). Reproductive Justice: An Introduction. University of California Press: Oakland. pgs. 117-138
 - Morgan, L. M. (2015). Reproductive Rights or Reproductive Justice? Lessons from Argentina. Health and Human Rights. Vol. 17(1).

Wednesday, February 14th:

- Film + Discussion: Sister: Working to Improve Global Maternal Health

READING WEEK - NO CLASS FEBRUARY 19 - 23

Week 7: Managing Fertility

Monday, February 26th: Reproductive Justice and Autonomy

- Summary Lecture + Discussion
- Required Reading:
 - Ross, L. & Solinger, R. (2017). Reproductive Justice: An Introduction. University of California Press: Oakland. pgs. 139-167
 - Burnett, M. (2019). A history of abortion in Canada: The quest for women's reproductive rights. Journal of Obstetrics and Gynaecology Canada41(S2):S293–S295.

Wednesday, February 28th:

- Seminar Presentations

Week 8: Reproductive Justice and the Right to Parent

Monday, March 4th: *Reproductive Justice, Citizenship and Coercion*

- Summary Lecture + Discussion
- Required Reading:
 - Ross, L. & Solinger, R. (2017). *Reproductive Justice: An Introduction*. University of California Press: Oakland. pgs. 168-196
 - Senderowicz, L. (2019). "I Was Obligated to Accept": A Qualitative Exploration of Contraceptive Coercion. *Social Science & Medicine*. Vol. 239, 1-10.

Wednesday, March 6th:

- Film + Discussion: *Small Family/Happy Family*

Week 9: Reproductive Justice and the Right to Parent

Monday, March 11th: *Trans Reproductive Justice*

- Summary Lecture + Discussion
- Required Reading:
 - Ross, L. & Solinger, R. (2017). *Reproductive Justice: An Introduction*. University of California Press: Oakland. pgs. 196-212
 - Riggs, D. W. & Bartholomaeus, C. (2020). Toward Trans Reproductive Justice: A Qualitative Analysis of Views on Fertility Preservation for Australian Transgender and Non-binary People. *Journal of Social Issues*. Vol. 76(2), 314-337.

Wednesday, March 13th:

- Seminar Presentations

Week 10: Reproductive Justice and the Right to Parent

Monday, March 18th: *Intersections of Reproductive Justice*

- Summary Lecture + Discussion
- Required Reading:
 - Ross, L. & Solinger, R. (2017). *Reproductive Justice: An Introduction*. University of California Press: Oakland. pgs. 212-237
 - Hayes, C, M., Sufrin, C. & Perritt, J.B. (2020). *Reproductive Justice Disrupted: Mass Incarceration as a Driver of Reproductive Oppression*. *American Journal of Public Health*. Vol. 110(S1).

Wednesday, March 20th:

- Film + Discussion: Made in India: A Film About Surrogacy

Week 11: Reproductive Justice on the Ground

Monday, March 25th: Reproductive Justice in Action

- Summary Lecture + Discussion
- Required Reading:
 - Ross, L. & Solinger, R. (2017). Reproductive Justice: An Introduction. University of California Press: Oakland. pgs. 238-266
 - Inhorn, M. C. & Patrizio, P. (2015). Infertility Around the Globe: New Thinking on Gender, Reproductive Technologies and Global Movements in the 21st Century. Human Reproduction Update. Vol. 21(4), 411-426.

Wednesday, March 27th:

- Seminar Presentations

Week 12: Course Wrap Up and Take Home Exam Review

Monday, April 1st: EASTER MONDAY, NO CLASS

Wednesday, April 3rd:

- Course Wrap Up and Take Home Exam Review

Students may also attend an **optional paper review workshop on Monday, April 8th during regular class time**. This will be an opportunity to review and workshop your final paper with Angela, in advance of submitting. Bring your ideas, notes, thoughts, or rough drafts!