



### **Participation:**

Discussions require that everyone participates (speaks, writes on D2L, and listens) in a meaningful and civil way. While there will be lots of disagreement and debate, everyone is expected to be respectful of others in the class. This requires that we listen to and value ideas and political positions that are different from our own. Personal attacks, gender and racial slurs, disrespectful comments on ability or sexuality, or other such behavior is not respectful and constitutes academic misconduct. We must be mindful that less overt comments are also harmful. For example, racism is not only evident in meanness, but in beliefs such as 'equality is color-blind' or 'I am not racist because I have a Black/Indigenous friend'. Finally, in dealing with these difficult subjects, personal details may be shared in the classroom. While these connections can be important sources of learning, be mindful not to traumatize your classmates with detail. I recognize that the materials we study are difficult and people may need to come and go from class. Please emphasize self-care.

I understand some students are very shy about speaking in class. I will post questions about the readings each week, and you may respond on D2L instead of speaking in class if you are more comfortable with this approach.

Participation grades will reflect attendance, willingness to contribute to class discussions, and ability to listen respectfully to others. A full mark out of 20 will be subtracted for each absence from class for which the student does not provide alternative evidence of reading and participation by posting on D2L. Disrespectful participation is worse than no participation and will be graded accordingly. Marks will be delivered twice, in sections of 10%, to provide feedback for improvement and to ensure that all students have received 25% of their final grade by the drop and add date, as per senate regulations.

### **Written Assignments:**

#### **1. Article Review**

The purpose of the assignment is to analyse your chosen article to determine the main arguments presented by the author, the effectiveness of the arguments (based on evidence, sources used, and presentation) and to give your interpretation of whether or not the author achieved his or her purpose. You **MUST** use an article from the course outline. Please remember that a critique is not necessarily negative. The review should be 5-7 pages in length with standard formatting: 1-inch margins, double spaced, in Times Roman 12 point font, with page numbers. **NOTE: For graduate students, you must take two articles and provide a review of how they intersect/challenge/inform your thinking about the topic covered. Your papers should be 6-8 pages, with standard formatting as above.**

Content of the Review:

In your introduction:

Identify the article – Give the author’s name and the title, but do NOT do this just as a list. Include the information in your intro paragraph.

Summarize the content – Briefly outline the central arguments of the article(s), but do not give a detailed description.

State your thesis with regard to the effectiveness of the article(s).

Clearly set out how your paper will prove this argument. I call this giving the reader a ‘road map’.

In the body of your essay:

Evaluate/Critique – This is the most important component of the review and should form the majority of the paper. In this section, you must critically assess (“review”) the article(s).

Your critique should be based on issues such as:

The argument – is the argument coherent? Convincing? What assumptions underlie the argument? How does the author(s) approach the subject?

The sources – what types of sources does the author use? What are the limitations of the sources? Remember all sources have limitations. Does the author address these limitations? What are the strengths of the sources?

Content – What was the author’s objective? Is it met?

In your conclusion:

Summarize your arguments. Your conclusion should not introduce new points but should instead re-state the points you have made in the body of the review.

## **2. Book or Film/TV Review**

For this assignment, you may review any one of the following novels, documentaries, fictional films, or TV series:

### **Sterilization and Abortion**

*The Sterilization of Leilani Muir*, Glynis Whiting, 1996.

*Revolutionary Road*, Sam Mendes, 2008.

*Grandma*, Paul Weitz, 2015.

*If These Walls Could Talk I*, Nancy Savoca and Cher, 1996.

Joyce Carol Oates, *A Book of American Martyrs* (Ecco 2017).

### **Assisted Reproduction and Family Recognition**

*Starbuck*, Ken Scott, 2011.

Joanne Ramos, *The Farm* (Random House, 2019).

Margaret Atwood, *The Handmaid's Tale* (McLelland and Steward, 1985).

*The Handmaid's Tale: Season 1*, Bruce Miller, 2017.

Lori Chambers, *A Legal History of Adoption in Ontario, 1921-2015*. (University of Toronto Press/Osgoode Society Press, 2016).

### **Child Custody and Welfare**

*Rabbit Proof Fence*, Phillip Noyce, 2002.

Dorothy Allison, *Bastard Out of Carolina* (Penguin, 1992).

Beatrice Cullerton Masionier, *In Search of April Raintree* (Highwater Press, 1999).

Katherena Vermette, *The Break* (House of Anansi, 2016).

Lori Chambers, *Misconceptions: Unmarried Motherhood and the Ontario Children of Unmarried Parents Act, 1921-1969* (University of Toronto Press/Osgoode Society Press, 2007).

The purpose of the book or film review is to evaluate a commentary on law/social regulation of reproductive autonomy or family life. You have a choice between traditional academic works and non-traditional sources.

Content of the Review:

In your introduction:

Identify the book or film - do NOT do this just as a list. Include the information in your intro paragraph.

Summarize the content – Briefly outline the central /objective of the book or film but do not give a detailed description.

State your thesis with regard to the effectiveness of the book or film.

Clearly set out how your paper will prove this argument. I call this giving the reader a 'road map'.

In the body of your essay:

Describe the Story or Argument – This should not be lengthy but should provide your reader with a precis of what happens or is argued in the book or film.

Evaluate/Critique – This is the most important component of the review and should form the majority of the paper. In this section, you must critically assess (“review”) the book or film.

Your critique should be based on issues such as:

- What is the purpose of the book or film?
- If you are reviewing a non-academic work, does the argument provide a critique or alternative vision that will be convincing for the public?
- Does the argument engage the reader or viewer?
- Are there weaknesses/problems in the argument?
- What was the objective of the author/producer? Is it met?

In your conclusion:

Summarize your arguments. Your conclusion should not introduce new points but should re-state the points you have made in the body of the review.

The book or film review should be 7-8 double-spaced, typed pages (12 pt Times New Roman with 1-inch margins).

### **3. Creative Portfolio**

For this assignment, you must select an issue you wish to explore from the weekly course topics. You will then either: 1) collect a minimum of 5 articles or other media sources about this issue over the term; 2) create 5 artistic or musical or dramatic responses to the issue; or 3) collect and create a total of 5 articles/artistic responses in whatever proportions you prefer. The objective of the portfolio exercise is to produce a series of different short writings (5 in total). The writings should engage, discuss, explore, or reflect upon ideas raised in class. Show the relevance of these ideas to the world around you in your media review, a scrap book, reflective journal, zine, web page, artwork, music, or creative writing. A complete assignment will contain 5 different pieces of writing, reflecting on the media pieces or creative pieces. Each entry should be a minimum of 250 words (1 typed, double-spaced page) in length. You may incorporate any materials (clippings from the newspaper or magazines, music, stories, creative writing, artwork) into the work that you wish. Such additions do not replace, but supplement, and provide a focus for, the written work that is required in this assignment. You are encouraged to experiment and to have fun with this work. It is important to refer to specific ideas from the course. This is a reflexive exercise which must take into consideration ideas outside the realm of the personal (although relating them to personal experience is encouraged). You will be evaluated on the overall quality of your content (comprehension and depth of engagement with the course materials) and expression (quality of writing, originality, and diversity of textual formats). **NOTE: For graduate students each entry must be 500 words in length.**

The written component of the creative portfolio should be 5 double-spaced, typed pages (12 pt Times New Roman with 1-inch margins). **For graduate students this is 10 double-spaced pages, standard format as above.**

**Expectations for all assignments:**

Writing is learned through repetition. It is a process. You will not produce your best possible work the night before an assignment is due. Writing is an important skill you can take into the workplace and the wider world. Written communication can be very powerful. However, your first draft is unlikely to be the best possible work you can produce. For this reason, I strongly encourage you to submit rough drafts of papers for review. I will mark your paper as many times as you want to submit it, and only the final mark will count towards your grade. This is true for all assignments. I urge you to submit rough drafts. 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. You can visit the Academic Support Zone at <https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone> or make an appoint for assistance at [mysuccess@lakeheadu.ca](mailto:mysuccess@lakeheadu.ca).

### **Issues for Student Information:**

**Academic Dishonesty and Plagiarism:** Plagiarism is a serious academic offence. Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student's work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you have previously or simultaneously submitted in another course is also academic dishonesty. The minimum penalty for academic misconduct is a 0 on the assignment in question. Students may also be subject to more severe academic penalties, up to and including expulsion for multiple offences. All students are required to know what constitutes plagiarism and how to avoid it. Please review the university guidelines at <https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities>, or speak with the professor. All cases of plagiarism will be dealt with in accordance with the Code of Student Behaviour and Disciplinary Procedures approved by Senate and the Board of Governors.

### **GenAI Use:**

Generative artificial intelligence (Generative AI or GenAI) is a category of AI systems capable of generating text, images, or other media in response to prompts. These systems include ChatGPT and its variant Bing (built by OpenAI) and Bard (built by Google) among several others. Other Generative AI models include artificial intelligence art systems such as Stable Diffusion, Midjourney, and DALL-E. GenAI tools can provide valuable assistance and support in academic work. However, it is essential to use them responsibly and ethically. The following information and guidelines apply to the use of AI-based tools in this course:

a) **Student Responsibility** – It is the responsibility of the student to understand the limitations of AI-based tools. While these tools can provide suggestions and insights, final decisions and critical thinking should come from the student's own understanding and effort. Before submitting, review your work with this in mind. If you don't understand what type of GenAI usage is appropriate, ask the course instructor for clarification.

b) **Formative Usage** – In this class, you may use GenAI for formative, but not summative, work. That means it can be used as a “possibility engine” (brainstorm tool), a “study buddy,” a “collaboration coach,” a “guide on the side,” a “personal tutor,” a “co-designer,” etc. to help you learn course content, but it cannot be used as the primary vehicle for any work that is submitted for marks or evaluation.

c) **Error & Bias** – AI content is created by computer algorithms that have been trained using large amounts of data. The AI learns from patterns and examples in the data to generate new content that resembles what it has been trained on. If the training data used to train the AI model is biased or limited in scope, the AI may reproduce content that is inaccurate, incomplete, offensive, and/or biased. Students should weigh this as they consider material produced by AI. **This is particularly true given the known misogyny of many producers of AI and the content/questions that we will study in this course.**

d) **Trustworthiness** – Generative AI can be vulnerable to manipulation and misuse. It can be used to generate fake news, misinformation, or deepfake content, which can have harmful consequences. Students should check AI generated content against reputable sources.

e) **Plagiarism** – Since writing and critical thinking are learning outcomes of this course, all work submitted for evaluation must be the student's original work. Using the work of others (including content curated/generated by AI) without proper citation is considered plagiarism.

f) **Citation of Sources** – If you use material generated by an AI program for an assignment in this course, it must be cited like any other source (with due consideration for the quality of the source, which may be judged as poor). Failure to do so will be considered a violation of academic integrity.

**Accommodations:** I make every effort to meet the varied needs of students. Please feel free to speak to me directly about your needs. You are also encouraged to contact Student Accessibility Services (SAS) and to register with them as early as possible. For more information, please email [sas@lakeheadu.ca](mailto:sas@lakeheadu.ca) or view <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>.

**Assignment Due Dates:** Due dates are suggestions to keep you on track for timely course completion. I am flexible and will accommodate your health/work/family obligations. I am happy to adjust dates, but you need to communicate with me. Accommodations can include incomplete standing (see below).

**Incomplete Standing (from the Lakehead University Calendar):** An incomplete grade may, at the discretion of the instructor and in consultation with the student, be assigned to a course when the instructor considers that for a valid reason the student has not yet

completed all the requirements of the course. Please talk to me in advance if this is something we need to consider.

**Student Success Centre:** You can visit the Academic Support Zone at <https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone> or make an appoint for assistance at [mysuccess@lakeheadu.ca](mailto:mysuccess@lakeheadu.ca).

**Health and Well-Being:** We will be dealing with difficult material. Self-care is very important. Student Health and Wellness is available to help: 343-8361 or <http://healthservices.lakeheadu.ca/>. Their services are free for Lakehead students and appointments are available. If you require immediate support regarding a mental health crisis, call Crisis Response at 346-8282 (24 hours/day). For non-crisis issues, please call Good To Talk at 1-866- 925-5454. Please monitor your well-being, keep me informed if you need accommodations, and seek help as needed.

### **Weekly Schedule for Lectures and Readings:**

#### **1. September 3**

##### **Introduction: What is Reproductive Justice?**

##### **Readings:**

Kimala Price, “What is Reproductive Justice: How Women of Colour Activists are Re-Defining the Pro-Choice Paradigm”, *Meridians* 19 (2020), 340-362.

#### **2. September 10**

##### **Involuntary Sterilization**

##### **Readings:**

Timothy Caulfield and Gerald Robertson, “Eugenic Policies in Alberta: From the Systematic to the Systemic?”, *Alberta Law Review* 35 (1996-1997), 59.

Human Rights Watch, “Sterilization of Women and Girls with Disabilities”, November 10, 2011: <https://hrw.org/news/2011/11/10/sterilization-women-and-girls-disabilities>.

Erin Clarke, “Indigenous Women and the Risk of Reproductive Healthcare: Forced Sterilization, Genocide, and Contemporary Population Control”, *Journal of Human Rights and Social Work* 6 (2021), 144-147.

#### **3. September 17**

##### **Birth Control**

##### **Readings:**

Erika Dyck, “Sterilization and Birth Control in the Shadow of Eugenics: Married, Middle-Class Women in Alberta, 1930s-1960s”, *Canadian Bulletin of Medical History* 31 (2014), 165-187.

Christabelle Sethna, “The Evolution of the Birth Control Handbook”, *Canadian Bulletin of Medical History* 23 (2006), 89-118.

Power to Decide: <https://powertodecide.org/what-to-do/access/birth-control-access>.

#### **4. September 24**

##### **Autonomy during Pregnancy**

###### **Readings:**

Melanie Randall, "Pregnant Embodiment and Women's Autonomy Rights in Law", *Saskatchewan Law Review* 62 (1999), 515-542.

Sue Kraske, Kate Yung, Bec Jenkinson and Ann Catchlove, "Maternity Care Providers' Perceptions of Women's Autonomy and the Law", *BMC Pregnancy and Childbirth*, April 4, 2013:  
<https://bmcpregnancychildbirth.biomedcentral.com/articles/10.1186/1471-2393-13-84>.

Lara Tessaro, Alana Cattapan, Jennie Haw and Roxae Mykitiuk, "Toxic Conceptions: The Assessment and Regulation of Male-Mediated Transgenerational Effects of Chemical Exposures", *Canadian Journal of Women and the Law* 31 (2) (2019), 346-385.

#### **5. October 1**

##### **Abortion**

###### **Readings:**

Christabelle Sethna and Stephen Hewitt, "Clandestine Operations", *Canadian Historical Review* 90 (3) (2009), 463-496.

Sarah Burningham and Susan James, "Rights Talk, Aborting, and the Media: Tracking the Evolution of Abortion Discourse in Saskatchewan", *Canadian Journal of Women and the Law* 34 (2) (2022), 307-330.

Samuel Dickman, CNN, "Opinion: A year since Supreme Court's abortion ruling, there's a real human cost": <https://cnn.com/223/06/22/oponopns/dodds-anniversary-abortion-bans-impact-dickman/index.html>.

**NOTE: Article Review assignment is due today.**

#### **6. October 8**

##### **Reproductive Technologies, Surrogacy, and Reproductive Tourism**

###### **Readings:**

Rachel Johnstone, "How Much is that Gamete in the Window? Embryos, Policy, and the Law" 32 (1) (2020), 140-161.

Stefanie Carsley, "Surrogacy in Canada: Lawyers' Experiences and Practices", *Canadian Journal of Women and the Law* 34 (1) (2022), 41-81.

Lisa Ikemoto, "Reproductive Tourism: Equality Concerns in the Global Market for Fertility Services", *Law and Inequality* 27 (2009), 294.

Policy Options, "Should We Publicly Fund IVF in Canada":  
<https://policyoptions.irpp.org/magazines/april-2019/publicly-fund-ivf-canada/>.

#### **7. October 15**

##### **Reading Week**

#### **8. October 22**

**Class Cancelled – I am at a conference**

## **9. October 29**

### **Adoption**

#### **Readings:**

Lori Chambers, "Newborn Adoption: Birth Mothers, Genetic Fathers and Reproductive Autonomy", *Canadian Journal of Family Law* 26 (2) (2010), 339-394.

UAB Institute for Human Rights, "Orphan Fever: The Dark Side of International Adoption": <https://sites.uab.edu/humanrights/2018/03/13/orphan-fever-the-dark-side-of-international-adoption/>.

Lori Chambers, "Indigenous Children and Provincial Child Welfare: The 'Sixties Scoop'", in *Aboriginal History in Canada*, eds. Kristin Burnett and Geoff Read. Second edition (Don Mills: Oxford University Press, 2016).

## **10. November 5**

### **Family Recognition**

#### **Readings:**

Lori Chambers, "In the Name of the Father: Children, Names and the Law in English Canada", *University of British Columbia Law Review* 43 (1) (2010), 1-45.

Donna Bouchard, "The Three-Parent Decision: A Case Commentary on *A.A. v. B.B.*", *Saskatchewan Law Review* 70 (2007), 459-478.

CNN, "Three dads, a baby, and their legal battle to get their names added to a birth certificate": <https://www.cnn.com/2021/03/06/us/throuple-three-dads-and-baby-trnd/index.html>.

**NOTE: Book or Film Review assignment is due today.**

## **11. November 12**

### **Child Custody**

#### **Readings:**

Constance Backhouse, "Shifting Patterns in Nineteenth-Century Canadian Custody Law", in *Essays in the History of Canadian Law Volume*, ed. David H. Flaherty (Osgoode Society for Legal History and the University of Toronto Press, 1981), 212-248.

Andrew Woolford and James Gacek, "Genocidal Carcerality and Indigenous Residential Schools in Canada", *Punishment and Society* 18 (4) (2016).

Lori Chambers, Deb Zweep and Nadia Verrelli, "Paternal Filicide and Coercive Control: Reviewing the Evidence from *Cotton v. Berry*", *University of British Columbia Law Review* 51 (3) (2018), 671-704.

## **12. November 19**

### **Child Welfare and Support**

#### **Readings:**

Lori Chambers, "Social Workers, Courts and the Implementation of the *Children of Unmarried Parents Act*", in *Essays in the History of Canadian Law Volume 10: A Tribute to Peter Oliver*, eds. Jim Phillips, R. Roy McMurtry and John Saywell. (Osgoode Society for Legal History and the University of Toronto Press, 2008).

Jodi Lazare, "The Spousal Support Advisory Guidelines, Soft Law, and the Procedural Rule of Law", *Canadian Journal of Women and the Law* 31 (2) (2019), 317-345.

Lori Chambers and Kristin Burnett, “Jordan’s Principle: The Struggle to Access On-Reserve Medical Care for High Needs Indigenous Children in Canada”, *American Indian Quarterly* (2) (spring 2017), 101-124.

CTV, “1.3 million children lived in poverty in Canada in 2019: report”:

<https://www.ctvnews.ca/canada/1-3-million-children-lived-in-poverty-in-canada-in-2019-report-1.5679286>.

### **13. November 26**

#### **Environmental Exposure and Reproductive Justice**

##### **Readings:**

Winona LaDuke, “Akwesasne”, *All Our Relations* (Cambridge: South End Press, 1999), 11-26.

Lori Chambers, “Boil-Water Advisories and Government (In)Action: The Politics of Indigenous People and Potable Water in Pikangikum First Nation”, *Journal of Canadian Studies*, 51 (2) (spring 2017), 289-310.

Elizabeth Hoover, Katsi Cook, Ron Plain, Kathy Sanchez, Vi Waghiyi, Pamela Miller, Renee Dufault, Caitlin Sislin, and David Carpenter, “Indigenous Peoples of North America: Environmental Exposures and Reproductive Justice”, *Environmental Health Perspectives* 120 (12) (2012): <https://doi.org/10.1289/ehp.1205422>.

EPA, “Climate Change and the Health of Pregnant, Breastfeeding, and Postpartum Women”: <https://www.epa.gov/climateimpacts/climate-change-and-health-pregnant-breastfeeding-and-postpartum-women>.

**NOTE: Creative Project is due today.**