

WOME3055 Global Reproductive Justice
Lakehead University
Department of Women's Studies
Winter 2021

Instructor: Dr. Jen Chisholm

Instruction: Zoom
Mondays & Wednesdays 5:30pm-7pm

Office: Ryan Building, Rm 2011 (Thunder Bay Campus)

PLEASE NOTE: In line with current COVID-19 public health guidelines, I am working remotely. The best way to connect is to send email and we can schedule a time to chat virtually.

Office hours: Tuesdays, 3pm - 4pm

PLEASE NOTE: In line with current COVID-19 public health guidelines, office hours will be held virtually, via Zoom:

<https://lakeheadu.zoom.us/j/97375167327?pwd=N3hzTUxrREVlYkc3bUhrd0MydDQ3UT09>

Meeting ID: 973 7516 7327
Passcode: 421695

Follow the above link, any Tuesday between 3pm -4pm to join the waiting room. I encourage you to log on if you have any questions or concerns, about course material, assignments, topics or discussions.

Email: jen.chisholm@lakeheadu.ca

Course Description: In this course we will examine the concept of reproductive justice from a global perspective. 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 online and synchronous, which means that we will meet on Zoom, on Mondays and Wednesdays, from 5:30pm to 7pm. The zoom link can be found on our course D2L homepage. Dr. Chisholm will provide a lecture every Monday. Wednesday classes will alternate between tutorials (Weeks 2, 4, 7, 9, 11), and short writing assignments.

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.

Assignments:

| | |
|---------------------------------------|--------------------------|
| Tutorials Attendance/Participation | 25% (5 x 5% each) |
| Critical Reflection Reading Responses | 50% (5 x 10% each) |
| Take Home Exam | 25% (DUE April 21, 2021) |

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

Assignment Instructions

Tutorial Participation (5 x 5% = 25%)

Every second Wednesday (Weeks 2, 4, 6, 8, and 10) class will be organized as a film screening and tutorial. We will screen a documentary related to reproductive justice and engage in discussion, using both the zoom chat and an open discussion format (time permitting). Students will be provided with some prompts to consider, and are encouraged to engage in dialogue about the film throughout the viewing. Participation will be tracked and assigned a grade out of 5.

In order to receive a tutorial participation grade, you must attend the tutorial class. No make up assignments will be provided.

Critical Reflection Reading Responses (5 x 10% = 50%)

On alternating Wednesdays (Weeks 3, 5, 7, 9 and 11) there will be no zoom class. Instead, students will submit a short critical reflection on the required readings. For each response, students will reflect on one chapter of the textbook, OR supplemental course readings.

Each reflection/response should be 500-600 words maximum(roughly 2 pages double-spaced). Your reflection should engage with one of the main ideas from the chapter, or one of the supplemental readings (articles posted on D2L). In order to engage in critical

reflection, you need to identify, analyze and evaluate the ideas presented, using your own knowledge and experience. Be specific, and focused in your reflection (do not try to engage with ALL the ideas in a given chapter, pick one to discuss in depth).

DO NOT SUMMARIZE the readings in your critical reflection.

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 reading reflection should focus on the systemic, structural, or theoretical issues presented in the readings, rather than disclosure of personal experience or opinion.

Take Home Exam (25% DUE April 21st, 2021)

Students will complete a take home final assignment that will incorporate course material from throughout the term. Students will receive a list of questions related to reproductive justice, covered throughout the course. You may choose from a number of options in order to submit your exam. Students can complete EITHER:

One essay, approximately 1800-2000 words, answering one of the questions posed. Your essay should include reference to at least TWO required readings and FOUR scholarly sources.

OR

Two essays, approximately 900-1000 words each, answering two of the questions posed. Each essay should include reference to at least TWO required readings and TWO scholarly sources.

OR

An audio or video file of a presentation developed in response to one of the essay questions posed. Presentations should be 15-20 minutes in length, and include reference to at least TWO required readings and FOUR scholarly sources. Students are asked to submit their speaking notes as well (rough or point form notes is fine). Please note that these presentations will be reviewed by Dr. Chisholm only, they will not be posted.

The final exam questions will be posted THREE WEEKS prior to the due date. Students may request a review from Dr. Chisholm who will provide feedback on your exam responses prior to final submission, provided they are received, at least one week prior to the final due date. Such a review does not guarantee an “A” grade, but rather provides direction for improvement.

Students may also attend an optional Take Home Exam review workshop on Monday, April 12th during regular class time. This will be an opportunity to review and workshop your exam responses with Dr. Chisholm and our course GA, Caroline, in advance of submitting. Bring your ideas, notes, thoughts, or rough drafts!

GENERAL INFORMATION AND RESOURCES

A Note about COVID-19

This has been an especially challenging year, with many of us struggling with the transition to online learning. I recognize that some of you might be juggling working and learning from home, as well as helping children, siblings or others in your family complete their own schooling. This can be very challenging, and we can't always anticipate what might come up. Your best practice for success is to be honest with yourself about what you need and what you can handle, and then to reach out and communicate with Dr. Chisholm. More than anything, I want you to learn, and be successful in this course, so I am open to working with you to find the best path for success. Below is a list of available (free) resources for students who would benefit from more sustained support or accommodations.

Resources Available to Students:

Student Success Centre: Additional help regarding academic matters can be found at the Student Success Centre located in SC 0008 or phone 343-8018 or online at - <http://academicadvising.lakeheadu.ca/>

o During COVID all Student Success Centre services will be delivered remotely until further notice. Please continue to book appointments and register for events. A distance attendance option will be available. If you have any question or need our assistance, please email us at ssc@lakeheadu.ca or call us at 807-343-8018.

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/>.

o They are also connecting with students via email, telephone and video conference. To book a new appointment via telephone or video conference, email sas@lakeheadu.ca for Thunder Bay Campus and oraccess@lakeheadu.ca for the Orillia Campus.

Student Health and Counselling Centre: For help with personal and/or medical issues, please visit the Student Health and Counselling Centre located in the University Centre 1007 (across from Security) or phone 343-8361 or online at - <http://healthservices.lakeheadu.ca/>.

o Virtual and/or telephone counselling options are also available at: <https://www.lakeheadu.ca/students/wellness-recreation/student-health-and-wellness/about/covid-19-updates>

GENERAL COURSE GUIDELINES

Zoom Etiquette:

During lecture, students are asked to turn off their cameras and microphones to avoid any interference with sound/video quality and continuity. During class discussions, or when asking a question or making a comment, students will be asked to “unmute” and are encouraged (though not required) to turn on your web camera.

All course discussions and communications are expected to be respectful and professional, whether they occur on camera or in the Zoom chat. 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 72 hours (excluding weekends). If you have not received a response after 72 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 .pdf file.

You should receive confirmation that your assignment has successfully 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 Dr. Chisholm to ensure that your assignment 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 Dr. Chisholm. You need not disclose any personal or medical information to Dr. Chisholm, 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 and will ONLY be given in extenuating circumstances and may require approval through Student Accessibility Services.

Extensions will not be granted where good time management skills could have avoided the problem; i.e. extensions will not be granted for students who have a number of assignments due at the same time during the semester or for students who have decided to take an overload of classes this semester.

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 TOPICS AND READINGS

Week 1: Reproductive Justice: An Introduction

Monday, January 11th, 2021

Review course syllabus

Wednesday, January 13th, 2021

Lecture: Reproductive Rights as Human Rights

Required Reading:

RJ: pgs 1-8

Week 2: Reproductive Justice: A History

Monday, January 18th, 2021

Lecture: Colonizing Reproduction

Required Reading:

RJ: 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 20th, 2021

Tutorial #1: Young Lakota (Film + Discussion)

<https://lakeheadu.kanopy.com/video/young-lakota>

Week 3: Reproductive Justice: A History

Monday, January 25th, 2021

Lecture: Reproductive Justice and Sterilization (Forced, Coerced, and Voluntary)

Required Reading:

RJ: 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 27th, 2021 (no class)

Reading Response #1 (first chapter OR supplemental readings)

Week 4: Reproductive Justice in the 21st Century

Monday, February 1st, 2021

Lecture: Reproductive Justice and Intersectionality (How race and class define reproductive rights)

Required Reading:

RJ: 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, February 3rd, 2021

Tutorial #2: Freedom for Birth: Women's Rights in Childbirth (Film + Discussion)

<https://lakeheadu.kanopy.com/video/freedom-birth>

Week 5: Reproductive Justice in the 21st Century

Monday, February 8th, 2021

Lecture: Reproductive Justice and Intersectionality (How race and class define reproductive rights)

Required Reading:

RJ: 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 10th, 2021(no class)

Reading Response #2 (second chapter OR supplemental reading)

READING WEEK FEBRUARY 15TH &17TH : NO CLASSES

Week 6: Managing Fertility

Monday, February 22nd, 2021

Lecture: Reproductive Justice, Rights and Laws

Required Reading:

RJ: pgs. 117-138

Morgan, L. M. (2015). Reproductive Rights or Reproductive Justice? Lessons from Argentina. *Health and Human Rights*. Vol. 17(1).

Wednesday, February 24th, 2021

Tutorial #3: Sister: Working to Improve Global Maternal Health

<https://lakeheadu.kanopy.com/video/sister-1>

Week 7: Managing Fertility

Monday, March 1st, 2021

Lecture: Reproductive Justice and Autonomy

Required Reading:

RJ: pgs. 139-167

Salina Abji & Lindsay Larios (2020) Migrant justice as reproductive justice: birthright citizenship and the politics of immigration detention for pregnant women in Canada, *Citizenship Studies*, DOI: [10.1080/13621025.2020.1859186](https://doi.org/10.1080/13621025.2020.1859186)

Wednesday, March 3rd, 2021 (no class)

Reading Response #3 (third chapter OR supplemental reading)

Week 8: Reproductive Justice and the Right to Parent

Monday, March 8th, 2021

Lecture: Reproductive Justice, Citizenship and Coercion

Required Reading:

RJ: 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 10th, 2021

Tutorial #4: Small Family/Happy Family

<https://lakeheadu.kanopy.com/video/small-family-happy-family>

Week 9: Reproductive Justice and the Right to Parent

Monday, March 15th, 2021

Lecture: Trans Reproductive Justice

Required Reading:

RJ: 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 17th, 2021 (no class)

Reading Response #4 (fourth chapter OR supplemental reading)

Week 10: Reproductive Justice and the Right to Parent

Monday, March 22nd, 2021

Lecture: Intersections of Reproductive Justice

Required Reading:

RJ: 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 24th, 2021

Tutorial #5: Made in India: A Film About Surrogacy

Week 11: Reproductive Justice on the Ground

Monday, March 29th, 2021

Lecture: Reproductive Justice in Action

Required Reading:

RJ: 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 31st, 2021 (no class)

Reading Response #5 (Epilogue response OR profile an international org working on RJ activism)

Week 12: Course Wrap Up and Take Home Exam Review

Monday, April 5th, 2021 - EASTER MONDAY, NO CLASS

Wednesday, April 7th, 2021

Lecture: Course Wrap Up and Take Home Exam Review