Course Description:
We will examine the regulation of reproduction and women’s bodily autonomy. We will also explore policy and law with regard to the formation, dissolution and social rights of diverse families. Although law will figure prominently in this course, students are not expected to have a developed knowledge of law prior to taking the course.

Required Texts:
Students must purchase the custom course pack. Whenever possible, instead of copying an article, I have indicated that you can find the item in either our library e-journals or on-line through google scholar. This is intended to save you money. But the readings as listed are still mandatory.

Evaluation:
Tutorial participation: 20%
Tutorial presentation: 20%
Article critique: 30% Due: February 8, 2016
Book review: 30% Due: March 21, 2016

A note on discussion and participation:
Although I will give a brief lecture at the outset of each class, this course is primarily delivered via seminar format. This means that discussions are essential. They require that everyone participates (speaks and listens) in a meaningful and civil way. While there will be lots of disagreements and debates, everyone is expected to participate in a way that is respectful to all individuals in the class and their ideas. Personal attacks, gender and racial slurs, disrespectful comments on ability or able-bodiedness, or other such behaviour will not be tolerated. Please keep in mind that this is a scholarly environment and professionalism is expected at all times. Tutorial participation grades will reflect both attendance and willingness to contribute to class discussions. A full mark out of 20 will be subtracted for each absence from class for which the student does not provide explanation in writing.

Presentation:
All students will be responsible for making a presentation to their classmates. The presentation should be approximately 30 minutes in length. The student will summarize
Writing the Critical Article and Book Review:
The purpose of the assignment is to analyse your chosen article/book 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. Please remember that to critique is not necessarily to be negative.

For the article review, you may use any article from the course pack or, with the permission of the instructor, you may select an alternative scholarly article that you have found yourself.

For the book review, all students will read one of the following books: Fiona Kelly, *Transforming Law’s Family: The Legal Recognition of Planned Lesbian Motherhood* (Vancouver: University of British Columbia Press, 2011); or Karen Dubinsky, *Babies Without Borders: Adoption and Migration across the Americas* (Toronto: University of Toronto Press, 2010).

Your 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.

For more information on how to write an article or book review students are encouraged to read book reviews published in major historical journals, including those on their chosen book. Journals can be found in the Library. These book reviews can be used in your review if they are properly referenced, e.g. are accompanied by a footnote or endnote. However, students must demonstrate their own analytical ability in the review, i.e. students are strongly discouraged from only relying on other reviews for their critique.

Content of the Review:
1. **Identify the article/book** – Give the author’s name, the title, and publication information right at the beginning.
2. **Summarize the content** – Briefly (in one short paragraph) outline the subjects of the sources, i.e. the topic/person of study, the time period covered, and the subjects examined. Do not give a detailed description of the article/book contents.
3. **State the thesis and themes of the article/book** – Summarize the central thesis or argument. Outline how the author proves the thesis and how they develop the major themes. Again, do not summarize the entire content of the source.
4. **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/book. Remember, a critique is not necessarily negative. Every source has strengths and weaknesses and your purpose is to assess them.
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 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 – does the writing, style, and organization detract from or benefit the article? What was the author’s objective? Is it met?

**Conclusion** – Conclude by summarizing your arguments. Your conclusion should not introduce new points, but re-state the points you have made in the body of the review.

**Late Policy**
All assignments are due by 11:59 pm on the due date indicated in the course outline. Assignments received after the due date 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 documentation (e.g. a doctor’s note). 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.

**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 at [http://calendar.lakeheadu.ca/current/contents/regulations/univeregsIXAcdishon.html](http://calendar.lakeheadu.ca/current/contents/regulations/univeregsIXAcdishon.html) or 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.** 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 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.**

**On Campus Help Available to Students**
**Student Success Centre:** Additional help regarding academic matters, including assignment completion and editing, can be found at the Student Success Centre located in SC 0008 or phone 343-8018 or online at - [http://academicadvising.lakeheadu.ca/](http://academicadvising.lakeheadu.ca/)

**Student Accessibility Services:** For assistance with accommodations for a documented disability, please visit Student Accessibility Services located in SC 0003 or phone 343-8047 or online at - [http://learningassistance.lakeheadu.ca/](http://learningassistance.lakeheadu.ca/)
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/

Weekly Schedule for Lectures and Readings:

   Introduction: Why Study the Regulation of Reproduction, Reproductive Technologies and Families?

   Birth Control
   Readings:

   Autonomy during Pregnancy
   Readings:

   Abortion and Abortion Tourism
   Readings:

5. February 1, 2016
   Reproductive Technologies
   Readings:


6. **February 8, 2016**

**Surrogacy and Reproductive Tourism**

**Readings:**


**Note:** The article critique assignment is due today.

7. **February 15, 2015**

**Reading Week**

8. **February 22, 2016**

**Adoption**

**Readings:**


Tarah Brookfield, “Maverick Mothers and Mercy Flights: Canada’s Controversial Introduction to International Adoption”, *Journal of the Canadian Historical Association* 19 (1) (2008), 308. [E-journals](#).

9. **February 29, 2016**

**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) (September 2010), 1-45. [E-journals](#).


10. March 7, 2016
Family Dissolution and Division of Property
Readings:


11. March 14, 2016
Child Custody
Readings:


11. March 21, 2016
Child Support
Readings:


Note: The book review assignment is due today.

Wrap up.