

WMNST 520 REPRODUCTIVE RIGHTS AND JUSTICE SPRING 2022

Monday 4:00-6:40pm in Life Sciences North 134
(Virtual via Zoom: January 24 and 31, 2022)

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**The office of the Women's Studies Department is located in Arts and Letters, Room 346.

COURSE DESCRIPTION AND OBJECTIVES

This course examines the history, cultural and societal attitudes, and politics of reproduction and sexual health in the United States. We will analyze the activities of various political actors and political and social institutions, including the United States Congress, the federal courts, federal regulatory agencies such as the Food and Drug Administration, social movements, and medical and health professional communities, as well as the influence of several international conferences and conventions of the United Nations. We will focus on specific topics such as abortion, contraception, sterilization, sexually transmitted diseases (STDs), HIV/AIDS and assisted reproductive technology, and how these issues are connected to other social justice issues such as economic justice, environmental justice, immigration, LGBTQ+ liberation and disability rights.

While much of the discussion on reproductive health and rights in the United States has centered on the *right not to reproduce*, this course will also spend time examining the concepts of the *right to reproduce, to determine the conditions of childbirth, and to parent the children that one has in safe and healthy environments*. Historically, which social groups have had the right to reproduce and parent freely? Which social groups have had their right to reproduce or parent severely limited? What have been the conditions of childbirth? Who gets to decide? The course will explore how race, ethnicity, gender, class and sexuality are implicated in reproductive policy.

In the course, students will:

- Learn fundamental anatomical, demographic, and behavioral facts about reproductive and sexual health.
- Distinguish the differences between the reproductive rights and reproductive justice frameworks.
- Examine the role of social movements in the making of public policy regarding reproductive and sexual health.
- Link reproduction to other social justice issues.
- Analyze how the intersection of gender, race, ethnicity, class and sexuality are implicated in reproductive policy.

- Analyze key U.S. Supreme Court cases, U.S. federal legislation and United Nations international platforms that have established, maintained and/or challenged reproductive rights.

REQUIRED TEXTS:

All the assigned course readings are available electronically on Canvas. (There are approximately 29 documents on Canvas.) There are also 2 websites that are assigned for this course. They are indicated in the class and assignment schedule section of the syllabus on the dates that they due.

GRADING AND ASSIGNMENTS

Class Participation and Attendance*	10%	Ongoing
Short Papers (3 @ 15% each)	45%	February 14, March 21, and April 18
Project Proposal with Short Bibliography	15%	February 28
Final Project	30%	May 2 (last day of class)

***Note to graduate students:** Graduate students will be required to lead at least one class discussion in this course, which will be factored into their class attendance and participation grade. Graduate students can choose the topic(s) for which they would like to lead discussion and must sign-up for that topic beforehand. In some circumstances, there could be a group of two or three graduate students who serve as co-leaders in a class discussion.

Canvas

I use Canvas to post announcements, assignments, and some of the course readings. Students should check Canvas regularly (at least once a week) for class announcements and assignments. I will announce any new Canvas postings in class. *At some point, I may ask students to post on Canvas discussion forums; if so, this will count toward the class participation portion of the final grade.*

Short Papers (45% total)

Students will be required to write three (3) short papers. Each paper is worth 15%. The guidelines for these papers will be posted on Canvas about a week or two before the assigned papers are due. **The due dates for the papers are February 14, March 21, and April 18, 2022 on Canvas.**

Optional Extra Credit for Women's Studies Community Events and Meetings

The Women's Studies Department encourages students to explore the connections between theory and activism by offering students the option to fulfill a percentage of their course requirements through participation in colloquia, student organizations, and/or community events relevant to Women's Studies. Students who choose this option will attend at least two meetings or events that highlight issues of significance for women, and provide a written

reflection on each event, which may include (with the approval of the instructor): departmental colloquia or brown bag lunches, meetings of student organizations, and/or lectures or events sponsored by other departments or organizations in the broader San Diego/Tijuana communities. This opportunity will be worth 10% of the final grade (5% for each event and reflection). If you are selecting this option for more than one Women's Studies classes per semester, you must attend different events and write different reflections for each class. Turning in the same paper for credit in more than one class is considered cheating.

Extra Credit Reflection Papers

Each reflection must be 2-3 double-spaced pages in length. The papers must include the title and date of the event as well as the name(s) of the sponsor(s) of the event. If the event is a panel discussion, you must list the names of the all of the panelists. You should describe what happened at the event and give your impression of what went on. Your impression of the event should go beyond: "It was great/interesting/eye-opening/a waste of time." You need to state why it was great or uninformative.

Project Proposal with Short Bibliography (15%)

For your final project, you will be required to turn in a short proposal for my approval. This proposal should include:

- 1) A brief description of your project (2-4 double-spaced pages). This should include:
 - a. A description of the project (What do you want to do and why?)
 - b. The intended audience of your project
 - c. The tasks involved for putting together your project, including a timeline.
 - d. An explanation of how the items on your short bibliography are related to your chosen and how they will provide the scholarly/theoretical basis for your project

- 2) A short bibliography of at least 5 sources that are related to your chosen topic. These sources should provide the scholarly/theoretical basis for your project.
 - a. This bibliography can include books, academic journal articles, and government reports.
 - b. At least two (2) of these sources must be academic journal articles.
 - c. Do not include articles from popular publications (i.e. newspapers and magazines); do not include websites.
 - d. ***Do not include any of the assigned course readings in this bibliography.***

I will review your proposals and bibliographies and offer suggestions to you. **The assignment is due February 28, 2022.**

Final Project (30%)

You may choose one project from the following list:

1. Create a 'zine, newsletter, website, blog or Facebook (or other social media) page on current reproductive justice issues. The document should include an interview with someone who works on reproductive health, rights or justice issues.
2. Research Paper: Conduct research on a local San Diego or a national organization that works on reproductive justice issues. This paper should be based on an

- interview with a representative from the group, materials produced by the group and some volunteer hours (approximately 5 hours).
3. Put together a handbook on reproductive rights and justice for residents of the state of California. This should include laws, policies and programs that affect reproductive rights and justice as well as advocacy groups, agencies and other organizations involved in these issues. (You may choose another state if you wish.)
 4. Develop a grant proposal for a workshop or public education campaign on reproductive justice for the greater San Diego community. Your proposal should specify your target audience and discuss why you chose that audience. The use of statistics is helpful for a project like this. You will need to discuss the content of the actual workshop or campaign.
 5. Develop and implement a workshop or training on reproductive justice for a specific group of people in the SDSU or greater San Diego communities.
 6. Research Paper: A media or cultural analysis of the representation of reproductive rights and justice (i.e. in pop culture, literature, film, TV, the news etc.).
 7. Propose a piece of legislation concerning reproductive rights and justice either at the state or national level. You will need to make an argument for why this proposed legislation is needed and how it will improve the lives of citizens. Use of supporting statistics and research data is helpful for this kind of project.

*******All projects must include a bibliography or a list of references.*******

Graduate students may opt to write a research proposal for a larger project that would include a short literature review, research questions, the methods to carry out the project and other research design issues; grad students will *not* be required to carry out the proposed research project.

On the last day of class, students must come prepared to discuss their projects in the class.

The grade for the final project will be based on two (2) items:

1. The final product (i.e. research paper; a zine + reflective paper; or url address for the website or social media site + reflective paper)¹ and
2. A bibliography of **all** the resources that you used to do the project.

¹Students who are doing creative or active projects such as creating a zine, website, social media site or conducting a workshop, should submit a paper short paper (2-3 double-spaced pages) that describes and reflects upon the process of putting your project together (e.g. interviews, surveys and other research that were conducted, what happened when you implemented your project (such as a conducting a workshop or putting together a blog), your reflections of what the process was like, etc.).

This project is due on the last day of class, May 2, 2022.

CLASS ATTENDANCE AND PARTICIPATION

Class attendance is a part of your final grade. Attendance will be taken at the beginning of each class. Please come to class ON TIME. Coming to class late can be very disruptive to

discussion. Excessive unexcused absences or tardiness (**more than 2**) will have a negative impact on your grade.

If you are unable to attend section due to illness, a family emergency, or observance of a religious holiday, you will be excused only if you provide me with a letter or certificate from Health Services or your doctor (in case of an illness), or from the Dean of Students office (in case of a family emergency or religious holiday). In case of foreseeable excused absences (i.e. a religious holiday), please let me know well in advance (at least 48-hour notice) so that other arrangements can be made if you miss an exam or an assignment deadline due to the absence. Keep in mind that you are still responsible for the material covered in section even if you are absent. It is YOUR responsibility to find out what you missed during your absence.

Participation in class discussion is expected and is a significant part of your final grade. Your participation grade will be determined by your contributions to class discussions as well as your active listening of and response to other students' opinions, not just the verbal articulations on one's individual opinions and analyses. Participation will be judged according to *quality* (i.e. substance, thoughtfulness, etc.), not necessarily just to *quantity*. Additionally, students are expected to be mindful and respectful of the differences of opinion and perspectives that will emerge in class discussions. Part of the academic process is learning how to articulate arguments and to disagree (as well as agree) with other perspectives in an open, non-confrontational manner.

Remember to turn off and stow away your cell phones at the beginning of class. You are allowed to use laptops and smart tablets for writing notes and accessing assigned readings; however, you should refrain from checking email, texts, social media accounts, and websites while in class. If you are caught doing this, your laptop/tablet privileges may be revoked.

THE RECORDING OF LECTURES

Students must obtain WRITTEN permission from the instructor beforehand to record a class lecture or discussion. Students may be reported for misconduct if they record a lecture without prior permission.

EMAIL COMMUNICATION

As a professor at this university, I receive a lot of email from students (both current and former), colleagues and other interested parties, which means that I often have to prioritize my responses. There might be a delay in my response to a request.

The quickness of my responses to email depends upon the level of complexity of the question asked and the time and day it was received:

1. Although you may think that you are asking a simple question, the answer itself may not be that simple; it may take me a while to figure out the answer.
2. You should not necessarily expect to receive a response on the same day/night, *especially to email sent after 4pm on any day or over the weekend.*
3. You should not send an email with questions about an exam or writing assignment that is due the next day. By this time, it is too late.

*To cut down on email traffic and to not irritate your instructors, you should **first** consult the course syllabus, assignment instructions, the PowerPoint lecture slides and any other course-related materials to answer any question you may have.* Many of the questions that I have received from students were easily answered by simply reading through the syllabus.

LATE POLICY

Papers will not be accepted after one week past the due date. Late assignments will automatically be lowered one full letter grade; therefore, the highest grade that you can possibly get is a “B.” Extensions will only be given in extreme situations and if I am approached at least 48 hours before the assignment deadline.

ACADEMIC DISHONESTY (PLAGIARISM)

SDSU defines academic dishonesty as “cheating, plagiarism or other forms of academic dishonesty that are intended to gain unfair academic advantage (Title V, Section 41301, California Code of Regulations, Standards for Student Conduct).” If any student is suspected of plagiarism, cheating or other dishonest actions, he or she will receive a zero “0” on the assignment, and the matter may be brought to the attention of the Center for Student Rights and Responsibility.

Plagiarism is not just turning in an assignment written by someone else. It also includes actions such as not properly citing the source(s) of ideas and direct quotes, and cutting and pasting significant portions of text from other sources including the internet. Be aware that ignorance of the policy does not excuse you from it.

(Please go to the end of the syllabus for more details on plagiarism.)

STUDENTS WITH DISABILITIES

Students who need accommodation of their disabilities should contact me privately to discuss specific strategies for accommodation; however, they must have received authorization beforehand. If you have a disability but have not contacted Student Ability Success Center (619-594-6473, Calpulli Center, Suite 3101), please do so before making an appointment with me.

STUDENTS IN ECONOMIC CRISIS

SDSU has an Economic Crisis Response Team (ECRT) that helps SDSU undergraduate students who need immediate support due to an unforeseen financial crisis. This support could include short-term provision of food, shelter, or other items. In many situations, campus personnel will coordinate with community social service agencies to support our students in these situations. If you are in an immediate economic crisis situation, please ecrt@mail.sdsu.edu or call [\(619\) 594-1630](tel:(619)594-1630).

CAMPUS VACCINATION POLICY

On July 27, 2021, the California State University (CSU) system [announced](#) that students, faculty, and staff, including auxiliary employees will need to be immunized against SARS-CoV-2, the virus that causes COVID-19, with a vaccine record on file in order to access campus this fall. As outlined by the CSU, this requirement is not contingent on the full U.S.

Food and Drug Administration (FDA) approval, and therefore removes some of the earlier uncertainty regarding the policy's effective date.

SDSU will continue to operate in accordance with all federal, state, and county public health guidelines, and in compliance with CSU policies. The university will continue to prioritize the safety of students, faculty, staff, and community, while seeking to fulfill its educational mission. Visit the university's [COVID-19 website](#) frequently, as the site is updated with current information.

CAMPUS FACIAL COVERING POLICY

SDSU's [full facial covering policy](#) is available online and may be updated again in the fall. Please refer to the embedded URL for any fall 2021 updates, as the site will be kept current. Through Sept. 30, the university's facial covering policy is as follows:

Facial covering policy for those who are fully vaccinated:

Facial coverings are **required** in the following settings:

- When in public-facing indoor settings.
- When in non-public-facing indoor settings, to include research spaces, when visitors or students are present.
- When in instructional settings, whether indoors or outdoors.

o This includes classrooms, instructional labs, spaces being actively used in an instructional capacity, and the University Library.

o Vaccinated instructional faculty, teaching assistants and interpreters can remove their facial coverings when teaching as long as students are masked in the classroom.

Facial coverings are **recommended** in the following settings:

- Indoors in non-public settings when gathering for meetings and other functions with others, if no members of the public or students are present.

Facial covering policy for those who are not vaccinated:

- Facial coverings must be worn at all times while indoors.
- Unvaccinated individuals must wear facial coverings outdoors when unable to maintain six feet of distance from others.
- Certain limited exceptions to wearing a facial covering will be granted to unvaccinated individuals, which are outlined in the full policy online.

Please refer to the [full facial coverings policy](#), housed on the university's COVID-19 site.

THINKING ABOUT A MAJOR OR MINOR IN WOMEN'S STUDIES?

The program offers exciting courses, is committed to women's issues and social justice, and is adaptable to your interests and concerns. Women's Studies is not impacted! For more information contact: Dr. Irene Lara (ilara@sdsu.edu). Her office hours are posted in the Women's Studies Office, AL 346.

CLASS AND ASSIGNMENT SCHEDULE

January 24 **Introduction**

January 31 **What is Reproductive Rights? What is Reproductive Justice?**

Dorothy Roberts, “Reproductive Justice, Not Just Rights.” *Dissent*. Fall 2015: 79-82. **(Canvas)**

Asian Communities for Reproductive Justice (ACRJ). “A New Vision for Advancing Our Movement for Reproductive Health, Reproductive Rights and Reproductive Justice.” 2005, pp. 1-5. **(Canvas)**

Kimala Price. “What is Reproductive Justice? How Women of Color Activists Are Re-Defining the ‘Pro-Choice’ Paradigm.” *Meridians: feminism, race, transnationalism*. 10(2) (2010): 42-65. **(Canvas)**

February 7 **Reproduction in Social Context**

Guttmacher-Lancet Commission on Sexual and Reproductive Health and Rights. “Accelerate Progress: Sexual and Reproductive Health and Rights for All.” Executive Summary. May 2018. **(Canvas)**

Laura D. Lindberg et al. (Guttmacher Institute) “The Continuing Impacts of the COVID-19 Pandemic in the United States: Findings from the 2021 Guttmacher Survey of Reproductive Health Experiences.” Report. December 2021. **(Canvas)**

“Induced Abortion in the United States.” Factsheet from the Guttmacher Institute, September 2019. **(Canvas)**

“Contraceptive Use in the United States by Demographics.” Fact Sheet from the Guttmacher Institute, May 2021. **(Website)** Access at:
<https://www.guttmacher.org/fact-sheet/contraceptive-use-united-states>

- February 14 **Birth Justice: Pregnancy and Childbirth**
 Sarah Jane Brubaker and Heather E. Dillaway. 2009. "Medicalization, Natural Childbirth and Birthing Experiences." *Sociology Compass*. 3(1): 31–48. **(Canvas)**
- Julia Chinyere Oparah. 2015. "Beyond Coercion and Malign Neglect: Black Women and the Struggle for Birth Justice." *Birthing Justice: Black Women, Pregnancy, and Childbirth*, edited by Julia Chinyere Oparah, and Alicia D. Bonaparte, pp. 1-19. Routledge. **(Canvas)**
- Syrus Marcus Ware. 2015. "Confessions of a Black Pregnant Dad." *Birthing Justice: Black Women, Pregnancy, and Childbirth*, edited by Julia Chinyere Oparah, and Alicia D. Bonaparte, pp. 63-71. Routledge. **(Canvas)**
- 1st Short Paper Due**
- February 21 **Teens and Sexuality**
 Amy Schalet. "Raging Hormones, Regulated Love: Adolescent Sexuality and the Constitution of the Modern Individual in the United States and the Netherlands." *Body & Society*. 6(1) (2000): 75-105. **(Canvas)**
- Breanne Fahs, "Daddy's Little Girls: On the Perils of Chastity Clubs, Purity Balls, and Ritualized Abstinence." *Frontiers*. 31(3) (2010): 116-142. **(Canvas)**
- Guttmacher Institute. "Adolescent Sexual and Reproductive Health in the United States." Fact Sheet. September 2019. **(Canvas)**
- Guttmacher Institute. "Sex and HIV Education." Fact Sheet. January 2022. **(Canvas)**
- February 28 **The Politics of Reproduction**
 Melody Rose. "Introduction," chapter from *Safe, Legal, and Unavailable? Abortion Politics in the United States* (2007), pp. 1-19. **(Canvas)**
- U.S. Supreme Court Cases: *Roe v. Wade* (1973) and *Planned Parenthood v. Casey* (1992) **(Canvas)**
- Center for Reproductive Rights. "The World's Abortion Laws 2022," interactive online map. **(Website)** Access at:
<https://maps.reproductiverights.org/worldabortionlaws>
- Project Proposal with Short Bibliography Due**
- March 7 **Anti-Abortion Politics**
 Russell Shorto. "Contra-Contraception: The War on Contraception." *New York Times Magazine*. May 7, 2006, pp. 48-55+. **(Canvas)**

Guttmacher Institute. "26 States Are Certain or Likely to Ban Abortion Without Roe: Here's Which Ones and Why." October 28, 2021. **(Canvas)**

SisterSong Women of Color Reproductive Justice Collective. "Race, Gender and Abortion: How Reproductive Justice Activists Won in Georgia (abridged version)." SisterSong Policy Report. Atlanta, GA: SisterSong, 2010. **(Canvas)**

March 14

NO CLASS

March 21

Reproductive Justice, Coalition-Building, and Linking to Other Social Justice Issues

Patricia Zavella. 2016. "Intersectional Praxis in the Movement for Reproductive Justice: The Respect ABQ Women Campaign." *Signs: Journal of Women in Culture and Society*. 42(2): 509-533. **(Canvas)**

Jade Sasser. 2014. "From Darkness into Light: Race, Population, and Environmental Advocacy." *Antipode*. 46(5): 1240-1257. **(Canvas)**

2nd Short Paper Due

March 28

SPRING BREAK - NO CLASS

April 4

Reproductive Justice, Technology, and Disability

Dorothy E. Roberts, "Race, Gender, and Genetic Technologies: A New Reproductive Dystopia?" *Signs*. 34(4) (2009): 783-804. **(Canvas)**

Generations Ahead. *Bridging the Divide: Disability Rights and Reproductive Rights and Justice Advocates Discussing Genetic Technologies*. 2009 **(Canvas)**

Alison Piepmeier, 2015. "Would It Be Better for Her Not to Be Born? Down Syndrome, Prenatal Testing, and Reproductive Decision-Making." *Feminist Formations*. 27(1): 1-24. **(Canvas)**

April 11

Sexual Justice: LGBTQ+ Liberation and Reproductive Justice

The LGBT Community Center (New York City). *Causes in Common: Reproductive Justice & LGBT Liberation*. 2006. **(Canvas)**

Kimala Price. 2017. "Queering Reproductive Justice: Toward a Theory and Praxis for Building Intersectional, Political Alliances." In *LGBTQ Politics: A Critical Reader*, edited by Marla Brettschneider, Susan Burgess and Cricket Keating, pp. 72-88. New York: NYU Press. **(Canvas)**

April 18

Reproduction in Pop Culture

Jessica L. Willis. "Sexual Subjectivity: A Semiotic Analysis of Girlhood, Sex, and

Sexuality in the Film *Juno*.” *Sexuality & Culture*. 12 (2008): 240–256. **(Canvas)**

Gretchen Sisson and Katrina Kimport. “Telling Stories about Abortion: Abortion-Related Plots in American Film and Television, 1916–2013.” *Contraception*. 89 (2014): 413–418. **(Canvas)**

Ashish Premkumar et al. “Abortion and Contemporary Hip-Hop: A Thematic Analysis of Lyrics from 1990–2015.” *Contraception*. 96(1) (2017): 30-35. **(Canvas)**

3rd Short Paper Due

- April 25 **The Future of Reproductive Justice**
Silliman, Jael, Marlene Fried, Loretta Ross and Elena Gutierrez. *Undivided Rights: Women of Color Organizing for Reproductive Justice*. Cambridge, MA: South End Press, 2004. **(Chapter 15) (Canvas)**
- May 2 **Closure/Last Day of Class**
Final Project Due
Class Discussion of Projects

CHEATING AND PLAGIARISM

Cheating and plagiarism are serious offenses. You are plagiarizing or cheating if you:

- for written work, copy anything from a book, article or website and add or paste it into your paper without using quotation marks and/or without providing the full reference for the quotation, including page number
- for written work, summarize / paraphrase in your own words ideas you got from a book, article, or the web without providing the full reference for the source (including page number in the humanities)
- for an oral presentation, copy anything from a book, article, or website and present it orally as if it were your own words. You must summarize and paraphrase in your own words, and bring a list of references in case the professor asks to see it
- use visuals or graphs you got from a book, article, or website without providing the full reference for the picture or table
- recycle a paper you wrote for another class
- turn in the same (or a very similar paper) for two classes
- purchase or otherwise obtain a paper and turn it in as your own work
- copy off of a classmate
- use technology or smuggle in documents to obtain or check information in an exam situation

In a research paper, it is always better to include too many references than not enough. When in doubt, always err on the side of caution. If you have too many references it might make your professor smile; if you don't have enough you might be suspected of plagiarism.

If you have any question or uncertainty about what is or is not cheating, it is your responsibility to ask your instructor.

Consequences of cheating and plagiarism

Consequences are at the instructor's and the Judicial Procedures Office's discretion. Instructors are mandated by the CSU system to report the offense to the Judicial Procedures Office. Consequences may include any of the following:

- failing the assignment
- failing the class
- warning
- probation
- suspension
- expulsion

For more detailed information, read the chapter on plagiarism in the MLA Handbook for Writers of Research Papers (6th edition, 2003); visit the following website <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> and talk to your professors before turning in your paper or doing your oral presentation if anything remains unclear. The University of Indiana has very helpful writing hints for students, including some on how to cite sources. Please visit <http://www.indiana.edu/~wts/pamphlets.shtml> for more information.

January 19, 2022