

Add Course Request

Submitted on: 2012-02-08 12:07:51

1. COURSE SUBJECT	WGSS
2. COURSE NUMBER (OR PROPOSED NUMBER)	3105W
3. COURSE TITLE	The Politics of Reproduction
4. INITIATING DEPARTMENT or UNIT	Women's, Gender, and Sexuality Studies (forme
5. NAME OF SUBMITTER	Katherine A Hurley-Dizigan
6. PHONE of SUBMITTER	Phone: +1 860 486 1134
7. EMAIL of SUBMITTER	Email: kate.hurley@uconn.edu
8. CONTACT PERSON	Nancy A. Naples
9. UNIT NUMBER of CONTACT PERSON (U-BOX)	2181
10. PHONE of contact person	Phone: 860-486-1131
11. EMAIL of of contact person	Email: nancy.naples@uconn.edu
12. Departmental Approval Date	11/14/2011
13. School/College Approval Date	12/13/2011
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: Fall , Year: 2012
16. Offered before next printed catalog is distributed?	No
17. General Education Content Area	
18. General Education Skill Code (W/Q). Any non-W section?	W Yes
19. Terms Offered	Semester: Fall Spring Year: Odd_Years
20. Sections	Sections Taught: 1
21. Student Number	Students/Sections: 19
22. Clarification: at least every other year	
23. Number of Credits	3 if VAR Min: Max: credits each term
24. INSTRUCTIONAL PATTERN most likely twice weekly as lecture	
25. Will this course be taught in a language other than	No

English?	If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: Prerequisite: ENGL 1010 or 1011 or 3800; Recommended: 1000 level WGSS course; sophomores with consent of instructor	
27. Is Instructor, Dept. Head or Unit Consent Required?	No
28. Permissions and Exclusions: Open only to Juniors or higher	
29. Is this course repeatable for credit?	No If yes, total credits allowed: Allow multiple enrollments in same term?
30. Grading Basis	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide rationale : n/a	
32. Will the course or any sections of the course be taught as Honors? AsHonors	
33. Additional Details:	
34. Special Attributes:	
35. REGIONAL CAMPUS AVAILABILITY: if a regional campus has someone qualified to teach this class, they may do so – instructors need to be approved by WGSS director in Storrs first	
36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY: WS3105W. The Politics of Reproduction Either semester. Three credits. Prerequisite: ENGL 1010 or 1011 or 3800; Recommended: 1000 level WGSS course; sophomores with consent of instructor National and transnational consideration of the politics of reproduction including: contraception, sexuality education, abortion, childbirth, surrogacy, adoption, healthcare, policy and funding.	
37. RATIONALE FOR ACTION REQUESTED There is currently no permanent course offering at the University which closely examines the politics of reproduction from a feminist perspective. This course offers domestic, international, and transnational considerations of the ways in which reproduction is organized socially, politically, and economically. By doing so, this course familiarizes students with national policy processes, international funding structures, and human rights discourses concerning the right to health and the conditions for health, and encourages students to think critically about both local and global processes which impact subjective experiences of reproduction in and across various geopolitical locations.	
38. SYLLABUS: Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/kah02018-1328711704-WGSS3105W-ProposedSyllabus-PolRepro-DRAFT012612.doc)	

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question

a. A brief (2-3 sentences) course description that includes course goals and learning objectives.

PHILOSOPHY:

What does reproduction mean, in the United States and elsewhere? Does reproduction hold different meanings for different people, and if so, why? How are these meanings created and maintained socially, politically, legally, economically? What are the material consequences of these meaning constructions?

We will use sociological and historical research, court cases, descriptive policy analysis, fiction, poetry, and film to examine the social and symbolic meanings of reproduction for different communities in the U.S. as well through transnational networks, through different historical periods (although our primary focus will be the second half of the twentieth century to the present day). Particular attention will be paid to marginalized communities as we examine the forces that influence and/or control reproductive freedoms, choices, and consequences.

In many ways, this class is a philosophical exploration of the meanings attributed to women's ability to produce life/give birth in a patriarchal, post-industrial, capitalist, racially and ethnically diverse world. However, we will concurrently explore some of what we typically think of as "politics" in terms of reproduction – for example, legislation, Supreme Court decisions, activism, etc. We are primarily interested in excavating why we think what we do about conception, pregnancy, childbirth, and childrearing, and how we organize reproduction to reflect these meanings. Additionally, HOW are these ways of thinking about reproduction learned, transmitted, reinforced, and resisted both in the U.S. and globally? How do transnational processes of capitalism, migration, and technology influence local and global understandings of reproduction and reproductive freedoms?

It is imperative that you QUESTION, ANALYZE, CRITIQUE what I, other students, our authors and our speakers have to say in order to formulate your OWN understanding of the issues we will tackle. These issues can be sensitive and politically charged – it is equally imperative that we be respectful of all the opinions and ideas presented, even if we disagree with them. Thinking critically does not require disrespect.

OBJECTIVES:

Students will be able to

- Define key terms and phrases, such as: patriarchy, feminism, gender, essentialism, community, hegemony, and be able to use these terms comfortably in dialogue and writing
- Analyze several symbolic meanings of reproduction in various contemporary geopolitical communities and the material consequences of these meanings
- Explain how reproduction can be "political", for example through the development of local and global policies and funding streams as well as histories of colonization and economic and cultural globalization
- Analyze and describe the links between "macro-level" institutional processes (such as: education, public policy, community constructions of motherhood, and economic structures) and "micro-level" embodied experience; this includes demonstrating understanding of the differences as well as the links between social trends and individual experience
- Demonstrate understanding of the intersections of race, gender, class, sexuality, physical and cognitive ability, and reproduction for men and women, particularly women in marginalized

communities (for example, women of color, women in the “global south”, and lesbian, transgender, and transsexual women); and begin extending these intersections beyond social constructions of identity to consider the roles of the “State” and the “Community” in creating and maintaining these identities through reproductive processes

- Demonstrate understanding of the influence of social movements and social movement actors on policy development
- Explain the links between U.S. experiences and policies of reproduction and transnational processes of reproduction, for example through transnational adoption and surrogacy practices
- Develop a Bill concerning the politics of reproduction in satisfaction of W course requirements

b. Course requirements: Specify exam formats, nature and scope of weekly reading assignments, nature and scope of writing assignments, problem sets, etc.

TEXTS:

REQUIRED

- Atwood, Margaret. 1986. *The Handmaid’s Tale*. Anchor Books. New York.
- Nelson, Jennifer. 2003. *Women of Color and the Reproductive Rights Movement*. New York University Press. New York.
- Wertz, Richard and Dorothy Wertz. 1989. *Lying In: A History of Childbirth in America*. Yale University Press. New Haven.
- Twine, France. 2011. *Outsourcing the Womb*. Routledge.
- There are also several readings which will be available on HuskyCT or elsewhere online, including: Sistersong’s Reproductive Justice Briefing Book to be found at:
 - <http://www.protectchoice.org/downloads/Reproductive%20Justice%20Briefing%20Book.pdf> (if you can’t access through this link, go to Sistersong.net and find the link on the right) and http://reproductivejustice.org/download/ACRJ_A_New_Vision.pdf (or <http://www.reproductivejustice.org/reproductive.html>, link on left) and several court documents.

ASSIGNMENTS:

CLASS ASSIGNMENTS:

- Throughout the course, you will be assigned several mini-assignments; some of these are done in class, some outside. You will see them noted on the syllabus when they are to be completed outside of class.
- Discussion questions are a part of this assignment. Each of you is asked to submit one discussion question for use in class on the marked day of your choice (dates marked in syllabus; we will sign up on the second day of class). This question **MUST** be emailed to me by **NOON** the day it is due **AND** brought to class on the day it’s due (bring one copy for you, in case our tech doesn’t work that day). Please email to barbgurr@gmail.com. Your questions can be based on an individual reading, but ideally will connect two or more readings together. You will be expected to lead a brief discussion on the question you’ve submitted, **OR** questions may be used as reading checks.
- HuskyCT posts are a part of this assignment. You are asked to post a total of **FOUR** times. Post in response to guest speakers or films we watch together in class and connect these to readings and class discussions; your choice of any four **BEFORE FINALS WEEK**.
- 15 points total

1 CRITICAL BOOK REVIEW:

- We will read *The Handmaid's Tale* together as a class at the end of the course (see syllabus).
- You are asked to turn in a critical review. A critical book review is more than a plot synopsis (although it includes a brief plot synopsis); the main point is to situate the book in the context of our class, using other (CORRECTLY CITED!) readings to elaborate, agree, or disagree with the book. You should feel free to point out strengths and weaknesses of the book, and must include a personal reaction. We will discuss this further in class. 3 to 4 pages.
- 10 points total

PARTICIPATION:

- Participation in a class of this sort is ABSOLUTELY VITAL. Therefore, it is a major portion of your grade. Participation includes daily attendance, completion of readings on time, in-class assignments, discussion, etc...
- 20 points

FINAL RESPONSE PAPER:

- This paper synthesizes the work you will undertake in this class. It is both academic and personal. We will discuss much further in class, but expect to: discuss theoretical points you found interesting (whether or not you agree); discuss a previously held idea about reproduction which has been challenged (even if it has not changed); and CORRECTLY cite at least 3 authors. Your final response paper should also incorporate at least three of our course objectives; objective #1 is a given (it should be woven throughout the paper); address any two others. 3 to 5 pages.
- 10 points

RESEARCH PAPER:

- Because this is a W course, you are expected to produce a paper of 15 pages minimum. You cannot pass this course without passing this component. It is worth a total of 45 points.
- You will write a formal bill for Congressional consideration (whether or not you send it to your Congressperson is up to you) based on a topic of your choice related to class. Examples of bills can be found at: <http://thomas.loc.gov/home/thomas.php>. We will also be considering bills in class.
 1. The Preamble should not exceed three pages.
 2. The Body of the Bill should be ten to eleven pages.
 3. Bills do not normally include a "conclusion" in the same sense as a research paper; however, yours should include a conclusion in which you summarize your key points and reiterate the importance of your bill. This conclusion should be two to three pages.
 4. Bills should be 12-point font, Times New Roman, and Double Spaced with no grammatical or spelling errors.
 5. Citations of all sources used for the bill are necessary. Both in-text citations and a reference page are necessary.
 6. Plagiarism is unacceptable.
 7. Please remember that in a "W" course, your final paper must be a minimum of 15 pages and must be preceded by a writing process that includes editing and revision. You can not pass this class without a passing grade on this writing assignment. It is worth a total of 45% of your final grade.
- Your Bill is broken into the following assignments:
 1. A proposed topic is due Sept. 10. If you have no idea what you'd like to propose, peruse the syllabus or see me for ideas. All I need for this is 2-3 paragraphs describing the topic and your

proposed bill (you will need to be familiar with bills in general to help you understand what is, in fact, “bill-able”)

2. A draft of your preamble is due Sept. 25. I will return this within one week. In order to write your preamble, you **MUST** have already conducted research. It should be clear from your preamble that you have done this. 10% of grade.

3. An annotated bibliography of **AT LEAST SEVEN SOURCES** is due Oct. 10. Not more than one of these sources can be from a website; your sources should emphasize the **NEED** for your bill as well as previous policy developments similar to your proposal (if any), and why and how they have succeeded or failed. 10% of grade.

4. A draft of the body of your bill, including revised preamble, should be taken to the Writing Center **BEFORE** October 31; this draft is due to me (with proof of your visit to the writing center) on November 15. I will return this at our first class meeting after Thanksgiving break. 10% of grade.

5. Your final draft is due December 10. 15% of grade.

More details about this project are on huskyct, including links to online sources to help develop your bill and links to bills recently considered by Congress.

c. List the major themes, issues, topics, etc., to be covered.

- Historical and contemporary explorations of reproductive rights
- The influences of science, capitalism, and patriarchy on reproductive rights
- Women’s constructions of reproduction & social constructions of women
- Reproductive rights/reproductive justice
- Birth control
- Global population control
- Whose rights? Whose justice? Whose freedom?
- Understanding/interrogating abortion
- The personal is political, raced, sexed, classed
- The politics of queer families
- Queer family rights in court
- Transnational politics of motherhood: adoption
- Transnational politics of reproduction: surrogacy
- The future of reproduction: what do women want?

d. If this is an existing general education course, please specify how the revisions will affect the way in which the course fulfills the requirements.

n/a

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

n/a

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

a. **Arts and Humanities:**

- b. **Social Sciences:**
- c. **Science and Technology:**
 - i. **Laboratory:**
- d. **Diversity and Multiculturalism:**
 - 43. **International:**
- e. **Q course:**
- f. **W course:**

this class requires 1 three to four page writing assignment (worth 10% of final grade), 1 3-5 page writing assignment (worth 10% of final grade) and a 15 page research paper (worth 45% of the final grade) that students will work on in instructor-guided stages over the course of the semester prior to the final submission of this paper at the end of the semester.

42. RESOURCES:

Does the department/school/program currently have resources to offer the course as proposed
YES

If NO, please explain why and what resources are required to offer the course.

43. SUPPLEMENTARY INFORMATION:

n/a

ADMIN COMMENT:

Senate approved W 4.23.12 // GEOCWapp_032012AP. newW_0200812AP.

THE POLITICS OF REPRODUCTION

Women's Studies 3998W

Barbara Gurr, University of Connecticut Women's Studies Program

barbgurr@gmail.com

Wednesdays 12:30 – 2:00 Beach hall 409

Or I'm happy to meet with you by appointment!

OBJECTIVES:

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Twine, France. 2011. *Outsourcing the Womb*. Routledge.

All of these are available at the coop (or will be soon); many are also available at the library or at your local library. I also suggest amazon and half.com (although please note that Wertz and Wertz begins right away, so you may not have time to get it in the mail).

There are also several readings which will be available on HuskyCT or elsewhere online, including: Sistersong's Reproductive Justice Briefing Book to be found at:

<http://www.protectchoice.org/downloads/Reproductive%20Justice%20Briefing%20Book.pdf> (if you can't access through this link, go to Sistersong.net and find the link on the right) and http://reproductivejustice.org/download/ACRJ_A_New_Vision.pdf (or <http://www.reproductivejustice.org/reproductive.html>, link on left) and several court documents.

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4. A draft of the body of your bill, including revised preamble, should be taken to the Writing Center BEFORE October 31; this draft is due to me (with proof of your visit to the writing center) on November 15. I will return this at our first class meeting after Thanksgiving break. 10% of grade.
5. Your final draft is due December 10. 15% of grade.

More details about this project are on huskyct, including links to online sources to help develop your bill and links to bills recently considered by Congress.

I DO NOT ACCEPT LATE WORK, EVER. DO NOT EMAIL ME YOUR WORK. For your own safety, please do not email me your work. If you are absent on the day when an assignment is due, you must drop it in my mailbox in Beach Hall 409 by 9 AM the next day!!

ALL WORK MUST BE TYPED. ALL WORK MUST BE TYPED.

ALL OF IT.

EVEN DISCUSSION QUESTIONS.

Did I mention that all work must be typed? And please, please do not email me your work.

There are two classes at the end of the semester reserved for the class to choose a topic. I would like decisions by the end of October at the latest so I can set things up.

*Please note: if this class is taught as a "W" the class choice options at the end of the semester will be traded for two in-class writing workshops earlier in the semester

Please Note: Please understand that this class is intense. My expectations of you are high. Your grade will suffer if my expectations are not met. At the same time, I encourage you to have high expectations of me -- I will certainly do my best to meet them. While the workload

may seem heavy in this class, it is within University guidelines for an upper division course. As well, and most importantly, this course is designed to serve you on a number of levels. Your investment in this class will return to you not only in terms of a grade, but in terms of new knowledge which will be immediately applicable in your “real” life. At the end of the semester, you will have *earned* 3 credits and *learned* a great deal about the politics of reproduction in the United States. These politics affect ALL of us in variable ways. This class PREPARES you for real life in real ways.

Please do not hesitate to contact me if you have any questions or concerns. Email me at barbgurr@gmail.com

ASSIGNMENT CALENDAR:

Tues 8/29:

INTRODUCTIONS...

Creation stories and the Feminine

Creation stories and Patriarchy

Rights/Justice/Freedom and the individual/community/State

Thurs 9/1:

PLEASE READ: (app. 10 pages)

Go to: <http://www.socwomen.org/web/resources/fact-sheets.html>

This is the fact sheet resource site for an organization called “Sociologists for Women in Society”. Read the fact sheets on:

“Women’s Reproduction: Issues and Inequalities in the 21st Century”

“Women and HIV/AIDS”

and “Gender and Medicalization”.

Be prepared to discuss (it’s a good idea to print out your fact sheets or take notes for discussion; these will not be checked, it’s simply a good idea)

THEN: choose any one other fact sheet to read; be prepared to explain how your chosen topic relates to the Politics of Reproduction.

Tues 9/6:

PLEASE READ: (app 50 pgs)

The Way We Were...?

Cook, “The Women’s Dance” (Huskyct)

Wertz, Ch. 1 and 2

AND: Please check out the Birth Project by Judy Chicago at <http://www.throughtheflower.org/page.php?p=5&n=1> read about the project and peruse some of the images. Be prepared to discuss.

DISCUSSION QUESTION DUE

Youtube: Bill Cosby Natural childbirth

Thurs 9/8: **Science (and capitalism, and patriarchy, and...)**

PLEASE READ: (app. 35 pgs.)

Martin, "Science as a Cultural System: Medical Metaphors of Women's Bodies:

Birth" (this is an electronic resource. Look up "the Woman in the body: a cultural analysis" (title) by Emily Martin (author) in Homer – look it up on Homer and find the electronic version)

Rothman, "Beyond Mothers and Fathers: Ideology in a Patriarchal Society"
(Huskyct)

Video today: Guide to Pregnancy

DISCUSSION QUESTION DUE

Tues 9/13:

Science and Capitalism Continued...

PLEASE READ: (app. 30 pages)

Wertz & Wertz Ch. 4 and 5

DISCUSSION QUESTION DUE

Thurs 9/15:

Science Unchecked PLEASE

READ: (app. 45 pgs)

Martin, on Cesarean Section (electronic resource – look it up on Homer)

Ponte "Cesarean Section in a Culture of Fear"

At <http://mothering.com/pregnancy-birth/cesarean-birth-in-a-culture-of-fear>

Harper, Ch. 3, 4 (PDF)

Video today: Cesarean Section at Hartford Hospital

DISCUSSION QUESTION DUE

Tues 9/20:

PLEASE READ:

<http://pmc.princeton.edu/writeabill.php> How to write a bill AND one of the sample bills on this site.

Writing workshop: bring a draft of your preamble for peer review

Thurs 9/22:

Ways We Still Are...

PLEASE READ: (app. 8 pgs)

Pollon, "The Legacy of Black Midwives"

at <http://mothering.com/pregnancy-birth/the-legacy-of-black-midwives>

AND

Listen to: <http://marketplace.publicradio.org/features/underground/> Diary of a Midwife

Video today: Guerilla Midwife

Tues 9/27:

Women's Constructions of Reproduction;

PLEASE READ: (app 60 pgs)

Social Constructions of Women

Sistersong p. 32

Harjo, "3 Generations of Native American Women's Birth Experience"(HuskyCt)

Klassen, "Natural Women" (HuskyCt)

In class poetry: Tapahonso, "A Breeze Swept Through"; Harjo, "Rainy Dawn"

Harjo, "For Alva Benson"; Erdrich, "The Fence"; Castellanos, "Speaking of Gabriel"; Geok-Lim, "Learning to Love America" Plath: series of poems

– these are available on Huskyct; please read in advance and print for class

DISCUSSION QUESTIONS DUE

Thurs 9/29:

Breast is Best?

PLEASE READ: (app. 50 pages)

World Health Organization: Infant and young child feeding: Model Chapter for textbooks for medical students and allied health professionals" (pdf): read chapter 9 "Policy, Health Systems, and Community Action" AND any other chapter of interest.

AND go to <http://www.womenshealth.gov/breastfeeding/>

Skim the entire website; choose any two items from "featured news" at the bottom to read.

DISCUSSION QUESTIONS DUE

Tues 10/4: (app. 30 pages)

But only if you're...

Boswell-penc Introduction (including chapter summaries) AND "Polluting the Waters" (all one PDF on huskyct)

Sistersong: pgs. 62-64

Thurs 10/6:

Writing workshop: bring the body of your bill!

Tues 10/11: (app. 35 pages) **Politics as Usual? Reproductive Rights/Reproductive Justice**

PLEASE READ:

Knudsen: "Reproductive Rights in a Global Context" (pdf)

Sistersong pgs. 17-21; 30-32; 77-78; 81

AND all of ACRJ: "A New Vision" (you will find this online at: <http://reproductivejustice.org/tools-and-media> link on the bottom)

AND read and COMPLETELY FILL OUT the Reproductive Justice Lens Toolkit (same url as above); bring to class. (in this assignment you will be asked what YOU are doing for reproductive justice; you may be doing fabulous things outside of this class, which you should include; keep in mind that your project for this class can also be used to complete this section. Do not be embarrassed to say you are not doing much – very few people are.)

Thurs 10/13:

Darker side of birth control

PLEASE READ: (app. 60 pages)

Valenti: "Real Women Have Babies" (Huskyct)

Roberts, "The Dark Side of Birth Control" (Huskyct)

Volscho: "Sterilization Racism" (Huskyct)

Stubblefield: "Beyond the Pale: Tainted Whiteness" (Huskyct)

DISCUSSION QUESTIONS DUE

Tues 10/18:

Global Population Control

PLEASE READ: (app. 30 pages)

Eager: "Population Control as Global Policy" (Huskyct)

Video today: La Operacion

Thurs 10/20:

Writing Workshop; bring a FULL DRAFT of your bill for peer review.

Tues 10/25

Whose Rights? Whose Justice? Whose Freedom?

PLEASE READ: (app. 40 pgs)

Sistersong: pgs. 32; 33-40; 43-45; 46-48

Saxton "Reproductive Rights: A Disability Rights Issue" (HuskyCT)

"LGBT People Accessing Reproductive Justice" at

<http://www.rhrealitycheck.org/blog/2007/06/07/lgbt-people-accessing-reproductive-justice>

Thurs 10/27:

Whose Rights? Whose Justice? Whose Freedom?

“We will not be Silent and Invisible” (huskyct)

“Organizing by Asian and Pacific Islander Women”

AND Listen to the streaming radio show at

<http://www.radioproject.org/archive/2005/3305.html> If this link doesn't get you there, go to <http://www.reproductivejustice.org/> and click the national radio project (1/2way down the page) – this will bring you to the page where you can listen.

Assignment: Please bring in NOTES “thinking on paper” about whose rights get taken up and whose do not in community and national conversations about reproduction. Be sure to think critically about the very idea of “reproductive rights”—for instance, what exactly is included in this term? What is excluded? Be sure to refer to our readings/radio show. Outline form is fine; this will help in discussion AND will be collected.

DISCUSSION QUESTION DUE

You MUST meet with me Monday 10/31, Tuesday 11/1, or Thursday 11/3 outside of class to discuss your bill!

Tues 11/1:

Understanding Abortion

PLEASE READ: (app. 25 pages)

Valenti: “If these Uterine Walls Could Talk” (Huskyct)

“Abortion procedures” at

<http://www.americanpregnancy.org/unplannedpregnancy/abortionprocedures.html>

“History of abortion” at <http://www.feminist.com/resources/ourbodies/abortion.html>

AND Listen to “Diary of an Abortioneer” at

<http://marketplace.publicradio.org/features/underground/>

DISCUSSION QUESTION DUE

This Common Secret Critical Review due

Thurs 11/3:

Interrogating Abortion

PLEASE READ: (app. 25 pages)

“Reproductive Rights in Theory and Practice: The Meaning of Roe v.

Wade for Women in Prison” at:

<http://www.americanprogress.org/issues/2006/01/b1363953.html> (if

you can’t find it through this link, go to: <http://www.americanprogress.org/> and search for it)

“Abortion and Women of Color” at

<http://www.guttmacher.org/pubs/gpr/11/3/gpr110302.html>

“U.S. Abortion Policy from a Global Perspective” at

<http://www.americanprogress.org/issues/2006/01/b1363923.html>

“Global Gag Rule Policy” at

http://www.genderhealth.org/the_issues/us_foreign_policy/global_gag_rule/

DISCUSSION QUESTION DUE

Tues 11/8: (app. 175 pgs)

The Personal is Political, Raced, Sexed, Classed...

PLEASE READ:

Nelson, Introduction, Ch. 2, 4, 5 and conclusion

Assignment: Please bring 4- 5 pages of NOTES (outline form is fine) in response to EACH of the following questions -- BE SPECIFIC IN YOUR REFERENCE TO THIS BOOK (CITE PAGE NUMBERS) and TRY to bring in the radio show as well!

- 1. Discuss the move from “reproductive rights” to “reproductive justice” or “reproductive freedom” in this book*
- 2. How have men in communities of color sought to control women’s reproduction? For what purposes? How have women responded? How have men supported women in developing and pursuing their own reproductive agendas?*
- 3. Discuss some of the complications of the abortion debate when one includes consideration of race and class as well as gender.*

AND:

List TEN things men and boys can do to support reproductive rights/freedom/justice AND WHY THEY SHOULD

We will discuss these questions and your lists in class AND they will be collected.

Thurs 11/10:

The Politics of Queer Families

PLEASE READ:

Go to: <http://lesbianfamily.org/theblogroll/?PHPSESSID=1d5c629cfe5afdd20b982767a5d1e384>

Choose any two readings from EACH of the main categories (Journey there; Parenting by age group; parenting by type) AND read one blog each from: Global Families; Families of color; and Non-bio for a TOTAL of 9 readings.

Video: Daddy and Papa

Tues 11/15:

Queer Family Rights in Court

PLEASE READ: (app. 25 page)

Du Toit and another v Minister of Welfare and Population Development and another, 2002

AND

Van Kuck v Germany, 2003

AND

Salgueiro da Silva Mouta v Portugal, 1999

All at: <http://www.hrw.org/legacy/english/docs/2007/07/11/global16374.htm#3>

(these are court cases dealing with LGBT family rights from South Africa, Germany, and Portugal; they may be dense at times. Do the best you can)

DISCUSSION QUESTIONS DUE

Thurs 11/17:

Transnational Politics of Motherhood: Adoption

PLEASE READ: (app. 35 pages)

Sistersong pgs. 54-57 all

Goodwin: From "Baby Markets" (PDF)

Jones: “International and Transracial Adoptions: toward a global critical race feminist practice?” (huskeyt); (this is a legal theory article, which may make it feel “dense” if you’re not accustomed to this kind of reading – do the best you can)

Guest speaker Kate Hurley-Dizigan

BREAK!

Tues 11/29: Transnational Politics of Reproduction: Surrogacy

PLEASE READ: (app. 60 pages)

Outsourcing the Womb: ALL

Assignment: At the end of each chapter are discussion questions; answer the following questions from the book:

Ch.1: 2 or 3

Ch. 2: 3 or 4

Ch. 4: 3, 4, or 5

Ch. 5: 3 or 4

Ch. 6: both

Ch. 7: 2

For a total of 7 questions; your answers should be SHORT and do not need to cite other readings, although they should “call on” this book; this is really an opportunity to gather your thoughts on paper for discussion. This will be collected, however.

BILL DRAFTS RETURNED!

Thurs 12/1:

Film in class: Made in India

Tues 12/6:

The Future of Reproduction: What do Women Want?

PLEASE READ: (app. 25 pgs)

Wertz and Wertz, ch. 8 and epilogue

DISCUSSION QUESTIONS DUE

Thurs 12/8:

The Future of Reproduction: What do Women Want?

PLEASE READ: (app. 300 pgs)

The Handmaid's Tale

Critical Review for Handmaid's Tale Due

FINAL MEETING:

Final Response paper due, Closing Rituals