



GWS 533 : SPECIAL TOPICS IN GENDER & HEALTH
The Science and Politics Of Reproductive Health
Spring 2018
Tuesday/Thursday 11:00-2:15 pm
Chamberlin 2104

INSTRUCTOR

Annie Menzel

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Office hours: Thursday 1-3 pm, and by appointment

COURSE DESCRIPTION

The aim of this course is to provide students with the materials necessary to understand the contemporary science and politics of reproductive health, broadly construed, in North America. The course is taught from a reproductive justice perspective, a framework for analysis and action developed by women of color health organizers and scholars. Students will engage with case studies, scholarship, and theory from a variety of literatures relevant to public health: epidemiology, feminist and queer theory, critical race studies, gender/sexuality studies, activist and policy analyses, and historical and contemporary primary sources. We will explore a variety of experiences and meanings of reproductive health and illness, as well as the relationships between health/disease and racism, poverty, sexism, hetero- and cis-normativity, colonization, incarceration, and environmental degradation.

Building on the course materials, each student will investigate, and produce a **policy brief** about, a specific reproductive health issue, policy, or program at the national, state or local/community level.

COURSE LEARNING OBJECTIVES

Students who successfully complete this course will be able to:

- Define and use a reproductive justice framework to analyze the power relations, historical factors, and current material realities that produce states of reproductive health and disease.
- Understand how histories of racial, sexual, gender, economic, and colonial domination and resistance continue to impact reproductive health in the present
- Understand historical and contemporary research in the fields of public health, epidemiology, medicine, and health policy, reading appreciatively as well as critically
- Assess public health policies and programs aimed at improving reproductive health from a reproductive justice perspective
- Carry out an independent analysis of a contemporary problem related to reproductive health, survey existing public health, medical, and social science literature, and produce a policy brief

COURSE INFORMATION

This is a 3-credit course. The class meets for two 75-minute periods each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc) for about 3 hours out of classroom for every class period.

- Counts toward 50% graduate coursework requirement
- Biological Sciences course, counts toward the Natural Science requirement
- Counts as Liberal Arts and Science credit in L&S

GRADES

Student grades will be based on the following:

<i>ITEM</i>	<i>%</i>	<i>DUE DATE</i>
Participation	15%	Ongoing, every class
Reading Responses	25%	5 total, responding to one substantive reading in each unit. Due by 5 pm the day before selected reading is discussed in class (see below).
Policy Brief Project	45%	
Proposal and annotated bibliography	10%	3/2/18
Policy brief first draft	10%	3/23/18
Policy brief final draft	25%	4/20/18
Final exam	15%	Take-home, due 5/7/18, 5 pm

Final grades will be assessed in the following manner:

A=93-100 B=83-87 C=70-77
AB=88-92 BC=78-82 D=65-69 F=under 65

Honors Option: Complete a second policy brief on a topic not closely related to your first policy brief. Please meet with me by Monday, February 26 if you plan to pursue the honors option

COURSE REQUIREMENTS

Course Materials

Books (available at Room of One's Own bookstore):

- Loretta Ross and Rickie Solinger, *Reproductive Justice: An Introduction* (University of California Press, 2017)
- Loretta Ross, Lynn Roberts, Erika Derkas, Whitney Peoples, and Pamela Bridgewater Toure, eds, *Radical Reproductive Justice* (Feminist Press, 2017)
- Khiara Bridges, *Reproducing Race: An Ethnography of Pregnancy as a Site of Racialization* (University of California Press, 2011)

Canvas: Assigned readings and links are posted in PDF form on the Canvas course site, <https://canvas.wisc.edu/courses/89475>.

Exams and Assignments

- You are expected to **complete the reading(s)** before each class, and **bring the reading(s) to class**, either on a device or in print form.
- You must complete a **reading response for one substantive reading** (at least 10 pages long) for each of the five units. The response is due to Canvas at 9 pm the night before the class session for which the reading is assigned. Detailed instructions for the response follow the course schedule below.
- The **reproductive health policy brief project** will employ a reproductive justice lens to analyze and advance recommendations about a specific reproductive health issue, policy, or program at the national, state, local, or community level. The brief will explain why, how, and for whom it is a problem; synthesize recent literature on the topic, including at least 10 sources (5 peer-reviewed and 7 not on the syllabus); and offer specific and feasible recommendations for policy change. This assignment consists of two parts: the **policy brief proposal**, including a bibliography, and the **policy brief** itself. Instructions for the assignment will be discussed in class on 2/8.
- The **final exam** will be a take-home essay exam, due on 5/7/18 at 5 pm.

Participation

Because the discussion of readings is a major component of this course, you will be graded on your preparation for and involvement in class.

We will frequently do short in-class writing assignments. I will collect some of these for part of your participation grade (I will always let you know if they will be collected). Participation will also be assessed from the quality of your engagement in small-group discussions.

Students are expected to complete the assigned readings before coming to class and to take responsibility as active participants in class discussions. You should come to class prepared to engage in thoughtful and constructive conversation that is respectful of others in the classroom and takes seriously the issues and themes presented in the readings.

A participation grade will be assigned for each class meeting according to the following criteria:

0 Absent

1

- Present, not disruptive.
- Demonstrates very infrequent involvement in discussion.
- Minimal effort in writing exercise

2

- Demonstrates adequate preparation: knows basic case or reading facts, though little analysis or interpretation
- Offers straightforward information (e.g., straight from the case or reading), without elaboration or very infrequently (perhaps once a class).
- Actively listens
- Participates in writing exercise
- Demonstrates sporadic involvement.

3

- Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.
- Offers interpretations and analysis of case material (more than just facts) to class.
- Actively listens
- Contributes well to large and small group discussion: responds to other students' points, thinks through own points, questions others in a constructive way,
- Demonstrates consistent ongoing involvement.

- Significant effort in writing exercises

4

- Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material
- Offers analysis, synthesis, and evaluation of course material, develops new approaches/questions that take the class further.
- Significant effort in writing exercises
- Contributes in a very significant way to large and small group discussion: keeps analysis focused, responds very thoughtfully to other students' comments,
- Actively listens
- Demonstrates ongoing very active involvement.

Discussion Guidelines

Discussion participation and silence often manifest structural power differentials. The historical and contemporary forms of oppression, violence, and resistance that shape racial, class, gender, ability, citizenship, and sexuality differentials in reproductive health also shape this campus. The classroom cannot be a “safe space,” but my hope is that it can be a space of learning and growth.

In order to foster such a space, the following guidelines and discussion starters were developed by experienced social justice educators Özlem Sensoy and Robin DiAngelo. These guidelines are “intended to recognize and respond to unequal power relations in the room, help more reticent students speak up, help more dominant students slow down, and guide open and humble entry into the conversation.”

- Strive for intellectual humility. Be willing to grapple with challenging ideas.
- Differentiate between opinion—which everyone has—and informed knowledge, which comes from sustained experience, study, and practice. Hold your opinions lightly and with humility.
- Let go of personal anecdotal evidence (e.g. “I don’t feel I have ever been personally impacted by sexism”) and look at broader group-level patterns.
- Notice your own defensive reactions and attempt to use these reactions as entry points for gaining deeper self-knowledge, rather than as a rationale for closing off.
- Recognize how your own social positionality (e.g., race, class, gender, sexuality, ability, citizenship) informs your perspectives and reactions to your instructor, other course members, and those whose work you study.
- Differentiate between safety and comfort. Accept discomfort as necessary for social justice growth.

- Identify where your learning edge is and push it. For example, whenever you think, *I already know this*, ask yourself, *How can I take this deeper?* Or, *How am I applying in practice what I already know?*

Discussion Starters

- I'm really nervous/scared/uncomfortable to say [X], but . . .
- From my experience/perspective as [identity], . . .
- Can you help me understand whether what I'm thinking right now might be problematic?
- This is what I understand you to be saying: . . . Is that accurate?
- I've been wondering about how we are using [term] in this discussion . . .
- How would you respond to [X] from a reproductive justice framework?
- I am having a "yeah, but..." (sceptical/defensive) moment. Can you help me work through it?

Adapted from Özlem Sensoy and Robin DiAngelo, *Respect Differences? Challenging the Common Guidelines in Social Justice Education. Democracy and Education 22:1* (2014), p. 8.

Attendance

Attendance in this class is required and essential for our collective learning process. I will not take attendance daily, but absences can hurt your grade in various ways. If you are not present, you will lose that day's opportunity for participation points. Also, lecture notes and slides will not be posted online, and these will always comprise at least some information not contained in the readings.

At the same time, I understand that life happens. If you are going to miss a class, please let me know in advance if possible.

Religious Holidays: Absences due to religious holidays will not be penalized. Please inform me at least one week in advance if you are missing a class for religious reasons.

If any problems arise, either academic or personal, that might jeopardize your participation in the course, please try to inform me of the problem and set up an appointment with me as soon as possible.

Classroom Conduct

Please respect your fellow students' right to a quiet and non-distracting learning environment. **Cell phone use, websurfing, texting, IMing, and other distractions of modern life are not allowed during class.** Please turn off your phone as soon as you enter the classroom.

Assignment Submission and Late Work

Assignments are due by the time and date specified on the syllabus as an upload to Canvas. Email attachments will not be accepted except as a time stamp (e.g. if Canvas is not functioning, send the assignment to me and then upload it later that day).

Assignments submitted after the specified due date and time will be deducted 5 percentage points per 24 hours. For example, if an assignment is passed in one day late, the highest possible grade that the student could earn would be a 95 rather than an 100; if the assignment is two dates late, the highest possible grade would be an 90. I will not accept assignments more than five days after the original due date. Incomplete final grades will not be given EXCEPT in situations of serious illness or family emergency, which must be documented.

UNIVERSITY OF WISCONSIN POLICIES AND EXPECTATIONS

Where to Take Concerns about the Course

If you have questions or concerns about course content, your grade, or any other important issue related to this class, please speak to me. If the question or concern is still not resolved, or if you do not feel comfortable speaking with me directly about your concern, make an appointment with the Chair of the Gender & Women's Studies Department, Dr. Aili Tripp, by emailing atripp@wisc.edu. She will attempt to resolve the issue and inform you of the Appeals Procedure if no resolution is reached informally.

Academic Integrity

Academic integrity is critical to maintaining fair and knowledge based learning at UW-Madison. Academic dishonesty is a serious violation and will have serious consequences, per university policy.

If you present the words or ideas of others without giving them proper credit, you are guilty of plagiarism. It is your responsibility to learn what constitutes plagiarism and the correct rules for citing sources. Please refer to the Dean of Students' web page for further information: www.wisc.edu/students/amsum.htm

Disability Access

In order to receive disability-related academic accommodations in GWS 533, students must first be registered with the McBurney Disability Resource Center (<http://www.mcburney.wisc.edu/>). Students who have or think they may have a disability are invited to contact the McBurney Center for a confidential discussion at 608-263-2741 (phone), 608-225-7956 (text), or by email at mcburney@studentlife.wisc.edu.

If you have already registered with the McBurney Center, and if you wish to request any accommodations on the basis of disability, you should schedule an office appointment with me **within the first two weeks of the semester (by Monday February 5)**. Please schedule this office appointment by email. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs. You should bring a copy of your service plan to our meeting.

Please note that I am unlikely to honor an accommodation request made within 72 hours of an assignment due date. Advanced planning on your part enables both of us to create an accessible classroom environment. Please do not delay in contacting me regarding your accommodation requests.

COURSE SCHEDULE

Session 1 – Introduction to Class	
Tues 1/23	<u>Readings:</u> None

UNIT I: The Present Past: Reproductive In/Justice Legacies

Session 2 – Reproductive injustice histories I	
Thurs 1/25	<u>Readings:</u> 1. Ross and Solinger, <i>Reproductive Justice</i> , Intro and Ch. 1 (1-58) 2. SKIM: Laughlin, Harry. <i>Eugenical Sterilization in the United States</i> . v, 12, 31-32, 92-96, 292-300, 338-339, 341-342, 348-350, 446-447, 451. Chicago: Psychopathic Laboratory of the Municipal Court of Chicago, 1922.

Session 3 – Reproductive injustice histories II: Into the present	
Tues 1/30	<u>Readings:</u> 1. <i>Radical Reproductive Justice</i> : Loretta Ross, Trust Black Women: Reproductive Justice and Eugenics (58-86) 2. Stern, Alexandra Minna. Sterilized in the Name of Public Health: Race, Immigration, and Reproductive Control in Modern California. <i>American Journal of Public Health</i> 95:7 (2005): 1128-1138. 3. Silliman, Jael, et al. Native American Women Resist Genocide and Organize for Reproductive Rights, in <i>Undivided Rights: Women of Color Organize for Reproductive Justice</i> , 105-117. 4. Duff et al, Sex Work and Motherhood: Social and Structural Barriers to Health and Social Services for Pregnant and Parenting Street and Off-Street Sex Workers. <i>Health Care Women Int.</i> (September 2015) 36(9): 1039–1055.

Session 4 – Contemporary reproductive in/justice

Thurs

2/1

Readings:

1. Ross and Solinger, *Reproductive Justice*, Ch. 2

Radical Reproductive Justice:

2. Laura Jimenez, Kierra Johnson, and Cara Page, *Beyond the Trees: Stories and Strategies of Environmental and Reproductive Justice* (361-380)

Session 5 – Bodies: Control and resistance

Tues

2/6

Readings:

1. Ross and Solinger, *Reproductive Justice*, Ch. 3

Radical Reproductive Justice:

2. Dazon Dixon Diallo, *HIV Prevention and Reproductive Justice: A Framework for Saving Women's Lives* (pp. 340-346)
3. Lucia Leandro Gimeno, *The Reluctant Reproductive Justice Organizer and Birthworker* (pp. 347-354)
4. *Reproductive Justice and Resistance at the US-Mexico Borderlands* (pp. 306-325)

Session 6 – Theory and praxis

Thurs

2/8

Readings:

Radical Reproductive Justice:

Loretta Ross, *Conceptualizing Reproductive Justice Theory: A Manifesto for Activism* (pp. 170-233)

***Make sure you have submitted a reading response paper for one reading in Unit I**

Session 7 – Policy Brief Workshop: Research and Policy Genres

Tues

2/13

Readings:

1. Black Mamas Matter Alliance and the Center for Reproductive Rights, *A State Policy Framework for the Right to Safe and Respectful Maternal Health Care* (2016)
2. National Latina Institute for Reproductive Health and the Center for Reproductive Rights, *Nuestro Texas: A Reproductive Justice Agenda for*

Latinas.

In-class video: *The Art and Craft of Policy Briefs*

ASSIGNMENT: Find a reproductive health-related policy brief online; download, read, and submit PDF to Canvas; bring to class on a device or in print form.

UNIT II: Pregnancy, Birth, Lactation

Session 8 – Reproducing Race I

Thurs Readings:

2/15 1. Khiara Bridges, *Reproducing Race*, Intro-Chapter 1 (1-40)

Session 9 – Reproducing Race II

Tues Readings:

2/20 1. Bridges, *Reproducing Race*, Chs. 2-3 (41-102)

Session 10 – Reproducing Race III

Thurs Readings:

2/22 1. Bridges, *Reproducing Race*, Ch. 4 (103-143)
2. Sirius Marcus Ware, “Confessions of a Pregnant Black Dad”

Session 11 – Written on the Body I: Macro

Tues Readings:

2/27 1. Ann Finger, *Past Due* (selection)

Session 12 – Written on the Body II: Micro

Thurs	<u>Readings:</u>
3/1	<ol style="list-style-type: none"> 1. Michael Lu et al. Closing The Black-White Gap in Birth Outcomes: A Life-Course Approach. <i>Ethnicity and Disease</i> 20:10 Suppl 2 (2010): s2-62–s2-76. 2. Zaneta Thayer and Christopher Kuzawa. Biological memories of past environments: Epigenetic pathways to health disparities. <i>Epigenetics</i> 6:7 (2011): 1-6. 3. Cheryl Giscombé and M. Lobel. 2005. “Explaining Disproportionately High Rates of Adverse Birth Outcomes among African Americans: The Impact of Stress, Racism, and Related Factors in Pregnancy.” <i>Psychological Bulletin</i> 131:662-83. 4. Christen Smith, The Fallout of Police Violence is Killing Black Women Like Erica Garner: https://www.salon.com/2018/01/14/the-fallout-of-police-violence-is-killing-black-women-like-erica-garner_partner/

****ASSIGNMENT: Policy Brief Proposal and Annotated Bibliography due FRIDAY, 3/2 at 5 pm**

Session 13 – Midwifery to the rescue?	
Tues	<u>Readings:</u>
3/6	<ol style="list-style-type: none"> 1. Gaskin, Ina May. <i>Spiritual Midwifery</i>, Revised Edition, 9-23, 26-31, 38-45, 50-51, 84-85, 108-109, 116-117, 172-184, 235-237, 278-285, 354-355. Summertown, TN: The Book Publishing Company, 1980. 2. Van Wagner, Vicki, Brenda Epoo, Julie Nastapoka, and Evelyn Harney. Reclaiming Birth, Health, and Community: Midwifery in the Inuit Villages of Nunavik, Canada. <i>Journal of Midwifery & Women's Health</i>. 52:4 (2007): 384-391. 3. Jyasha Wren Serbin and Elizabeth Donnelly, The Impact of Racism and Midwifery's Lack of Racial Diversity: A Literature Review <i>Journal of Midwifery & Women's Health</i> 4. Nestel, Cheryl. Delivering subjects: Race, space and the emergence of legalized midwifery in Ontario. <i>Canadian Journal of Law and Society</i> 15:2 (2000): 187, 193-214.

Session 14 –Lactation	
Thurs	<u>Readings:</u>
3/8	<ol style="list-style-type: none"> 1. Silliman et al, <i>Undivided Rights</i>, Ch. 7: The Mothers' Milk Project, 123-138. 2. Trevor MacDonald et al, "Transmasculine individuals' experiences

with lactation, chestfeeding, and gender identity: a qualitative study". *BMC Pregnancy and Childbirth*. 16 (1): 1471–2393.

3. Acquanda Stanford, Measuring Black breastfeeding with a white stick?: Why I'm intentional in leaving white women out!
4. Acquanda Standford, Black Men DO Breastfeed!: Why Black Transgendered Breastfeeding Narratives Matter
5. Maya Penc, *Tainted Milk* (2012), selection.

Course visitor: Tia Murray

***Make sure you have submitted a reading response paper for one reading in Unit II**

UNIT III: ABORTION

Session 15 – Beyond Pro-Choice vs Pro-Life

Tues

Readings:

3/13

From *Radical Reproductive Justice*:

1. Marlene Gerber Fried, Reproductive Rights Activism After Roe
2. Pamela Bridgewater Toure, Transforming Silence: The Personal, Political, and Pedagogical Prism of the Abortion Narrative
3. Beverly Yuen Thompson, Centering Reproductive Justice: Transitioning from Abortion Rights to Reproductive Justice
4. National Network of Abortion Funds Website
5. Abortion Stories from "We Testify" site

Additional readings TBD

Course Visitor: Cynthia Lin, National Network of Abortion Funds

Session 16 – Policy snapshot

Thurs

Readings:

3/15

1. Sophia Chae, Sheila Desai, Marjorie Crowell and Gilda Sedgh. Reasons why women have induced abortions: a synthesis of findings from 14 countries. *Contraception*, October 2017.

Guttmacher Institute documents:

1. Policy Trends in the States, 2017, <https://www.guttmacher.org/article/2018/01/policy-trends-states-2017>
2. Beyond the Rhetoric: The Real-World Impact of Attacks on Planned Parenthood and Title X

<https://www.guttmacher.org/gpr/2017/08/beyond-rhetoric-real-world-impact-attacks-planned-parenthood-and-title-x>

3. Abortion in the Lives of Women Struggling Financially: Why Insurance Coverage Matters

<https://www.guttmacher.org/gpr/2016/07/abortion-lives-women-struggling-financially-why-insurance-coverage-matters>

4. State Facts about Abortion: Wisconsin

<https://www.guttmacher.org/fact-sheet/state-facts-about-abortion-wisconsin>

Pew Research documents:

5. Legal backgrounder: A History of Key Abortion Rulings of the U.S. Supreme Court (2013)

6. <http://www.pewforum.org/2013/01/16/a-history-of-key-abortion-rulings-of-the-us-supreme-court/>

7. Worldwide Abortion Policies

<http://www.pewresearch.org/interactives/global-abortion/>

Session 17 – Procedures

Tues
3/20

Readings:

1. WI Senate Bill 154
<https://docs.legis.wisconsin.gov/2017/related/proposals/sb154>
 2. WPR, “UW Medical School Warns Against Bill Limiting Abortion Training.”
 3. Michelle Murphy, *Seizing the Means of Reproduction*, excerpt
 4. Kinga Jelinska and Susan Yanow, Putting abortion pills into women's hands: realizing the full potential of medical abortion. *Contraception*, 2017.
- Additional readings TBD

Session 18 – Abortion and disability

Thurs
3/22

Readings:

1. Michelle Jarman, “Relations of Abortion: Crip Approaches to Reproductive Justice.” *Feminist Formations*, Volume 27, Issue 1, pp. 46-66 (2015).
Radical Reproductive Justice:
2. Katie O’Connell, We Need to Talk about Disability Rights as a Reproductive Justice Issue

In-Class Film: *A World Without Down Syndrome?*

***Make sure you have submitted a reading response paper for one reading in Unit III**

**** ASSIGNMENT: Policy brief draft due 5 PM FRIDAY, 3/23**

3/24-4/1 SPRING BREAK

Session 19 – POLICY BRIEF WORKSHOP

Tues Readings:
4/3 Policy brief drafts of classmates in your workshopping group

UNIT IV: CRIMINALIZATION AND INCARCERATION

We will host at least one course visitor during this unit, date TBD.

Session 20 – 1980s-1990s: The “Crack Baby” Mythos

Thurs Readings:
4/5 1. “Crack Baby” findings: <http://www.csmonitor.com/The-Culture/Family/2013/0725/Crack-baby-development-issues-not-side-effect-of-drug-but-poverty>
2. Roberts, Dorothy. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*, 151-201. New York: Vintage, 1999.

Recommended: Laura M Betancourt, Wei Yang, Nancy L Brodsky, Paul R Gallagher, Elsa K Malmud, Joan M Giannetta, Martha J Farah, and Hallam Hurt, Adolescents with and without Gestational Cocaine Exposure: Longitudinal Analysis of Inhibitory Control, Memory and Receptive Language. *Neurotoxicol Teratol.* 2011 ; 33(1): 36–46.

Session 21 – Incarceration and criminalization in the 21st Century I

Tues Readings:
4/10 1. *Radical Reproductive Justice*: Rachel Roth, “She Doesn’t Deserve to Be Treated Like This”: Prisons as Sites of Reproductive Injustice,
2. Paltrow, Lynn and Jeanne Flavin. Arrests of and Forced Interventions on Pregnant Women in the United States, 1973–2005: Implications for Women’s Legal Status and Public Health. *Journal of Health, Politics, Policy and Law* 38: 2 (April 2013): 299-343.

3. Vann Newkirk, What the 'Crack Baby' Panic Reveals About The Opioid Epidemic. *The Atlantic*, 2017.
<https://www.theatlantic.com/politics/archive/2017/07/what-the-crack-baby-panic-reveals-about-the-opioid-epidemic/533763/>

Session 22 – Incarceration and criminalization in the 21st Century II: National and state level

- Thurs** Readings:
4/12 1. Amnesty International, *Criminalizing Pregnancy: Policing Pregnant Women Who Use Drugs in the USA*, 2017
 2. Case Study: Shackling and Wisconsin anti-shackling legislation

Session 23 – Incarceration and Criminalization in Wisconsin

- Tues** Readings:
4/17 1. National Association for Pregnant Women, background documents on Wisconsin’s “Cocaine Mom” Law
 2. Video: The Case of Alicia Beltran <https://vimeo.com/202241357>
 3. Federal Court Declares Wisconsin “Unborn Child Protection” Law Unconstitutional: Law permitting forced treatment and detention of pregnant women is struck down, effective immediately
http://advocatesforpregnantwomen.org/blog/2017/05/federal_court_declares_wiscons.php
 Other resources TBD
- *Make sure you have submitted a reading response paper for one reading in Unit IV**

UNIT V: Assisted reproductive technology

Session 24 – New Frontiers, New (and Old) Stratifications

- Thurs** Readings:
4/19 1. Female Couples Undergoing IVF with Partner Eggs (Co-IVF): Pathways to Parenthood. *LGBT Health*, 2015 Jun;2(2):135-9.
 2. Laura Mamo and Eli Alston-Stepnitz, Queer Intimacies and Structural Inequalities: New Directions in Stratified Reproduction. *Journal of Family Issues* 36:4 (2015)
 3. Dorothy Roberts, Race, Gender, and Genetic Technologies: A New Reproductive Dystopia? (2009) Penn Faculty Scholarship, Paper 1421.

****ASSIGNMENT: Final draft of policy brief due 5 PM FRIDAY, 4/20**

Session 25 – IVF	
Tues 4/24	<u>Readings:</u> 1. Excerpt from Sarah Franklin, <i>Biological Relatives: IVF, Stem Cells, and the Future of Kinship</i> (2013)

Session 26 – Gamete donation as labor	
Thurs 4/26	<u>Readings:</u> 1. Excerpt from Catherine Waldby and Melinda Cooper, <i>Clinical Labor: Tissue Donors and Research Subjects in the Global Bioeconomy</i> (2014)

Session 27 – Transnational reproduction	
Tues 5/1	<u>Readings:</u> 1. Excerpt from Daisy Deomampo, <i>Transnational Reproduction: Race, Kinship, and Commercial Surrogacy in India</i> (2016)
	*Make sure you have submitted a reading response paper for one reading in Unit V

Session 28 – Final session	
Thurs 5/3	No readings, wrap-up

FINAL EXAM DUE 5/7/18, by 5 PM

I reserve the right to amend this syllabus over the course of the semester.

Please contact me as soon as possible if you need clarification on any aspect of the course objectives, requirements, material, deadlines, and/or grading criteria.

Reading Response Assignment¹

Due Date: ongoing, 9 pm M or W, the day before the class meeting for which the reading is assigned. Response must be submitted before the final day of the corresponding unit.

Over the course of the semester, you will submit five (5) reading responses, one for each of the five units of the course. Each response will concisely summarize and critically engage with one reading, putting it into dialogue with other readings and course themes. The reading to which you respond must be of substantive length, at least 10 pages.

Guidelines:

In approximately 500 words, the response should:

- Summarize the core argument(s), idea(s), or concern(s) in the reading (~2-3 sentences).
- Briefly comment on the perspective from which the argument(s) is/are being made, and the historical context from which that perspective arose/arises
- Describe the empirical information that the reading provides about the topic at hand (e.g., rates, disparities, etc.), and how this information is used in the argument.
- Discuss a significant **insight** that you perceive in the reading, AND/OR a significant **problem** or **limitation** of the argument
- Put the reading into meaningful conversation with at least one other course text, clearly identifying the theme(s) that link them.
- Comment on any policy implications of the text

Questions to consider (you will not be able to address all of these—select a few of the most relevant, in order to address the assignment guidelines):

- What underlying assumptions does the author(s) work from? Are these warranted or not?
- Who is/are the author(s)? How might their perspectives shape their ideas?
- What does the reading indicate, if anything, about the evolution of specific concepts or changes in relevant issues over time?
- How does the reading agree with, speak to, and or disagree with other course readings?
- How does the reading tie into larger themes of the course?

¹ This assignment borrows heavily from Dr. Cabell Gathman's Reading Memo assignment in GWS 340, Bi/Pan/Asexuality: Community & Representation, Spring 2017

Format:

- 500 words, double-spaced, in 12-point font
- Properly labeled : *header*: your name and the date, *title* indicating the materials discussed
- Appropriate citations: Consistent use of any standard citation style (APA, Chicago, MLA, etc). Provide in-text citations, footnotes, or end notes. Include a works cited list at the end of the document.

Grading criteria (1-10 points):

Each response is worth 5% of your grade; while these are short documents, they should be clearly structured, thoughtful, and polished, and your arguments should be supported with cited evidence from the texts.

- Good structure (thesis statement, supporting evidence, smooth transition sentences between paragraphs—but no introduction or conclusion paragraphs necessary)
- Skillful synthesis of the readings
- Fully addresses all guidelines
- Fulfills all formatting expectations

Assignment Goals

Preparation for discussion. When we synthesize the readings before class, discussion is richer.

Agenda-setting. I will use your responses to help to set the agenda for meetings. It also helps me to gauge comprehension of the material, and provide clarification when necessary.

Writing skills, especially synthesis and summarization. Work in public health, biomedicine, the sciences, academics, law, and advocacy often requires us to summarize relevant literature so that it can be easily digested by colleagues, constituents, and/or policy-makers. Skills you build in the responses will also be useful in completing your policy brief, which also requires critical engagement with and synthesis of the literature.