

**FEMINIST STUDIES 131: “CHOICE IS A MOVING TARGET”:
THE POLITICS OF REPRODUCTION & REPRODUCTIVE TECHNOLOGIES**
Summer Session B, 2014

Instructor: Rachel Rys
Email: rachelrys@umail.ucsb.edu
Class Time: MTWR 11-12:20
Location: LSB 1101

Office Hours: Mondays and Tuesdays 1-2 pm &
by appointment
Office: South Hall 4431, Cubicle R

COURSE DESCRIPTION

In this course, we will explore theoretical, political, and popular debates about women’s choices in relation to reproduction and reproductive technologies. This course investigates how cultural and political changes in reproductive practices shape and are shaped by contemporary understandings of medicine, technology, the state, and social life. In particular, we will examine how current controversies and activism around issues of reproduction are inextricably linked to broader struggles for social justice.

This course will engage with the following questions: What historical, political, and social factors shape current beliefs and attitudes about reproduction? How are race, sex, class, ethnicity, sexuality, gender identity, ability, relationship status, etc. implicated in reproductive policy? How is *choice* defined, debated, and contested? What reproductive choices do women have, and who decides?

Given the interdisciplinary nature of feminist analyses, this course will utilize a wide range of information sources and presentation modalities (i.e. lecture, discussion, student presentations, interactive group exercises, writing activities, films, guest speakers). In order to build an intellectual community, each class member is expected to participate in both learning and teaching throughout the session.

LEARNING OBJECTIVES

Through participating in this course, we will:

- Analyze how intersecting categories of social difference (such as gender, race, ethnicity, class, sexual identity, body, and ability) are implicated in reproductive policy, practice, and discourse.
- Deconstruct how ideas about *choice* have been deployed in relation to reproductive decisions.
- Utilize feminist and justice-oriented frameworks to analyze issues surrounding reproduction.
- Create and share knowledge about issues of reproductive justice through academic writing, personal journaling, and creative and scholarly investigation of current issues.

REQUIRED TEXTS

This course requires a course reader, which will be available for purchase at Alternative Printing at the end of Week 1. The reader may occasionally be supplemented by readings posted to Gauchospace. Reading is subject to change, so be on the lookout for announcements in class and via email. Everyone is responsible for bringing the reading to class each day.

COURSE ASSIGNMENTS

Grades will be determined on the basis of:

- Attendance, participation, preparation (15%)
- Reading presentation (15%)
- Reading journals (20%)
- Paper (25%)
- Final project (25%)

A=90 B=80 C=70 D=60 F=below 59

Information about assignments will be posted on Gauchospace and introduced and discussed during class. At the end of the quarter, everyone should submit a final portfolio which compiles all the work completed in this course, including a self-assessment.

CLASS POLICIES

We will have discussions in this course which will require us to interrogate many of our closely held beliefs and values. Due to the personal and intimate nature of the course topics and materials, we will workshop class policies together on Day 1. Participants will be asked to sign a course contract of mutually agreed-upon policies and expectations.

CAMPUS RESOURCES

- **Women, Gender, & Sexual Equity Department:** <http://wgse.sa.ucsb.edu>
- **Campus Learning Assistance Services:** <http://clas.ucsb.edu>; 805.893.3269
- **Counseling & Support Services:** <http://counseling.sa.ucsb.edu>; 805.893.4411
- **DSP Accommodations:** This course welcomes and accommodates all interested students. Students who require accommodations to fully participate in the course should contact the Disabled Students Program ASAP: <http://dsp.sa.ucsb.edu>; 805.893.2668.

IMPORTANT DATES

Thurs 8/14	Paper proposal paragraph due
Thursday 8/21	Paper due
Mon 8/25	Class cancelled: Individual meetings about paper/final project
Thurs 8/28	Revised paper due
Thurs 9/4	Labor Day
Weds 9/10- Thurs 9/11	Final project presentations
Friday 9/12	Final project and portfolio due by 5pm

My Presentation Date: _____

CONTESTED CLASSROOM CONDUCT (adapted from Dr. Jeannie Ludlow)
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The following constitutes an agreement between the students and the instructor for this course.

1. Everyone in this class (students, instructors, and guests) has the right to work in a harassment-free, hostility-free environment; hostility and harassment of others will not be tolerated
2. Everyone in this class (students, instructors, and guests) has the right to be treated with respect and dignity at all times, even in the midst of a heated disagreement.
3. Everyone in this class (students, instructors, and guests) has the responsibility to work together to create a classroom environment in which active learning, including responsible and respectful questioning is encouraged.
4. The instructor has the responsibility to compile materials with the aim of addressing listed course objectives.
5. The instructor has the responsibility to direct classroom discussion with the aim of addressing listed course objectives.
6. The instructor has the responsibility to make evaluation criteria clear and to evaluate students' work accurately in relation to the skills that any student in this course is expected to gain.
7. Students have the responsibility to read, to ask questions, and to ask for help when they need it.
8. Students have the responsibility to complete assignments with proper attention and thought.
9. Students have the right to feel confident that their work is being evaluated on its own merits, not on the basis of the instructor's personal opinion.
10. Everyone in this class (students, instructors, and guests) has the responsibility try to integrate the information from this course into other courses and into other areas of their lives.

Please sign below if you are willing to hold yourself and others to the above standards of a contested classroom:

WEEK 1: THE POLITICS OF SEX & REPRODUCTIVE CONTROL

Mon 8/4	Introductions
Tues 8/5	<p>Politicizing “Choice”: Perspectives on Reproductive Rights and Justice</p> <p>Readings:</p> <ul style="list-style-type: none"> • Hartmann, “Introduction: Whose Choice?” In <i>Reproductive Rights and Wrongs</i>, 1995. (GS) • Rothman, “The Meanings of Choice” In <i>Test Tube Women</i>, 1984. (GS) • Asian Communities for Reproductive Justice, “A New Vision for Advancing Our Movement.” 2005. (GS) • Anderson & Vasquez, “LGBT Reproductive Rights: An Interview with Carmen Vasquez.” <i>Off Our Backs</i>, 2006. (GS) • JOS, “The Ways of Talking About the ‘War on Women’ That Leave People Out.” <i>Feministing.com</i>, 2012. <p>Journal: How would you define feminism? How is your understanding of feminism related to issues surrounding reproduction? From these texts, how would you define reproductive justice?</p>
Weds 8/6	<p>Beyond Pro-Choice Versus Pro-Life: Expanding the Terms of the Debate</p> <p>Readings:</p> <ul style="list-style-type: none"> • Smith, “Beyond Pro-Choice Versus Pro-Life: Women of Color and Reproductive Justice.” <i>NWSA Journal</i>, 2005. (GS) • Calmes, “Advocates Shun ‘Pro-Choice’ to Expand Message.” <i>New York Times</i>, 2014. (GS)
Thurs 8/7	<p>Producing Citizens, Producing the State</p> <p>Readings:</p> <ul style="list-style-type: none"> • Arduser & Koerber, “Splitting Women, Producing Biocitizens, and Vilifying Obamacare in the 2012 Presidential Campaign.” <i>Women’s Studies in Communication</i>, 2014. (GS) <p>Assignments: Journals due</p>

WEEK 2: SEX EDUCATION, SEXUALITY EDUCATION

<p>Mon 8/11</p>	<p>Legislating Sex Ed</p> <p>Readings:</p> <ul style="list-style-type: none"> • Dailard, “Sex Education: Politicians, Parents, Teachers, and Teens” <i>Guttmacher Institute</i>, 2001. (3-6) • Burlingame, “Sex Education in California Public Schools: Are Students Learning What they Need to Know?” <i>ACLU</i>, 2003. (Excerpted). (7-10) • Dreger, “What If We Admitted to Children that Sex is Primarily about Pleasure?” <i>Pacific Standard</i>, 2014. (11-12) <p>Journal: Visit several websites geared toward providing sex ed to teens, such as Sex Etc. (sexetc.org) and Scarleteen (scarleteen.com). What information about sex and sexuality is provided? What tone and messages are used? (How) do these messages differ from Dailard and Burlingame’s findings? From Dreger’s narrative? From your own school experiences?</p>
<p>Tues 8/12</p>	<p>Stratified Sex Ed</p> <p>Readings:</p> <ul style="list-style-type: none"> • Garcia, “Now Why Do You Want to Know About That?: Heteronormativity, Sexism, and Racism in the Sexual (Mis)education of Latina Youth.” <i>Gender and Society</i>, 2009. (13-31)
<p>Weds 8/13</p>	<p>Sexual Agency and Responsibility</p> <p>Readings:</p> <ul style="list-style-type: none"> • Elliott, “Who’s to Blame?” Constructing the Responsible Sexual Agent in Neoliberal Sex Education.” <i>Sexuality Research and Social Policy</i>, 2014. (32-43)
<p>Thurs 8/14</p>	<p>Producing “Unfit” Mothers</p> <p>Readings:</p> <ul style="list-style-type: none"> • Rhode, “Politics and Pregnancy: Adolescent Mothers and Public Policy.” <i>Reproductive Rights Reader</i>, 1999. (44-50) • Reeves, “Shame Is Not a Four Letter Word.” <i>New York Times</i>, 2013. (51) • Malone, “I Was a Teenage Mother.” <i>New York Times</i>, 2013. (52) <p>Assignments:</p> <ul style="list-style-type: none"> • Bring in an example of a teen pregnancy prevention ad • Paper proposal paragraph due • Journals due

WEEK 3: CHOICE AND CONTRACEPTIVES

<p>Mon 8/18</p>	<p>Communicating Choice</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Todd, “Delusions in Discourse.” <i>The Reproductive Rights Reader</i>, 1989. (53-57) • Schwartz, “Between the Lines of the Contraception Decision.” <i>New York Times</i>, 2014. (58-60) • Badger, “The 49-Page Supreme Court Hobby Lobby Ruling Mentioned Women Just 13 Times.” <i>The Washington Post</i>, 2014. (61-62)
<p>Tues 8/19</p>	<p>Birth Control and Population Control</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Davis, “Racism, Birth Control and Reproductive Rights.” In <i>From Abortion to Reproductive Freedom</i>, 1990. (63-66) • Albiston, “The Social Meaning of the Norplant Condition: Constitutional Considerations of Race, Class, and Gender.” <i>Berkeley Journal of Gender, Law & Justice</i>, 1994 (excerpts) (67-74). <p><i>Journal:</i></p> <p>What do these pieces tell us about the history of the birth control movement? Think back to the readings we did on the first day of class. How do these Davis and Albiston problematize discourses of choice? What factors influence the reproductive experiences of the women they study?</p>
<p>Weds 8/20</p>	<p>Childless vs. Childfree</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Kelly, “Women’s Voluntary Childlessness: A Radical Rejection of Motherhood?” <i>Women’s Studies Quarterly</i>, 2009. (75-82) • Lowder, “Sterilize Me, Please: Why Is It So Difficult for Young Women to get their Tubes Tied?” <i>Slate</i>, 2012. (83-87)
<p>Thurs 8/21</p>	<p>Commodifying Conception</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Ertman, “What’s Wrong with a Parenthood Market? A New and Improved Theory of Commodification.” <i>Reproductive Rights Reader</i>, 2003. (88-91) • Thomas, “Fertility Clinic Tells Woman She Can’t Use Sperm Donor from Another Race (Update).” <i>Huffington Post</i>, 2014. (92) <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Paper Due • Journals Due

WEEK 4: REGULATING ABORTION AND PREGNANCY TERMINATION

<p>Mon 8/25</p>	<p>No Class: Individual Meetings with Rachel</p> <p>Readings:</p> <ul style="list-style-type: none"> • Oaks, “What Are Pro-Life Feminists Doing on Campus?” <i>NWSA Journal</i>, 2009. <p>Assignments:</p> <ul style="list-style-type: none"> • Bring outline or proposal of final project to your meeting
<p>Tues 8/26</p>	<p>Prohibiting and Encouraging Abortion</p> <p>Readings:</p> <ul style="list-style-type: none"> • Solinger, “Choice is a Moving Target.” <i>Beggars and Choosers</i>, 2001. (93-103) • Population Action International, “How the Global Gag Rule Undermines U.S. Foreign Policy and Harms Women’s Health.” 2013. (104) <p>Journal: How has public perception of abortion changed over time? How has public sentiment about abortion shaped policy, both in the US and abroad?</p>
<p>Weds 8/27</p>	<p>Selective Abortions</p> <p>Readings:</p> <ul style="list-style-type: none"> • Saxton, “Disability Rights and Selective Abortion.” <i>Abortion Wars: A Half Century of Struggle, 1950-2000</i>, 1994. (106-114) • Pandit, “Sex-Selective Abortion Bans Highlight Faultlines in the Reproductive Rights Movement.” <i>RH Reality Check</i>, 2014. (115-119)
<p>Thurs 8/28</p>	<p>Crisis Pregnancy Centers</p> <p>Readings:</p> <ul style="list-style-type: none"> • Rosen, “The Public Health Risks of Crisis Pregnancy Centers.” <i>Perspectives on Sexual and Reproductive Health</i>, 2012. (120-122) • Johnson, “AS Takes Stand Against Crisis Pregnancy Centers.” <i>The Bottom Line</i>, 2012. (123) <p>Assignments:</p> <ul style="list-style-type: none"> • Revised paper due • Journals due

WEEK 5: REGULATION OF PREGNANCY & PREGNANT BODIES

Mon 9/1	<p>No Class: Labor Day</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • None
Tues 9/2	<p>Pregnancy, Personhood, Parenthood</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Colker, “Pregnancy, Parenting, and Capitalism.” <i>Ohio State Law Journal</i>, 1997. (125-134)
Weds 9/3	<p>Criminalizing Reproduction</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Paltrow & Flavin, “Arrests of and Forced Interventions on Pregnant Women in the United States.” <i>Journal of Health Politics, Policy and Law</i>, 2013. (135-153)
Thurs 9/4	<p>Medicalization of Birth</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • Jacobson, “Florida Hospital; Demands Woman Undergo Forced C-Section.” <i>RH Reality Check</i>, 2014. (154-156) • Rothman, Barbara Katz. “Midwifery as Feminist Practice.” In <i>Recreating Motherhood</i>, 1989. (157-165) • Harjo, “Three Generations of Native American Women’s Birth Experience.” <i>Women’s Lives: Multicultural Perspectives</i>, 1991. (166) <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Journals Due

WEEK 6: EXPANDING DEFINITIONS OF REPRODUCTIVE JUSTICE

<p>Mon 9/8</p>	<p>Reproduction Across Boundaries</p> <p><i>Readings:</i> Pick at least ONE of the following:</p> <ul style="list-style-type: none"> • Bailey, “Reconceiving Surrogacy: Toward a Reproductive Justice Account of Indian Surrogacy.” (GS) • Briggs, “US Immigrants: The Next Fight over Race, Adoption, and Foster Care?” • Lakhani & Timmermans, “Biopolitical Citizenship in the Immigration Adjudication Process.” (GS) • Ortiz & Briggs, “The Culture of Poverty, Crack Babies, and Welfare Cheats: The Making of the ‘Healthy White Baby Crisis.’” (GS) • Raphael-Leff, “The Gift of Gametes: Unconscious Motivation, Commodification, and Problematics of Genealogy.” (GS)
<p>Tues 9/9</p>	<p>Queering Reproductive Justice</p> <p><i>Readings:</i> Required for all:</p> <ul style="list-style-type: none"> • National Women’s Law Center: “If You Really Care about LGBT Rights, You Should Care about Reproductive Justice!” <p>AND pick at least ONE of the following:</p> <ul style="list-style-type: none"> • Briggs, “Gay and Lesbian Adoption in the United States.” (GS) • The LGBT Community Center, “Causes in Common: Reproductive Justice & LGBT Liberation.” (GS) • Nixon, “The Right to (Trans)parent: A Reproductive Justice Approach to Reproductive Rights, Fertility, and Family-Building Issues Facing Transgender People.” (GS)
<p>Weds 9/10</p>	<p>Presentations & Course Wrap-Up</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • None <p><i>Assignments:</i></p> <ul style="list-style-type: none"> • Be prepared to share about a reproductive justice activist organization or event <p><i>Student Presentations</i></p>
<p>Thurs 9/11</p>	<p>Presentations & Course Wrap-Up</p> <p><i>Readings:</i></p> <ul style="list-style-type: none"> • None <p><i>Student Presentations</i></p>
<p>Fri 9/12</p>	<p>**Final Portfolios Due to the Feminist Studies Mailroom by 5pm**</p>

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READING PRESENTATION

This assignment is worth 15% of your final grade.

Most days, one or two students will be responsible for presenting the readings. When it is your turn to lead class, you should come prepared with a list of questions to provoke discussion among your classmates and be able to succinctly summarize the major points of the readings and to guide class discussion. You are encouraged to bring in additional sources (i.e. videos, news articles, etc.) to support the readings and extend our understanding.

Presentations may vary in length, though I expect that your material should encompass **at least 15-20 minutes of the class**, while follow-up discussion and dialogue may go on for longer. You may use Power Point/ Prezi or a handout to outline your presentation. However, I prefer that your presentations are creative and interactive. Your presentation will be evaluated on the quality of its substantive content and the organization and creativity embodied in the form of the presentation.

You are encouraged to meet with me ahead of time about your presentation with any questions.

READING JOURNAL—Due weekly on Thursdays

This assignment is worth 20% of your final grade.

As part of your participation in this class, you are asked to reflect on the course readings. This journal is an opportunity to engage with the course texts and reflect on how they intersect with your own life, challenge/support your assumptions, and complicate your understanding. You will occasionally be asked to write about a specific topic, but you will more often be able to choose what you wish to write about. This assignment is about your interaction with the texts, not simply a summary of the author's argument.

You are expected to write a minimum of one page per day, three days per week. While this does not need to be a formal academic response, please write clearly and thoughtfully. You will turn in 3 journal entries every Thursday in class and they will be returned to you the following Monday (or Tuesday, in the case of holiday).

REPRODUCTIVE POLITICS PAPER

This assignment is worth 25% of your final grade.

This 6 to 8-page paper (double-spaced, 12 point font, 1 inch margins) analyzes a recent political controversy or issue related to reproduction or reproductive technologies. You may expand on an issue we have discussed in class or select your own topic for analysis.

This paper should use feminist and reproductive justice frameworks to analyze how a controversy is framed and discussed in academic and/or popular news media. Your analysis must clearly identify the arguments being made on both (or more!) sides of the issue. **While you may critique the arguments being made, you must first unpack the assumptions and claims underlying each argument.** Your paper must draw on course readings and/or films, as well as external academic and popular sources. A works cited page is required with this assignment.

Proposal: Due August 14

This one-paragraph proposal outlines the issue and sources you plan to analyze for this paper.

Paper: Due August 21

This complete 6-8 page paper will be worth 15% of your final grade.

Revision: Due August 28

I will be holding individual meetings on August 25 and 26 to talk through your paper. You will have the opportunity to revise your paper based on our discussion. The revisions and final product will be worth 10% of your final grade.

You must include the original draft with comments when you turn in your revised paper.

This assignment is worth 25% of your final grade.

You may work independently or with a partner or group. If you choose to work with others, the final project should represent a proportionally larger undertaking.

Choose one project from the following list or propose your own project in consultation with me.

1. Create a 'zine, newsletter, blog, or video about current reproductive justice issues.
2. Profile a local Santa Barbara organization related to reproduction. This project might include interviews, analysis of materials produced by the organization, or reflections on volunteer activities (as appropriate).
3. Create a curriculum that discusses some aspect of reproductive issues. This curriculum might be targeted toward high school students, community organizers, parents, medical professionals, employers, etc. This project should include the content of the lesson(s), as well as a justification for the audience and content you have chosen.
4. Compile a handbook on reproductive rights and justice for residents of the state of California (or another location). This handbook might include laws, policies, and programs that affect reproductive rights and justice as well as advocacy groups, agencies, and other organizations involved in these issues.
5. Propose a piece of legislation concerning reproductive rights and justice at the state or national level.
6. A discursive or cultural analysis of how reproductive rights and justice are represented in pop culture, literature, film, TV, the news etc.
7. Develop a grant proposal for an event, workshop or public education campaign for the UCSB or greater Santa Barbara community related to reproductive justice. Your proposal should discuss the content of the workshop or campaign, as well as justifications for target audience.
8. Apply for an academic conference and begin work on the paper or presentation you might give. If you are planning on doing a thesis related to reproductive rights, this would be a good opportunity to begin that work.
9. Propose your own project, drawing on your interests as related to course themes.

All projects must include a written component and a works cited page. If you choose to do a visual, artistic, or performative project, you must also include a substantial written analysis that connects this work to course readings and frameworks.

You will be asked to briefly present this material on the last two days of class.

Name _____

Please ensure that your final portfolio contains the following items:

Final Portfolio Self-Checklist

1-2p self-assessment

In a 1-2 page typed response, reflect on your performance a) on the final project and b) in this class overall.

- a) Final project assessment: Why did you pick your final project? What have you learned? What questions do you still have about this topic? Assess the amount of work you put into your final project and assign yourself a grade. Your assessment should include a rationale for why you feel you earned this grade. Keep in mind that the grade you assign yourself and the grade I assign can be different.
- b) Overall assessment: This reflection should discuss your performance in relation to the course objectives and your personal goals for the course. What have you learned? What questions do you still have about reproductive justice?

Final Project

Submissions will vary widely depending on the nature of your project. If your project is in hardcopy, please include it in this portfolio. If your final project includes digital components, they must also be submitted to rachelrys@umail.ucsb.edu by September 12 at 5pm.

Reproductive Politics Paper

Please include both drafts, including rubric and comments.

Journal Entries

Questions and Takeaways

Course Grade

Attendance, participation, preparation	___ / 15
Reading presentation	___ / 15
Reading journals	___ / 20
Paper Round 1	___ / 15
Paper Round 2	___ / 10
Final project	___ / 25

Total ___ / 100