

## 2016 Application Form for ASC Grants for New Service-Learning Course Proposals

Application Deadline: **March 1, 2016**

You MUST use this form to submit your proposal. Please send submission (form and supplementary materials) to Linda Hood ([hood.82@osu.edu](mailto:hood.82@osu.edu)), Executive Assistant to Associate Executive Dean Steven Fink.

### 1. Working Title of Course Proposal: Reproductive Rights and Justice

### 2. Applicant Information

- Name: Mytheli Sreenivas
- Title: Associate Professor
- Department: Women's, Gender and Sexuality Studies and History
- Address: Department of History, Dulles Hall, 230 Annie and John Glenn Avenue
- Phone: 614-364-3252
- E-mail: [Sreenivas.2@osu.edu](mailto:Sreenivas.2@osu.edu)

### 3. Course Description: please see attached pages

- Provide general description of course goals of proposed undergraduate course.
- Provide general description of content of proposed undergraduate course.
- Provide general description of service-learning component of the course.
- Provide general explanation of how service-learning activities will contribute to the course goals.
- Optional: Should you happen to already have a tentative syllabus (with course number), please provide it.

### 4. Community Focus and Reciprocity: please see attached pages

- Identify and provide a brief profile of the intended community partner(s). (If a specific partnership has not yet been confirmed at the time of the grant proposal, provide a clear explanation of the kind of community partner(s) being sought and provide some examples of appropriate candidates for community partner(s).) *Community partners must be tax-exempt nonprofits or organizations with an easily identified public service component to their mission.*
- Describe the community partners' participation in the development of the service project.
- How does the service project reflect priorities and stated goals/needs of community partners and collaborative planning by all partners?
- Describe the anticipated community benefit and impact of the service project.



#### 5. Letter of Support from Department Chair: please see attached pages

- Letter should provide departmental support for offering the service-learning course on a continuing basis once approved.
- Letter should also address how the course plays into the department's curriculum. For example, will course be an elective that will count toward the major? Will it request General Education status?

#### Additional Tips for ASC Service-Learning Grants

- ASC Service-Learning grant recipients will be encouraged to sign up for the Service-Learning Course Design Institute offered by the Office of Service-Learning and the University Center for the Advancement of Teaching (UCAT) in May 2016. (Exact dates to be determined.) This 18-hour institute will provide prospective instructors of service-learning courses with tools, time, and support to integrate service-learning effectively in the curriculum. It will also provide guidance on how to effectively assess service-learning courses. Any questions about the Service-Learning Course Design Institute may be directed to Ola Ahlqvist, Office of Service-Learning, 247-7997 ([ahlqvist.1@osu.edu](mailto:ahlqvist.1@osu.edu)).
- Applying for an ASC Service-Learning grant does not preclude faculty from applying for other funding. For example, the **Office of Service-Learning** offers its own service-learning course grants. See [information and instructions](#). (Their deadline is Wednesday, **February 3, 2016**. Please note that the S-L Course Design Institute is required for recipients of the course grants issued by the Office of Service-Learning.)

Mytheli Sreenivas

Application for ASC Grants for New Service-Learning Proposals

### **3. Course Description**

#### General description of course goals of proposed undergraduate course

The academic content of the course centers on the history and contemporary politics of reproduction in both US and global contexts. The service component focuses on several aspects of this academic content, namely reproductive law and policymaking in contemporary Ohio; reproductive justice activism in the Columbus community; and sexual education and reproductive health in Columbus and Franklin County. Consequently, service activities will allow students to delve more deeply into issues that we discuss in the course. At the same time, I expect that students will bring their service experiences back into the classroom, so that we can consider how their work in our local communities shapes, and is shaped by, the broader history and contemporary politics of reproduction that we will be studying.

#### General description of content of proposed undergraduate course

This class takes an interdisciplinary feminist approach to investigating the history and contemporary politics of reproduction beyond a “pro-life” vs. “pro-choice” dichotomy. We will focus on both US and global contexts. Our classroom sources will include legal and historical documents, studies in reproductive and public health, ethnographies, and film. We will link our academic investigation to service learning in the Columbus community. Students will work with organizations who seek to further the goals of reproductive justice in political, activist, legal, and healthcare contexts. Throughout, we aim to probe the connections between academic coursework and feminist practice, and to link theoretical study to our work in local communities.

For further details, please see the attached course syllabus.

#### General description of service-learning component of the course

I have identified three potential community partners for this course; two are departments within Columbus Public Health, and the third is Planned Parenthood. Each of these sites can accept only about five students each, which makes it necessary to work with multiple community partners. At the same time, this variety of options will allow students to select a placement that fits best with their broader interests. I am hoping to identify several more community partners, and estimate that four or five potential placements would help ensure the long term sustainability of the course.

Students' experiences will vary based on where they undertake their service-learning. Some students will focus on the organizations' outreach and education efforts. Others will conduct research to support specific initiatives of the organizations, including policymaking and legislation.

#### General explanation of how service-learning activities will contribute to the course goals

The course focuses on reproductive rights and justice in both local and global contexts. By working with local organizations, I am hopeful that students will come to understand and investigate the relationship between scholarly research and ongoing activism on these topics. As a scholarly field, Women's, Gender and Sexuality Studies is invested in producing research that is relevant to struggles for gender equity. I hope that this class will offer students an opportunity to make these connections between theory and practice within an area of study—reproductive politics—that is important both to contemporary scholarly theory and policymaking.

#### **4. Community Focus and Reciprocity**

##### Brief profile of intended community partners

I have identified three potential community partners, each of whom can take up to five students. I plan to seek out one or two additional partners. This would be helpful in case the class draws a large enrollment; it will also be important for future semesters when the course is offered.

### *Planned Parenthood Advocates of Ohio*

This is an advocacy and lobbying organization located in downtown Columbus. Please note this is not the Planned Parenthood clinic, and students would not be working with patients. Planned Parenthood Advocates of Ohio works on advocacy, policymaking, legislation, and education pertaining to reproductive health care and rights. Their outreach focuses on the Columbus area, and their policymaking centers on legislation before the Ohio legislature.

Students working with Planned Parenthood will engage in a number of activities, and will have some leeway to choose activities based on their interests. These include: attending sessions of the Ohio Legislature when legislation on reproductive rights is discussed; helping the organization with research to prepare for these legislative sessions; participating in phone banks to raise awareness and support for the organization; working with Planned Parenthood employees to prepare and present sexual education programs in area middle schools and high schools.

### *Columbus Public Health*

Columbus Public Health is a division of the city of Columbus, and is devoted to providing health-related service for the city. Students would be able to work with one of the following two departments.

Students may work with the LGBTQ Health Initiative, where they will focus their work on reproductive justice issues. The Health Initiative organizes community conversations, including on reproductive health. Students could assist in organizing these conversations (via promoting them on social media, for instance); help at the conversations (by registering participants and participating in the conversations); and help the organization to document and record these activities (via producing a report that helps the organization to assess whether it is meeting the community's needs).

Alternatively, students may work with the Coalition for Sexual Health, where there are a number of programs in which they could be involved, including the Teen Outreach Pregnancy Prevention Program. The following are examples of tasks suggested by the program's coordinator. Students could assist the organization by conducting research about sexual education programs in Columbus public schools. They could work with social media and help to identify and centralize resources on sexual health for teens. The Teen Outreach Program also visits schools when invited; students could join and observe such class visits. Students could also be involved with the Coalition for Sexual Health's ongoing projects, including a needs assessment project and a community mapping project.

Describe the community partners' participation in the development of the service project

I have met with all three organizations, each of whom indicated interest in collaborating with Ohio State. We discussed together the activities in which students may participate. Planned Parenthood Advocates of Ohio has just completed a leadership transition; I have plans to meet with the new leadership team in March in order to continue our conversations about collaboration with Ohio State.

How does the service project reflect priorities and stated goals/needs of community partners and collaborative planning by all partners?

When I spoke with leaders at Planned Parenthood, they indicated they were eager to work with OSU students in order to expand their network of supporters, especially because of the research skills that students may bring. They were also interested to connect their policy, legislative and educational work more closely to academic research in the field of reproductive justice. They were also hopeful that students might complete projects that the organization did not always have enough paid employees to pursue. For example, students might be able to research the availability of specific contraceptives (such

as “Plan B”) at local pharmacies; this information would help the organization to shape policy and services to the local community.

When I spoke with leaders involved in the LGBTQ Health Initiative and the Coalition for Sexual Health, they were interested in student participation and support at multiple levels. In some cases, students could support these organizations by taking on tasks for which they did not have adequate personnel; student-led research projects are an example. Students could also support the organizations’ outreach activities through organizing resources and publicizing these resources via social media. Leaders in these organizations were also interested in helping to educate students about their organizations, both in order to make their work more known to the public, and to cultivate future volunteers or co-workers.

Describe the anticipated community benefit and impact of the service project

Most immediately, the service project will provide community organizations with additional support in fulfilling their goals of outreach, education, and policy research. It will also help students to connect to important, and ongoing, community issues. I am hopeful these connections will both broaden students’ understanding of academic topics, and also bring their scholarly research into direct conversation with work in the local communities. These are the kinds of synergies that I hope this service-learning course can offer to students and to community organizations.

## TENTATIVE SYLLABUS: WGSST 4589: Reproductive Rights and Justice

Meeting times:

Format of Instruction: Lecture

Room number

Instructor: Dr. Mytheli Sreenivas

[Sreenivas.2@osu.edu](mailto:Sreenivas.2@osu.edu)

247-8057

Office Hours:

### COURSE DESCRIPTION

Why is reproduction such a controversial issue, both in the US and in many parts of the world? What do we mean by reproductive rights, and what is the relationship between rights and reproductive justice? How do reproductive technologies—such as surrogacy, IVF, new contraceptives—shape reproductive politics? What is the relationship between reproductive rights, justice, and feminism?

This class takes an interdisciplinary feminist approach to investigating the history and contemporary politics of reproduction beyond a “pro-life” vs. “pro-choice” dichotomy. We will focus on both US and global contexts. Our classroom sources will include legal and historical documents, studies in reproductive and public health, ethnographies, and film. We will link our academic investigation to service learning in the Columbus community. Students will work with organizations who seek to further the goals of reproductive justice in political, activist, legal, and healthcare contexts. Throughout, we aim to probe the connections between academic coursework and feminist practice, and to link theoretical study to our work in local communities.

This course is open to all students who have taken at least one other WGSS course.

### COURSE MATERIALS

The following books are available for purchase at the University Bookstore. These books are also on closed (2 hour) reserve at the library.

1. Nancy Ehrenreich, ed. *The Reproductive Rights Reader: Law, Medicine, and the Construction of Motherhood* (2008).
2. Barbara Gurr, *Reproductive Justice: The Politics of Health Care for Native American Women*, (2014).
3. Betsy Hartmann, *Reproductive Rights and Wrongs: The Global Politics of Population Control* (rev. ed. 1999).
4. M. Catherine Maternowska, *Reproducing Inequities: Poverty and the Politics of Population in Haiti* (2006).
5. Dorothy Roberts, *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (1998).

Additional readings will be made available through the course Carmen site. Please bring either electronic or hard copies of these materials to class.

### COURSE EXPECTATIONS AND GRADES

1. Attendance and Participation [20%]: This is a discussion based course, so please come to class having done the readings and be prepared to discuss your questions and comments with your

fellow students. Of course, in order to participate effectively, you will need to attend class regularly. Students who are absent will incur a grade penalty.

2. Journals [30%]: You will be expected to keep a weekly journal describing and critically reflecting on your work with a community organization. Students will share some of their journal entries with the class.
3. In-class assignments [20%] These include short quizzes and in-class writing assignments about our course materials. These brief assignments will be completed during class. You can expect that I'll have one of these assignments each week, and it will take about five to ten minutes of class time.
4. Final Paper (8-10 pages): [Oral presentation 10%; written paper 20%; total 30%] The final project asks you to explain and reflect on the relationship between feminist scholarship and your work in a community organization. There are multiple ways to approach this assignment. For example, you might begin by exploring a specific reproductive justice issue that is important to your organization. What questions is your organization asking (or should they be asking) about their responses to this issue? What might existing scholarship have to offer (or not) to addressing these questions? Based on your service learning experiences, what new research or scholarly questions do you have?

## COURSE POLICIES

1. **Disability:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.
2. **Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.
3. **Class Cancellation:** In the unlikely event of class cancellation due to emergency, I will contact you via e-mail and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

## TOPICAL OUTLINE OF COURSE MEETINGS

\*\* Readings marked as "CM" are available on the course Carmen site. \*\*

### Defining Reproductive Rights in the U.S.: Medicine, Law, and Feminism

#### Week 1

- Leslie Reagan, "When Abortion was a Crime: Women, Medicine, and Law in the United States, 1867-1973," in the *Reproductive Rights Reader*
- Kristin Luker, "Medicine and Morality in the Nineteenth Century," in the *Reproductive Rights Reader*

### Week 2

- Dorothy Roberts, *Killing the Black Body*, chapters 1-2
- Barbara Ehrenreich and Dierdre English, “The Sexual Politics of Sickness,” in *The Reproductive Rights Reader*
- Alexandra Dundas Todd, “Delusions in Discourse,” in *The Reproductive Rights Reader*

### Week 3

- *Roe v. Wade*, in *The Reproductive Rights Reader*
- Rosalind Petcheskey, “Beyond a Woman’s Right to Choose: Feminist Ideas about Reproductive Rights,” in *The Reproductive Rights Reader*
- Film: [screened in class] *I had an Abortion*, dir. Gillian Aldrich and Jennifer Baumgardner

### Week 4

- Dorothy Roberts, *Killing the Black Body*, chapters 3-7
- Deborah L. Rhode, “Politics and Pregnancy: Adolescent Mothers and Public Policy,” in *The Reproductive Rights Reader*

### Week 5

- *The Education of Shelby Knox*, dir. Marion Lipschutz and Rose Rosenblatt (film screened in class)
- Cynthia Dailard, “Sex Education: Politicians, Parents, Teachers, and Teens,” and Understanding ‘Abstinence’: Implications for Individuals, Programs, and Policies,” in *The Reproductive Rights Reader*
- “Circles of Sexuality,” <http://www.health.state.mn.us/topics/sexualhealth/circlesofsexuality.pdf>
- Carol Mason, “How Not to Pimp out Reproductive Justice: Adventures in Education, Activism, and Accountability.” *Frontiers: Special Issue on Reproductive Technologies and Reproductive Justice*, vol. 34, no. 3 (2013) [CM]

### Week 6

- Barbara Gurr, *Reproductive Justice: The Politics of Health Care for Native American Women*, selected chapters.

## **Desired Numbers: Population and Reproduction**

### Week 7

- Betsy Hartmann, *Reproductive Rights and Wrongs*, introduction and chapters 1-5, 10-13

### Week 8

- Hartmann, *Reproductive Rights and Wrongs*, chapters 14-16
- Noel Sturgeon, “Penguin Family Values: The Nature of Planetary Environmental Reproductive Justice,” chapter 3 in *Queer Ecologies: Sex, Nature, Politics, Desire* (2010), [CM]
- *Something Like a War*, dir. Deepa Dhanraj, [screened in class]

### Week 9

- M. Catherine Maternowska, *Reproducing Inequities*, chapters 1, 3, 4, 6, 7

## **Reproductive Technologies Across Borders**

#### Week 10

- Martha Ertman, “What’s wrong with a parenthood market? A new and improved theory of commodification,” in *The Reproductive Rights Reader*
- Laura Purdy, *Reproducing Persons: Issues in Feminist Bioethics*, chapters 10, 11; [CM]
- Lori Andrews, “Is there a right to clone? Constitutional challenges to the ban on human cloning,” in *The Reproductive Rights Reader*.

#### Week 11

- Laura Mamo, “From Whence We Came: Sex without reproduction meets reproduction without sex,” and “Going High-Tech: Infertility Expertise and Lesbian Reproductive Practices,” in *Queering Reproduction: Achieving Pregnancy in the Age of Technoscience*, [CM.]
- *Conceiving Family* (film screened in class)

#### Week 12

- Rayna Rapp, “How Methodology Bleeds into Daily Life,” and “Refusing,” in *Testing Women, Testing the Fetus: The social impact of amniocentesis in America*, [CM.]
- Marsha Saxton, “Disability Rights and Selective Abortion,” in *The Reproductive Rights Reader*

#### Week 13

- Daisy Deomampo, “Transnational Surrogacy in India: Interrogating Power and Women’s Agency,” in *Frontiers: Special Issue on Reproductive Technologies and Reproductive Justice*, vol. 34, no. 3 (2013). [CM]
- Natalie Fixmer-Oraiz, “Speaking of Solidarity: Transnational Gestational Surrogacy and the Rhetorics of Reproductive (In)Justice,” in *Frontiers: Special Issue on Reproductive Technologies and Reproductive Justice* vol. 34, no. 3 (2013). [CM]
- *Made in India: A film about surrogacy*, dir. Rebecca Haimowitz and Vaishali Sina (screened in class)

#### Week 14: Student presentations of final projects

March 1, 2016

Steven Fink, Associated Executive Dean  
College of Arts and Sciences  
The Ohio State University

Dear Associate Executive Dean Fink,

With this letter I would like to express our department's enthusiastic support of Professor Mytheli Sreenivas's proposed course, "Reproductive Rights and Justice." We anticipate that this course will draw much interest among our WGSS students and beyond. Moreover, given Professor Sreenivas' expertise in the field of reproductive rights and her excellent record in teaching, we find that she is uniquely qualified to teach this course and coordinate the service learning element.

The course would serve as an elective for WGSS undergraduates in all four of our department's specializations. While primarily geared towards majors and minors, the course would also be open to all students who have taken at least one WGSS course. Since our department attracts numerous students through our GE offerings, we think many non-majors will avail themselves of the opportunity to take "Reproductive Rights and Justice." Professor Sreenivas previously offered a version of this course, with no service learning component, as a WGSS special topics class, and it drew students from across the Arts and Sciences. We expect these enrollment trends to continue, if not increase and expand, once the course is approved with the service learning component.

Students have already expressed interest in the course, especially since it would allow them to bring their academic learning in feminist theories directly into practice within the local community. Our majors and minors have repeatedly asked us to provide them with more opportunities to learn how to carry out community and activist work and this class would fulfill this academic need. Moreover, we believe that building our majors' and minors' real-world experience aids in their career placement. For these reasons, we believe the "Reproductive Rights and Justice" course will greatly enhance our department's curriculum.

Professor Sreenivas has worked tirelessly to secure commitments and support from local organizations that will serve as ongoing partners for her class. In addition, she has demonstrated profound knowledge on the topic of reproductive rights and justice. For example, she was guest editor on a special issue on the subject featured in *Frontiers: A Journal of Women Studies* and she recently published an article on birth control and the trials of Annie Besant in *Feminist Studies*.

In sum, we we look forward to having Professor Sreenivas teach this course on a regular basis. Moreover, in order to assist her with the added challenges of teaching a service learning course, we are prepared to provide her with a 25% GA appointment for one semester per year for the next three years. The Graduate Assistant would help in establishing and continuing community partnerships, and thus provide a solid foundation for the course moving forward. We should underscore that the GA will also gain valuable research and academic experience working with Professor Sreenivas.

Guisela Latorre, Associate Professor and Interim Chair

A handwritten signature in black ink, appearing to read 'Guisela Latorre', with a stylized, flowing script.

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