

Term Information

Effective Term Summer 2022
Previous Value Spring 2020

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Online approval

What is the rationale for the proposed change(s)?

Teaching this course online will enable the History Department to reach a wider, more diverse audience. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. Program 60 students who live outside of the Columbus metropolitan area, moreover, can audit the online class more easily than the traditional in-person class. This helps the History Department and the university fulfill its mission of public outreach, extending the university's resources across the state and beyond.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4625
Course Title	Seminar in Women's/Gender History
Transcript Abbreviation	Sem Women/Gender
Course Description	Advanced research and readings on selected topics in Women's/Gender History.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No

Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, a grade of C or above in History 2800, and any 3000-level History course; or permission of instructor.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will become proficient in the methodologies and writing styles utilized by historians focusing on women's and gender history.
Content Topic List	<ul style="list-style-type: none">• Globalization• Global Trade• Comparative Civilization• World Systems Theory
Sought Concurrence	No

Attachments

- History 4625 DL Cover Sheet.pdf: DL Cover sheet
(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)
- History 4625 DL Syllabus.docx: Syllabus
(Syllabus. Owner: Heikes, Jacklyn Celeste)
- History 4625 Au21 Syllabus 10.11.21.docx: In-Person Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- Uploaded an in-person syllabus. *(by Getson, Jennifer L. on 03/03/2022 09:34 AM)*
- The in-person syllabus should be uploaded for comparative purposes. See instructions here
<https://ascas.osu.edu/curriculum/distance-courses> *(by Vankeerbergen, Bernadette Chantal on 12/30/2021 04:30 PM)*

COURSE CHANGE REQUEST
4625 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/14/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	12/13/2021 02:13 PM	Submitted for Approval
Approved	Soland, Birgitte	12/13/2021 04:42 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	12/30/2021 04:31 PM	College Approval
Submitted	Getson, Jennifer L.	03/03/2022 09:35 AM	Submitted for Approval
Approved	Soland, Birgitte	03/03/2022 10:14 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/14/2022 12:07 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/14/2022 12:07 PM	ASCCAO Approval



SYLLABUS

HISTORY/4625

Seminar in Women's and Gender History: The Global History of
Contraception and Abortion

Autumn 2021 (full term)

3 credit hours

Thursdays: 2:15-5:00pm

COURSE OVERVIEW

Instructor

Instructor: Mytheli Sreenivas

Email address: (preferred contact method) Sreenivas.2@osu.edu

Phone number: (skype business line that goes directly to voicemail) 614-247-8057

Office hours: Mondays and Tuesdays, 10am-11am, via Carmen Zoom and by appointment. Please see Carmen for link.

Prerequisites

Any 3000-level History course and English 1110.xx, or permission of instructor.

Course description

How did the development of reliable forms of birth control in the twentieth century change culture, society, and politics around the world? Why has abortion been criminalized in some places and times, and encouraged in others? How did advances in science and medicine transform the politics of sexuality, and in turn, how did new ways of thinking about sexuality change the direction of scientific and medical research?

From the sexual revolution to the politics of population control, and from the development of the "pill" to the new generation of LARCs (long-acting reversible contraception), our class will investigate the global history of contraception and abortion in the twentieth and twenty-first centuries. We will examine a wide range of primary and secondary sources, and work towards developing our own historical interpretations based on original research.

Course learning outcomes

Outcomes for all History courses

By the end of this course, students should successfully be able to:

- a. Acquire a perspective on history and an understanding of the factors that shape human activity.
- b. Display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
- c. Think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Outcomes specific to this course:

By the end of this course, students should successfully be able to:

1. Understand how the history of contraception and abortion contributed to, and was shaped by, historical change in the modern world.
2. Conduct original research using primary and secondary historical sources.
3. Write an original research paper.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is synchronous online, with weekly meetings (live sessions) on Thursdays 2:15-5:00pm via Zoom. You can access the zoom link on carmen.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

COURSE MATERIALS AND TECHNOLOGIES

All books and articles for this course will be available online through the library and our carmen site. If you prefer, you may purchase print copies of books, but this is not required. Please ensure that you have copies (electronic or printed) of readings when we discuss them in class.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	PERCENTAGE OF FINAL GRADE
Participation	20
Class Presentation	10
Short essay	15
Research preparation: proposal	5
Research preparation: annotated bibliography	5
Research preparation: rough draft	5
Final project	40
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Participation (20%)

This is a seminar-style course and is based on discussion. Effective participation requires that you complete the readings and are prepared to discuss your questions and comments with your fellow students. In order to participate effectively, you will need to attend each class on zoom, and this is my expectation. However, given the constraints of the ongoing global pandemic, I recognize that students

may need to be absent at times. Please keep me informed about the reason for any absence; you do not need to provide medical documentation.

Class presentation (10%)

You are responsible for introducing the readings and generating some discussion questions for one class session. Students may work individually or in a group of two. Please post the discussion questions by Wednesday at midnight. We will discuss presentation guidelines further in class.

Short essay (15%)

This 3 page essay will give you practice in developing a historical argument, and will be based on our course materials.

Research preparation (5% each)

There are three assignments designed to help you learn the skills of historical research and prepare your final project: (1) project proposal; (2) annotated bibliography of primary and secondary sources; (3) rough draft (at least 5-7 pages).

Final project (40%)

Your research project may focus on a topic of your choice that is related to the course. It will require that you work with primary and secondary sources to develop your own historical interpretations. If Expect to write about 20 pages.

Late assignments

In fairness to all students, I cannot accept late assignments without penalty. Late assignments will be deducted 3 points per day late. If there are extenuating circumstances, please contact me as soon as possible.

Grading scale

This course uses the OSU Standard Grading Scheme

93-100: A
90-92.9: A-
87 - 89.9: B+
83 - 86.9: B
80 - 82.9: B-
77 - 79.9: C+
73 - 76.9: C
70 - 72.9: C-
67 - 69.9: D+

60 - 66.9: D
Below 60: E

OTHER COURSE POLICIES

Academic integrity policy

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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life

Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

August 26

- Introduction to the course and to each other

Reading and Writing Histories of the Private/Illegal/Clandestine

September 2

Historiography

- Cornelia Hughes Dayton, “Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village,” *The William and Mary Quarterly* 48, no. 1 (Jan 1991): 19-49
- Ranajit Guha, “Chandra’s Death,” *Subaltern Studies*, vol. V, pp. 135-142, 160-165. [You may read the entire essay, but that is optional, and we will only discuss the pages listed here.]

Questions to ask while reading: Please consult the reading guide for each article. I know these are long and difficult readings (sorry!). Don’t be worried if you can’t follow all of it, and just do your best. We will dissect parts of each article to practice the skills of reading historiography.

Feminism, Radicalism, Racism, and Imperialism in the Struggle for Birth Control

September 9

Primary Sources

- Thomas Malthus, *An Essay on the Principle of Population* (1798), chapter 1, pp. 1-5.
<http://www.esp.org/books/malthus/population/malthus.pdf>
- Emma Goldman, “The Social Aspects of Birth Control” (1916),
<https://theanarchistlibrary.org/library/emma-goldman-the-social-aspects-of-birth-control>

Historiography

- Ellen Chesler, *Woman of Valor: Margaret Sanger and the Birth Control Movement in America*, Introduction, pp. 11-18
- Linda Gordon, *The Moral Property of Women: A History of Birth Control Politics in America*, pp. 138-168

Questions to ask while reading: What aspects of Goldman and Sanger’s ideas seem Malthusian? What aspects of social and sexual radicalism underpinned their campaigns for birth control?

September 16: Primary Source Research Day!

- We will examine the *Birth Control Review*, a magazine established and edited by Margaret Sanger.
 - No reading for this class session
 - During class, we will work together with the primary sources to begin developing a historical argument about the role of feminism, social and sexual radicalism, racism, and imperialism in Sanger’s case for birth control.

September 23

Primary Sources

- Shidzue Ishimoto, *Facing Two Ways: The Story of My Life* (1935), pp.224-236.

Historiography

- Dorothy Roberts, *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*, ch. 2, “The Dark Side of Birth Control”

- Aiko Takeuchi-Demirci, *Contraceptive Diplomacy: Reproductive Politics and Imperial Ambitions in the United States and Japan*, ch. 3 “Danger Spots in World Population: The Eugenic and Imperial Struggles in the Pacific,” pp. 83-116

Questions to ask while reading: How does Shidzue Ishimoto make the case for birth control in Japan? How do her claims connect (or not) to the imperialist, feminist, racist, or eugenic motivations analyzed by Roberts and Takeuchi-Demirci? How would you put these readings in conversation with our primary sources from last week?

September 27 (Not a class day)

- Short essay due by midnight

The ‘Pill’: Promise, Peril, Liberation?

September 30

Primary Sources

- Advertisements and cartoons about the pill, from *On the Pill: A Social History of Oral Contraceptives*
- “The Second Sexual Revolution,” *Time Magazine* 83, no. 4 (Jan 24, 1964): 54-59
- “Should Doctors Prescribe Contraceptives for Unmarried Girls?” *Ladies Home Journal* 85, no. 1 (Jan 1968): 37

Historiography

- Elaine Tyler May, *America and the Pill: A History of Promise, Peril, and Liberation*, pp. 1-34, 71-92.
- Laura Briggs, *Reproducing Empire: Race, Sex, Science, and US Imperialism in Puerto Rico*, ch. 4, “Demon Mothers in the Social Laboratory: Development, Overpopulation, and ‘the Pill,’ 1940-1960, pp. 109-141

Questions to ask while reading: What are the explicit messages of the articles and advertisements in our primary sources? What messages (about gender, sexuality, class, race, etc.) are implicit? In what ways do these sources support (or not) the arguments made by May and Briggs?

October 4 (Not a class day)

- DUE: Final project proposal

October 14: Fall break

Abortion Histories: Activism and Laws

October 7

Historiography

- Leslie Reagan, *When abortion was a crime: women, medicine, and law in the United States, 1867-1973*, pp. 8-14.
- Laura Kaplan, *The Story of Jane: The Legendary Underground Feminist Abortion Service*, pp. xvii-xxviii; pp. 3-14.

- Cornelia Usborne, *Cultures of Abortion in Weimar Germany*, pp. 1-8; pp. 127-148.
- Chao-Ju Chen, "Choosing the right to choose: *Roe v. Wade* and the feminist movement to legalize abortion in martial-law Taiwan," *Frontiers: A Journal of Women Studies*, 73-94.

Questions to ask while reading: Our readings examine the relationship among the laws governing abortion, popular ideas about abortion, and social movements seeking to change abortion's legal status. How does this relationship change across time and place? Why do the laws seem so different from popular morality? Why do you think governments in the US, Germany, and Taiwan wanted to control abortion?

** During class, we will work together with the Women and Social Movements Database to identify primary sources relevant to your research interests.

October 14: Fall Break

October 21

Historiography

- Karissa Haugeberg, *Women against Abortion: Inside the largest moral reform movement of the twentieth century*, chapters 1, 2, 5, epilogue
- Carol Mason, *Killing for Life: The Apocalyptic Narrative of Pro-Life Politics*

Questions to ask while reading: How would you compare the historical interpretations and arguments of Haugeberg and Mason? Be sure to consider their research methods, use of evidence, and analysis of their sources.

The 'IUD': Birth Control for a Nation?

October 28

Primary Sources

- Paul Ehrlich, *The Population Bomb* (1968), pp. 1-10.
- Tietze and Levitt, eds. *Intra-Uterine Contraceptive Devices: Proceedings* (1962) [selections TBA].
- Segal, Southam, and Shafer, eds. *Intra-Uterine Contraception: Proceedings of the Second International Conference* (1964), pp. 111-113; 215-217

Historiography

- Chikako Takeshita, *The Global Biopolitics of the IUD: How Science Constructs Contraceptive Users and Women's Bodies*, ch. 2 "'Birth Control for a Nation': The IUD as Technoscientific Biopower"

Questions to ask while reading: How did scientists construct contraceptive users and women's bodies? What are the reasons behind this construction? Can you identify any significant changes in this construction between 1962 and 1964?

November 4

Primary Sources

- “DKT Nigeria Lydia IUD” (advertisement, 2015):
https://www.youtube.com/results?search_query=IUd+advertisement+nigeria
- “U.S. Mirena commercial” (advertisement, 2008):
<https://www.youtube.com/watch?v=bYBHhw1GnR0>
- “Government of India IUCD campaign” (advertisement, 2012):
<https://www.youtube.com/watch?v=JUjqg6MH21c>
- “DKT Pakistan Heer IUD” (advertisement, 2015):
<https://www.youtube.com/watch?v=LFbFzQjm8uc>

Historiography

- Chikako Takeshita, *The Global Biopolitics of the IUD*, chapter 5, “‘Keep Life Simple’: Body/Technology Relationships in Racialized Global Contexts.”
- Jade Sasser, *On Infertile Ground: Population Control and Women’s Rights in the Era of Climate Change*, chapter 1, “The Population ‘Crisis’ Returns”
- Mytheli Sreenivas, “Worried About a Population Bust? History Shows We Shouldn’t Be,” *Washington Post* (July 19, 2021).

Questions to ask while reading and viewing: These advertisements are for a next generation of IUDs, marketed in Nigeria, the US, India, and Pakistan. How do the advertisements construct their users? Do they seem to support Takeshita’s arguments about how IUDs are now marketed? How has population been linked to climate change, and with what implications for women and for reproductive politics?

November 8 (not a class day)

- DUE: Annotated bibliography

November 11: Veterans Day: No class

Globalizing Abortion and Anti-Abortion Politics

November 18

- Yana van der Meulen Rodgers, *The Global Gag Rule and Women’s Reproductive Health: Rhetoric versus Reality*, ch. 2 “Global Gag Rule: Politics and Scope”
- Mie Nakachi, “Liberation without Contraception? The Rise of the Abortion Empire and Pronatalism in Socialist and Postsocialist Russia,” in *Reproductive States: Global Perspectives on the Invention and Implementation of Population Policy*, pp. 290-328
- Tyrene White, “China’s Population Policy in Historical Context,” in *Reproductive States: Global Perspectives on the Invention and Implementation of Population Policy*, pp. 329-368

Questions to ask while reading: At least on the surface, abortion politics in the Soviet Union and China have been very different from our context in the US. Yet our readings also suggest points of connection between population control ideology and policy in the US, China, and the Soviet Union. To what extent can we trace a common, transnational 20th century history of abortion? Where are the differences more significant?

Nov 25: Thanksgiving break

December 2

- No class session; use this time to work on your final paper.
- I will be available during class time for individual meetings
- DUE: Rough draft (at least 5-7 pages) due by midnight

Final class meeting: (exam week, date TBA based on university assigned time for this class)

- In-class presentations of your final projects, on Zoom.
- DUE: Final paper

History 4625: Global History of Contraception and Abortion (Seminar in Women's and Gender History)

Autumn 2021

Thursdays 2:15-5:00pm

Journalism Building 387

Instructor: Dr. Mytheli Sreenivas (she/her)

Office: Dulles Hall 365

Office Hours: Tuesdays 1pm-2pm (in-person); Wednesdays 1pm-2pm (zoom); and by appointment

Land Acknowledgement

The land The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

Our study of “global” history begins from this recognition of the history of the place where we gather and learn.

Course Description

How did the development of reliable forms of birth control in the twentieth century change culture, society, and politics around the world? Why has abortion been criminalized in some places and times, and encouraged in others? How did advances in science and medicine transform the politics of sexuality, and in turn, how did new ways of thinking about sexuality change the direction of scientific and medical research?

From the sexual revolution to the politics of population control, and from the development of the “pill” to the new generation of LARCs (long-acting reversible contraception), our class will investigate the global history of contraception and abortion in the twentieth and twenty-first centuries. We will examine a wide range of primary and secondary sources, and work towards developing our own historical interpretations based on original research.

Course Objectives/Learning Outcomes

This course meets the following Historical Study Expected Learning Outcomes:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

- a. Students acquire a perspective on history and an understanding of the factors that shape human activity.
- b. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.

- c. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Course Materials

All books and articles for this course will be available online through the library and our carmen site. If you prefer, you may purchase print copies of books, but this is not required. Please ensure that you have copies (electronic or printed) of readings when we discuss them in class.

COURSE POLICIES

1. **Disability:** The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.
2. **Health and safety requirements:** All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes following mask policies. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.
3. **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 33355487). For additional information, see the [Code of Student Conduct](#).
4. **Title IX Statement:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, [Kellie Brennan](#).
5. **Grade Grievances and Other Academic Complaints:** Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, David Brakke (.2), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal

further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

Course Requirements and Grades

Your grade for the course will be based on the following:

1. Participation: (20%) This is a seminar-style course and is based on discussion. Effective participation requires that you complete the readings and are prepared to discuss your questions and comments with your fellow students. In order to participate effectively, you will need to attend each class, and this is my expectation. However, given the constraints of the ongoing global pandemic, I recognize that students may need to be absent at times. Please keep me informed about the reason for any absence; you do not need to provide medical documentation.
2. Class presentation (10%): You are responsible for introducing the readings and generating some discussion questions for one class session. Students may work individually or in a group of two. Please post the discussion questions by Wednesday at midnight. We will discuss presentation guidelines further in class.
3. Short essay: (15%): This 2-3 page essay will give you practice in developing a historical argument, and will be based on our course materials.
4. Final project (40%): Your research project may focus on a topic of your choice that is related to the course. It will require that you work with primary and secondary sources to develop your own historical interpretations. If you choose an essay format, expect to write about 15-20 pages. You also have the option to choose a different format, such as a podcast, website, etc. You make work individually or in a group. We will discuss further details in class.
5. Research preparation (15%): There are three assignments designed to help you learn the skills of historical research and prepare your final project: (1) project proposal; (2) annotated bibliography of primary and secondary sources; (3) rough draft (at least 5-7 pages).

Schedule of Readings and Assignments

August 26

- Introduction to the course and to each other

Reading and Writing Histories of the Private/Illegal/Clandestine

September 2

Historiography

- Cornelia Hughes Dayton, “Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village,” *The William and Mary Quarterly* 48, no. 1 (Jan 1991): 19-49
- Ranajit Guha, “Chandra’s Death,” *Subaltern Studies*, vol. V, pp. 135-142, 160-165. [You may read the entire essay, but that is optional, and we will only discuss the pages listed here.]

Questions to ask while reading: Please consult the reading guide for each article. I know these are long and difficult readings (sorry!). Don’t be worried if you can’t follow all of it, and just do your best. We will dissect parts of each article to practice the skills of reading historiography.

September 9

No class meeting today. Instead, please attend a talk about my book, *Reproductive Politics and the Making of Modern India*.

- Time: 3:45-5:00pm
- Registration link: https://osu.zoom.us/webinar/register/WN_JVguaetwRWOtNyKzn2NQRw
- If you’d like to read parts of the book, you can access it for free here, but this is completely OPTIONAL: <https://uw.manifoldapp.org/projects/reproductive-politics-and-the-making-of-modern-india>

Feminism, Radicalism, Racism, and Imperialism in the Struggle for Birth Control

September 16

Primary Sources

- Thomas Malthus, *An Essay on the Principle of Population* (1798), chapter 1, pp. 1-5. <http://www.esp.org/books/malthus/population/malthus.pdf>
- Emma Goldman, “The Social Aspects of Birth Control” (1916), <https://theanarchistlibrary.org/library/emma-goldman-the-social-aspects-of-birth-control>

Historiography

- Ellen Chesler, *Woman of Valor: Margaret Sanger and the Birth Control Movement in America*, Introduction, pp. 11-18
- Linda Gordon, *The Moral Property of Women: A History of Birth Control Politics in America*, pp. 138-168

Questions to ask while reading: What aspects of Goldman and Sanger’s ideas seem Malthusian? What aspects of social and sexual radicalism underpinned their campaigns for birth control?

September 23: Primary Source Research Day!

- We will visit the Billy Ireland Cartoon Library and Museum to examine the *Birth Control Review*, a magazine established and edited by Margaret Sanger.

- No reading for this class session
- During class, we will work together with the primary sources to begin developing a historical argument about the role of feminism, social and sexual radicalism, racism, and imperialism in Sanger's case for birth control.

September 30

Primary Sources

- Shidzue Ishimoto, *Facing Two Ways: The Story of My Life* (1935), pp.224-236.

Historiography

- Dorothy Roberts, *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*, ch. 2, "The Dark Side of Birth Control"
- Aiko Takeuchi-Demirci, *Contraceptive Diplomacy: Reproductive Politics and Imperial Ambitions in the United States and Japan*, ch. 3 "Danger Spots in World Population: The Eugenic and Imperial Struggles in the Pacific," pp. 83-116

Questions to ask while reading: How does Shidzue Ishimoto make the case for birth control in Japan? How do her claims connect (or not) to the imperialist, feminist, racist, or eugenic motivations analyzed by Roberts and Takeuchi-Demirci? How would you put these readings in conversation with our primary sources from last week?

October 4 (Not a class day)

- Short essay due by midnight

The 'Pill': Promise, Peril, Liberation?

October 7

Primary Sources

- Advertisements and cartoons about the pill, from *On the Pill: A Social History of Oral Contraceptives*
- "The Second Sexual Revolution," *Time Magazine* 83, no. 4 (Jan 24, 1964): 54-59
- "Should Doctors Prescribe Contraceptives for Unmarried Girls?" *Ladies Home Journal* 85, no. 1 (Jan 1968): 37

Historiography

- Elaine Tyler May, *America and the Pill: A History of Promise, Peril, and Liberation*, pp. 1-34, 71-92.
- Laura Briggs, *Reproducing Empire: Race, Sex, Science, and US Imperialism in Puerto Rico*, ch. 4, "Demon Mothers in the Social Laboratory: Development, Overpopulation, and 'the Pill,' 1940-1960, pp. 109-141

Questions to ask while reading: What are the explicit messages of the articles and advertisements in our primary sources? What messages (about gender, sexuality, class, race, etc.) are implicit? In what ways do these sources support (or not) the arguments made by May and Briggs?

October 11 (Not a class day)

- DUE: Final project proposal

October 14: Fall break

Abortion Histories: Activism and Laws

October 21

Historiography

- Leslie Reagan, *When abortion was a crime: women, medicine, and law in the United States, 1867-1973*, pp. 8-14.
- Laura Kaplan, *The Story of Jane: The Legendary Underground Feminist Abortion Service*, pp. xvii-xxviii; pp. 3-14.
- Cornelia Usborne, *Cultures of Abortion in Weimar Germany*, pp. 1-8; pp. 127-148.
- Chao-Ju Chen, "Choosing the right to choose: *Roe v. Wade* and the feminist movement to legalize abortion in martial-law Taiwan," *Frontiers: A Journal of Women Studies*, 73-94.

Questions to ask while reading: Our readings examine the relationship among the laws governing abortion, popular ideas about abortion, and social movements seeking to change abortion's legal status. How does this relationship change across time and place? Why do the laws seem so different from popular morality? Why do you think governments in the US, Germany, and Taiwan wanted to control abortion?

** During class, we will work together with the Women and Social Movements Database to identify primary sources relevant to your research interests.

The 'IUD': Birth Control for a Nation?

October 28

Primary Sources

- Paul Ehrlich, *The Population Bomb* (1968), pp. 1-10.
- Tietze and Levitt, eds. *Intra-Uterine Contraceptive Devices: Proceedings* (1962) [selections TBA].
- Segal, Southam, and Shafer, eds. *Intra-Uterine Contraception: Proceedings of the Second International Conference* (1964), pp. 111-113; 215-217

Historiography

- Chikako Takeshita, *The Global Biopolitics of the IUD: How Science Constructs Contraceptive Users and Women's Bodies*, ch. 2 "'Birth Control for a Nation': The IUD as Technoscientific Biopower"

Questions to ask while reading: How did scientists construct contraceptive users and women's bodies? What are the reasons behind this construction? Can you identify any significant changes in this construction between 1962 and 1964?

November 4

Primary Sources

- “DKT Nigeria Lydia IUD” (advertisement, 2015):
https://www.youtube.com/results?search_query=IUD+advertisement+nigeria
- “U.S. Mirena commercial” (advertisement, 2008):
<https://www.youtube.com/watch?v=bYBHhw1GnR0>
- “Government of India IUCD campaign” (advertisement, 2012):
<https://www.youtube.com/watch?v=JUjqq6MH21c>
- “DKT Pakistan Heer IUD” (advertisement, 2015):
<https://www.youtube.com/watch?v=LFbFzQjm8uc>

Historiography

- Chikako Takeshita, *The Global Biopolitics of the IUD*, chapter 5, “‘Keep Life Simple’: Body/Technology Relationships in Racialized Global Contexts.”
- Jade Sasser, *On Infertile Ground: Population Control and Women's Rights in the Era of Climate Change*, chapter 1, “The Population ‘Crisis’ Returns”
- Mytheli Sreenivas, “Worried About a Population Bust? History Shows We Shouldn't Be,” *Washington Post* (July 19, 2021).

Questions to ask while reading and viewing: These advertisements are for a next generation of IUDs, marketed in Nigeria, the US, India, and Pakistan. How do the advertisements construct their users? Do they seem to support Takeshita's arguments about how IUDs are now marketed? How has population been linked to climate change, and with what implications for women and for reproductive politics?

November 8 (not a class day)

- DUE: Annotated bibliography

November 11: Veterans Day: No class

Globalizing Abortion and Anti-Abortion Politics

November 18

- Yana van der Meulen Rodgers, *The Global Gag Rule and Women's Reproductive Health: Rhetoric versus Reality*, ch. 2 “Global Gag Rule: Politics and Scope”
- Mie Nakachi, “Liberation without Contraception? The Rise of the Abortion Empire and Pronatalism in Socialist and Postsocialist Russia,” in *Reproductive States: Global Perspectives on the Invention and Implementation of Population Policy*, pp. 290-328

- Tyrene White, “China’s Population Policy in Historical Context,” in *Reproductive States: Global Perspectives on the Invention and Implementation of Population Policy*, pp. 329-368

Questions to ask while reading: TBA

Nov 25: Thanksgiving break

December 2

- No class session; use this time to work on your final paper.
- I will be available during class time for individual meetings
- DUE: Rough draft (at least 5-7 pages) due by midnight

Final class meeting: (exam week, date TBA based on university assigned time for this class)

- In-class presentations of your final projects
- DUE: Final paper

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

Please consider using [ASC's distance learning course template](#). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

Enter additional details if you responded no

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

Regular opportunities for students to receive personal instructor feedback on assignments



Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies.

Course tools promote learner engagement and active learning.

Technologies required in the course are current and readily obtainable.

Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully.

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments:

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating:

Additional comments:

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

Variety of assignment formats to provide students with multiple means of demonstrating learning

Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

Opportunities for students to interact academically with classmates through regular class discussion or group assignments

Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

Instructor explanations about the learning goals and overall design or organization of the course

Context or rationale to explain the purpose and relevance of major tasks and assignments

Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Syllabus and cover sheet reviewed by *Jeremie Smith* on 12/13/2021

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.