

Term Information

Effective Term Spring 2026

General Information

Course Bulletin Listing/Subject Area Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3400
Course Title Reproductive Rights and Justice
Transcript Abbreviation ReproJustice
Course Description This class takes an interdisciplinary feminist approach to investigate the history and contemporary politics of reproduction beyond a "pro-life" versus "pro-choice" dichotomy. In this class, students will consider whether reproductive justice is an act of health and wellbeing and address the inequalities in reproduction that lead to impacts on mental, physical and social health.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0207
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Health and Well-being

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- All Health & Wellbeing ELOs & Goals will be addressed
- a. Students acquire knowledge about feminist scholarship on reproductive justice in their local and global contexts
- b. Students analyze about how the individual needs and community needs around health and wellbeing is an issue of reproductive health and justice.
- c. Students make connections between feminist scholarship and praxis through their work in the classroom and in community organizations.

Content Topic List

- Transnational Reproductive Justice
- Health & Wellbeing
- Informed Consent
- Sex Education
- STI Treatment & Prevention
- Eugenics
- Slavery & Abolition
- Settler Colonialism & Imperialism
- Abortion & Birth Control
- Adoption & Surrogacy

Sought Concurrence

No

Attachments

- WGSST 3189 Cover Letter 04.28.25.pdf: Cover Letter
(Cover Letter. Owner: Alkhalifa, Ali Mufeed)
- WGSST 3189 - Reproductive Justice 04.29.25.docx: Syllabus
(Syllabus. Owner: Alkhalifa, Ali Mufeed)
- 3189 GE H&W Proposal 04.15.25.pdf: Health & Wellbeing GE Worksheet
(Other Supporting Documentation. Owner: Alkhalifa, Ali Mufeed)
- WGSS Curriculum Map as of 2025.04.29.25.AA (2).xlsx: Curriculum Map
(Other Supporting Documentation. Owner: Alkhalifa, Ali Mufeed)
- WGSST 3400 - Reproductive Justice 07.16.25.docx: Revised Syllabus
(Syllabus. Owner: Alkhalifa, Ali Mufeed)
- Cover Letter for WGSST 3400.pdf: Cover Letter/Revisions
(Cover Letter. Owner: Alkhalifa, Ali Mufeed)

COURSE REQUEST
3400 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
07/16/2025

Comments

- Thank you for your feedback! As a result of the revisions requested and recommendations given, the course is being resubmitted with the contingencies addressed. The new course number for this class will be WGSST 3400* instead of 3189. *(by Alkhalifa, Ali Mufeed on 07/16/2025 11:35 AM)*
- Please see feedback email sent to department 05-19-2025 RLS *(by Steele, Rachel Lea on 05/19/2025 03:18 PM)*
- Correction is needed to the numbering. *(by Sreenivas, Mytheli on 04/29/2025 03:27 PM)*
- Sent back at the dept's request. *(by Vankeerbergen, Bernadette Chantal on 04/28/2025 03:31 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Alkhalifa, Ali Mufeed	04/15/2025 05:09 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	04/15/2025 05:24 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	04/28/2025 03:31 PM	College Approval
Submitted	Alkhalifa, Ali Mufeed	04/29/2025 03:06 PM	Submitted for Approval
Revision Requested	Sreenivas, Mytheli	04/29/2025 03:27 PM	Unit Approval
Submitted	Alkhalifa, Ali Mufeed	04/29/2025 03:38 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	04/29/2025 04:33 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	05/01/2025 01:32 PM	College Approval
Revision Requested	Steele, Rachel Lea	05/19/2025 03:18 PM	ASCCAO Approval
Submitted	Alkhalifa, Ali Mufeed	07/16/2025 11:35 AM	Submitted for Approval
Approved	Sreenivas, Mytheli	07/16/2025 11:45 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	07/16/2025 12:24 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	07/16/2025 12:24 PM	ASCCAO Approval

The Subcommittee unanimously approved the request with two contingencies, seven recommendations, and one comment:

1. **Comment:** The Subcommittee notes this new course's relationship with WGSST 4189.01S, and they are aware of the department's intention to move that course from the 4000-level to the 3000-level, change it from a 3 CH course to a 4 CH course, and seek approval for both the GEN Theme and the Service-Learning High-Impact Practice. When that change occurs, they remind the department that the new version of 4189.01S should be aligned in number and content with this course (please see contingency below), rather than being a 3000-level "version" of the current 4189.01S. The Subcommittee asks that the department reach out to Rachel Steele.682 or Bernadette Vankeerbergen.1 if there are questions about this alignment.
2. **Contingency:** The Subcommittee asks that the department choose a different course number for this offering. Per the [Office of the University Registrar](#), x189 course numbers are reserved for courses focused on field work and field experience.

Course number has been changed to WGSST 3400*

3. **Contingency:** The Subcommittee asks that the department provide additional information in the syllabus (pp. 4-5) about the length and format of all assignments, especially the final paper.

This has been added and highlighted on pages 4-6

4. **Recommendation:** The Subcommittee recommends that the department provide more information in the syllabus (p. 4) for students about how participation will be assessed, especially given that it is 20% of the overall course grade. For example, what is the relationship between this grade and attendance at each class session? How will students' class preparation ("organized notes, formulated questions, and insights/takeaways") be evaluated? The Subcommittee also offers the friendly suggestion that dividing this into a "first half" and "second half" participation grade would provide students with a chance to adjust their efforts (if necessary) at the midterm.

Additional information has been provided on page 4-5

5. **Recommendation:** The Subcommittee suggests that the department include some instruction and/or scaffolding for students in preparation for the final paper. They note that most of the course's readings appear to come from the fields of history and social science, and that students may have difficulty applying these theories and methods to the analysis of fictional works without engaging with examples of scholarly work in that area and/or additional support from the instructor.

This will be addressed before offering this class Spring of 2026.

6. **Recommendation:** The Subcommittee recommends that the department correct the contradiction in the word count for the written reflections (syllabus, p. 4), as the expected length is first listed as 300-400 words, and later listed as 350-450 words.

This was corrected, thank you for spotting this contradiction.

7. *Recommendation:* The Subcommittee suggests that the department include in the syllabus a brief chart (either proceeding or following the assignment descriptions on pp. 4-5) that summarizes the percentage of the final grade that is assigned to each assessment.

This has been included on page 4 of the revised syllabus.

8. *Recommendation:* The Subcommittee suggests that the department remove the final sentence of the Land Acknowledgement (syllabus p. 6), as the Center for Belonging and Social Change (formerly the Multicultural Center) has been closed, and their website is no longer available.

The land acknowledgement has been removed as a result of SB1 regulations.

9. *Recommendation:* The Subcommittee recommends that the department use the most recent version of the Title IX statement (syllabus p. 9), which was updated in SP25 due to the closure and renaming of several campus offices. An updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#).

The Title IX statement has been updated on pages 9-10.

10. *Recommendation:* The Subcommittee suggests that the department review the syllabus to make sure that all links are up-to-date and active.

Links were tested and many were updated, thank you for this recommendation.

WGSST 3400

Reproductive Rights and Justice

3 credit hours

In person

COURSE OVERVIEW

Instructor Information

Instructor: Bayan Abusneineh

Email: Abusneineh.1@osu.edu

Pronouns: she/her/hers

Course description:

Reproductive Justice is the human right to maintain personal bodily autonomy, to have children, to not have children, and to parent the children we have in safe and sustainable communities. A critical theoretical framework, reproductive justice moves beyond the abortion “choice” debates, encompassing a wide range of issues impacting the reproductive lives of marginalized people, including access to contraception, comprehensive and culturally informed sex education, prevention and treatment for STIs, birth methods and outcomes, foster care and adoption, health care, adequate prenatal and pregnancy care, adequate wages, physical and mental well-being, and safe homes. This class takes an interdisciplinary feminist approach to investigate the history and contemporary politics of reproduction beyond a “pro-life” versus “pro-choice” dichotomy. Reproductive justice is an act of health and wellbeing because it recognizes that a person's ability to make informed decisions about their body, sexuality, and reproduction is essential for their overall well-being. It addresses the systemic inequalities that can prevent individuals from accessing essential reproductive health services and support, ultimately impacting their physical, mental, and social health.

The course will not only cover how state politics promote fertility, attempt to curb population growth through eugenics, and limit access to reproductive health care, which all shape constructions of gender, race, health, sexuality, families and the state, but it will cover how the Western world, or new global economy, has come to rely on the reproduction of life for expansion, through the use and circulation of reproductive technologies. Since reproduction connects the intimate experiences of individuals to larger historical structures and forces, and because reproduction is fundamental to the biological, cultural, and social experience, this topic lends itself to comparative, relational and transnational work. Thus, this course will focus on both the U.S. and global contexts.

We will explore these questions through legal cases, books, historical readings, first-person narratives, films, podcasts, and scholarly articles. This class requires your active participation, in both thoughtful comments on the readings, as well as in your willingness to engage with other students in class discussion.

General education goals and expected learning outcomes

As part of the Health and Wellbeing category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
- 3.2. Identify, reflect on, or apply strategies for promoting health and wellbeing.

How this course fulfills these GE outcomes.

Our course readings and other materials apply a critical feminist lens to reproductive health and politics. Through class discussion of these materials and through reflections in their critical responses, students will engage in logical thinking and in-depth scholarly exploration of these ideas (ELOs 1.1 and 1.2). Research for the final project will require that students synthesize approaches to the theme (ELO 2.1) and analyze specific aspects of reproduction, health inequality, and questions of access, consent, and coercion; it will also allow them to have a choice in the method that they choose to present their research (ELO 2.2.) The theme of health and wellbeing crosses throughout the class – the needs of an individual and community's physical and mental health care and wellbeing is an act of reproductive justice (3.1 and 3.2). Lastly, the self-reflection piece due on the last day of class will give students an opportunity to reflect on the course as a whole and how their presentations fit within the goals of the class. This self-reflection piece will also be an opportunity to brainstorm how to promote better health and wellbeing as an act of reproductive justice.

Student Learning Goals:

1. The following goals are specific to this course:
 - a. Students acquire knowledge about feminist scholarship on reproductive justice in their local and global contexts
 - b. Students analyze about how the individual needs and community needs around health and wellbeing is an issue of reproductive health and justice.
 - c. Students make connections between feminist scholarship and praxis through their work in the classroom and in community organizations.

Course Plan:

Every week a content page will open with an overview of course materials and course requirements. You can best access these weekly overviews through Course Modules on the Carmen site.

We will begin our sessions with a brief presentation of course materials. These will not offer summaries of our reading, but rather focus on main points and a guide through the material in preparation for class discussion.

Course Materials:

All readings will be made available online, through the course Carmen site, or through the library. Please bring either electronic or hard copies of all these materials to class.

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)

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.

Classroom Attendance

- You are expected to get to class on time and stay until the end of class. Arriving late and leaving early disrupts the rest of class. You will be marked absent and not given participation credit if you are more than 10 minutes late or if you leave early. The attendance sign-up sheet will be circulated at the beginning of class.
- You are allowed two unexcused absences for the semester. Anything more than that might impact your participation grade, and I suggest that you meet with me in office hours. If you miss class, you are responsible for obtaining class notes, films, missed assignments and information from your classmates. Before you ask the instructor about what you missed, please contact your classmates and check canvas.

Classroom Decorum:

- Sexist, racist, homophobic, and xenophobic commentary, and behavior will not be tolerated.
- All members of this class have the right to academic freedom. Everyone will respect the rights of others in this class to express their points of view. While it is fine to disagree and challenge one another's ideas, we will all be respectful.
- Practice Step Up/Step Back, meaning if you have tendency to talk a lot create space for others to speak. If you are quieter, push yourself to speak up more often.
- Come ready to engage and have fun!

Course Expectations and Grades:

Assignment	Percentage of Final Grade
Attendance & Participation	20%
Written Reflections	30%
Paper Proposal	10%
Final Paper	30%
Self-Reflection Assignment	10%

Attendance and Participation: 20%

Students are required to attend and participate in our class discussions. Critical participation and dialogue are essential to the collaborative learning space we create in this course. All students are expected to have completed the readings, reflected on the readings, and come thoughtfully prepared for discussion. This includes bringing organized notes, 2-3 formulated questions, and 2-3 insights/takeaways. Additionally, there will be activities administered periodically that you will be expected to complete while in class. Furthermore, all students are expected to engage in thoughtful and respectful discussion at least once per meeting. This will be gauged mostly through classroom participation in large group, as well as small group discussions. Attendance will be taken at the top of class, so try your best to arrive on time.

Your attendance and participation grade will be split into two halves, one for the first half of the semester and a second during the latter half. Mid-way through the semester, I will assign letter grades and specific feedback for your participation to allow for improvement during the second half of the semester.

Written Reflections (30%)

For every week of readings, you will be required to write journal entries on Carmen. Rather than simply summarize the readings, I would like for you to analyze these readings in conversation with one another. These reflections will be short, between 300-400 words and will be due at the end of the week. I will be grading these weekly based on 1) Your ability to analyze, rather than summarize and 2) You cited all the readings for the week, and 3) Is your reflection building from the class discussions from that week. When completed weekly, they will help you develop a sense of yourself as a learner through reflection and self-assessment. Posting on Carmen will allow you to share your work with your classmates. I would also like to encourage each of you to respond to others' blog entries—the blog is a forum for creating a community conversation on the assigned topics.

Each journal entry will be about one page in length (single spaced), between 300-400 words.

Paper Proposal (10%)

You will be required to submit a paper proposal that will serve as the outline from your final paper. For the final paper, you will not receive a prompt, but rather, learn how to develop a strong thesis and find evidence for that thesis. The proposal will require the following: A thesis statement, at least 3-4 sources from the class that you intend to use for evidence, and a brief description of why you have selected the following sources to connect back to the novel of your choice. The brief description will serve as a mini “annotated bibliography” that will help you write your final paper. Your proposal should be at least two pages long, double-spaced (400-500 words). Additionally, the proposal will be due at the midway point of the semester (check dates below).

Final Paper (30%)

You are required to write a final paper on a fictional text or film of your choice that sheds some light on a reproductive debate (ELO 1.1 and 1.2). Fictional books can be valuable tools for thinking about health, wellbeing, and reproduction because they offer a space to explore complex issues, develop empathy, and gain new perspectives without the constraints of real-life situations. Reading fiction can also help us process emotions, understand different perspectives, and even improve our social skills. If you need some suggestions, here are some below, although you can choose outside of this list.

- *Parable of the Sower* by Octavia Butler
- *The Handmaid's Tale* by Margaret Atwood
- *Take My Hand* by Dolan Perkins-Valdez
- *Red Clocks* by Leni Zumas
- *The House of Eve* by Sadeqa Johnson

You will not receive essay prompts. Instead, you must construct an essay based upon an original thesis that you construct on your own using the fictional text of your choice as the source of your

analysis. You may bring any questions concerning your thesis to office hours. The essays will be evaluated based upon 1) the strength of your argument; 2) your use of evidence; and 3) the organization of your essay and writing quality. Specifically, you will be expected to reference at least three to four course readings in your argumentation, connecting reproductive justice theories to the text of your choice. Additionally, your final paper should be at least 4-5 pages (800-1000 words) long, double-spaced with size 12 font. When implementing in-text citations and constructing a works cited page, please use either MLA, APA, or Chicago. Whichever you use, please keep the style consistent throughout your essay.

Your selection of reading and sources should be based on what you found most interesting from the course (ELO 2.2). All of the fictional novels listed here connect the health and wellbeing to reproductive justice (ELO 3.1 and 3.2).

Dates to remember:

Fictional text selection Due: Feb. 14th before midnight

Proposal Due: Due March 1st before midnight

Final Paper Due: May 1st before midnight

Self-Reflection of Course (10%):

This written reflection (200-300 words) will be done in class on the last day of class and could be accompanied with a drawing. Students will be given the opportunity to share their reflections with the class and think about how access to proper health and wellbeing are acts of reproductive justice (ELO 2.1, 3.2). The three questions for this self-reflection include:

1. How does achieving reproductive justice (or failing to) include health and wellbeing?
2. How does the scholarship, lecture, & discussions from the course challenge your previous understandings of health and wellbeing? How does it expand on?
3. How do these understandings of health and wellbeing relate on a global and transnational level?
4. And finally, what are some strategies for wellbeing that you can implement from the course on an individual or community level? How can we ensure others (and self) have better access to reproductive justice? (3.2)

Late assignments:

Late submissions will not be accepted. Please do meet me or email me in advance if you find yourself unable to complete a specific assignment by the deadline.

Grading Scale:

100-93%: A

92.9-90%: A-

89.9-87%: B+

86.9-83%: B

82.9-80%: B-

79.9-77%: C+
76.9-73%: C
72.9-70%: C-
69.9-67%: D+
66.9-60%: D
59.9-0%: E

Instructor feedback and response time

The following list will give you an idea of the instructional team's intended availability throughout the course. (Remember that you call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large assignments, you can generally expect feedback within **7-10 days**.
- **Email:** I will reply to emails within **24 hours on business days when class is in session at the university**.

Extra Credit Opportunities

Students can earn extra credit points on their final grade by attending on or off campus public events that relate directly to our course materials. A 1-page (times new roman, 12pt, single spaced) event report is required to earn one extra credit point per event, with a limit of 2 event reports per term. The report should summarize the event briefly and offer a reflection on how the event relates to course content. The WGSS Department organizes and sponsors several events during the term, which are suitable for extra credit opportunities.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class.

Be informed and respectful with engaging in difficult dialogues.

An important part of this course is that it offers students an opportunity to develop a community, but this can only exist if you are brave in your willingness to contribute to our class discussions. This class depends entirely on your input, your analysis, your open-mindedness to see new perspectives, and your eagerness to engage with one another. In this way, it is very different from a class that is driven by the attainment of 'facts' – this course is meant to affect how you understand and live in the world.

Be respectful and mindful of your classmates and their experiences.

In this forum, intimidating remarks, particularly of racist, xenophobic, sexist, homophobic or transphobic natures, will not be tolerated. You must treat each other with respect. Failure to do so will result in a failure to complete this course successfully. Make a commitment to agree or disagree respectfully with the material and each other. Your peer discussions are a good place to enact positive participation. *Understanding the material does not mean you have to embrace all or any of the viewpoints represented. However, you are required to learn the material and the perspectives of the authors and each other through diligence, cordial exchange, and academic rigor.*

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)
- Student Tips for Preserving Academic Integrity (<https://teaching.resources.osu.edu/examples/student-tips-preserving-academic>)

Additional policies on academic integrity

- **Written assignments:** Your written assignments, including any discussion activities, should be your own original work. In the written assignments, you should follow a consistent style (you may choose MLA, APA, Chicago) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one should rewrite your work but you.
- **Reusing past work:** You are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with your GTA.
- **Collaboration and informal peer-review:** The course may offer opportunities for formal collaboration with your classmates. While study groups and peer review of projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free to ask ahead of time.

Always remember:

- **Writing style:** Write using good grammar, spelling, and punctuation. A more conversational tone is fine for the weekly discussion activities but be more formal on the final writing assignment. You may use "I" when you write!
- **Citing your sources:** When we have academic assignments please cite your sources to back up what you say. For the books or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Compose your assignments in a word processor, where you can save your work, and then upload the file to Carmen. **SAVE TO THE CLOUD.**

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 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

Student Services and Advising

The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

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.

Content warning

Some contents of this course may involve media or information that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or racial, ethnic, sexual and gender violence and its aftermath. If needed, please take care of yourself while reading and discussing this material (leaving the digital classroom to take a water/bathroom break, debriefing with a friend, contacting Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed).

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Statement on Title IX

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 <https://civilrights.osu.edu/title-ix> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

- **The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.**

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Accessibility of course technology

This 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)

Religious Accommodations

- **Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.**

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals

should contact the Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances)

Schedule of Readings and Assignments

Unit 1: Foundations

Week 1: Introduction to Reproductive Justice

SisterSong and the Asian Communities for Reproductive Justice reflect two organizations doing groundwork in reproductive health and justice that students can learn about what it looks like in practice (ELO 2.1). “Birthing Reproductive Justice” is a curated website with historical and contemporary information, pamphlets, and images of what reproductive justice looks like. It is important to introduce the different ways organizations have conceptualized reproductive justice through different perspectives (including scientific, policy, historical, theoretical, socio-economic, and more (ELO 3.1).

1/12:

- Introductions to the course and each other

1/14:

- SisterSong, “What is Reproductive Justice”: <https://www.sistersong.net/reproductive-justice/>
- “A New Vision for Advancing Our Movement for Reproductive Health, Reproductive Rights, and Reproductive Justice” by Sujatha Jesudason and Asian Communities for Reproductive Justice
- Birthing Reproductive Justice: 150 Years of Images and Ideas, curated by Reproductive Justice Exhibit Planning Team at the University of Michigan

Unit 2: Imperial Legacies and Historical Foundations

Week 2: Chattel Slavery

Slavery's brutal history profoundly impacted the health and well-being of enslaved people, especially women, whose reproductive lives were directly manipulated by enslavers to increase the slave population and labor force. The practice of forced breeding, coupled with harsh living conditions and lack of proper healthcare, led to significant disparities in maternal and infant mortality, particularly among Black women. Furthermore, the trauma of slavery and the systemic racism it perpetuated have had lasting effects on the mental and physical health of Black communities today. Chattel slavery legally and discursively set historical understandings of enslaved women's reproductive bodies, including their offspring, as commodities for their white slave owners (Roberts, Morgan, ELO 3.1). Owen's piece discusses the health and science of enslaved people, and how the medical testing of enslaved women's bodies led to the creation of modern gynecology (ELO 3.2).

1/19:

- Jennifer L. Morgan, "Partus Sequitur Ventrem: Law, Race, and Reproduction in Colonial Slavery," *Small Axe*, 22, no. 1, 1-17.
- Dorothy Roberts, "Reproduction in Bondage," in *Killing the Black Body: Race, Reproduction, and the Making of Liberty* (1997): 22-57.

1/21:

- Deirdre Cooper Owens, "Introduction American Gynecology and Black Lives," in *Medical Bondage: Race, Gender, and the Origins of American Gynecology*, 1-14.

Week 3: Settler Colonialism and Imperialism

Settler colonialism significantly impacts Indigenous health and wellbeing, including reproductive health, through the perpetuation of dispossession, disenfranchisement, and oppression. This leads to prolonged exposure to traumatic stressors, resulting in historical trauma, premature weathering, and health disparities in physical, mental, and emotional well-being. Reproductive health is particularly affected, with Natives experiencing significant disparities and lacking the self-determination necessary for adequate care. Theobald and Smith highlight how colonial and imperial practices weaponized sexual health and reproduction as tools for population control, through the hypersexualization of indigenous women, eugenics, and forced sterilization (ELO 3.1). Colonial powers controlled and Indigenous women's bodies to target and eliminate entire communities to advance the white settler state.

1/26:

- Brianna Theobald, "Self-Determination Begins in the Womb," *Reproduction on the Reservation: Pregnancy, Childbirth, and Colonialism in the Long Twentieth Century*, 124-153.

1/28

- Andrea Smith, "Better Dead than Pregnant," in *Conquest: Sexual Violence and American Indian Genocide*, p. 79-108.

Unit 3: Defining Reproductive Politics in the U.S.

Week 4: Abortion

The readings and film for this week engage with the criminalization of abortion. Trapped challenges us to think intersectionally about abortion, including engaging with issues around access and who is more likely based on race and class, to be criminalized for having an abortion. We will reflect on contemporary discourses around *Dobbs v. Jackson* (2022) and have students share their perspectives of past and present debates around abortion (ELO 2.2). Access to safe abortion (and contraception) and other reproductive health services is crucial for preventing unintended pregnancies, reducing maternal mortality, and ensuring healthy pregnancies and births. (ELO 3.1)

2/2:

- Leslie Reagan, "Introduction" in *When Abortion was a Crime: Women, Medicine, and Law in the United States, 1867-1973* (2022): 1-18.
- Kristin Luker, "Medicine and Morality in the Nineteenth Century," in the *Reproductive Rights Reader* (2008): 124-139.

2/4:

- Rosalind Petcheskey, "Beyond a Woman's Right to Choose: Feminist Ideas about Reproductive Rights," in *The Reproductive Rights Reader* (2008): 185-194.
- *Watch in Class: Trapped* (2016)

Week 5: Birth Control

This week will think about the production and circulation of the birth control pill, beginning with excerpts from Margaret Sanger, considered the "founder" of the international birth control movement. Briggs and Roberts force us to think about how the medical testing of the birth control pill as well as other forms of birth control, such as Norplant and Depo-Provera, was used as a form of racial population control against Puerto Rican and Black women, respectively (ELO 3.1). Reproductive health care, including contraception and abortion, is linked to women's ability to participate in the workforce, pursue education, and achieve financial security. Discrimination and lack of access to reproductive health services can perpetuate cycles of poverty and inequality.

2/9:

- *Griswold v. Connecticut* (1965)
- Margaret Sanger, Chapter 1-3, In *Women and the New Race*.
- Laura Briggs, "Demon Mothers in Social Laboratory," In *Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico* (2002): 109-141.

2/11:

- Dorothy Roberts, "From Norplant to the Contraceptive Vaccine: The New Frontier of Population Control," in *Killing the Black Body: Race, Reproduction, and the Making of Liberty* (1997): 56-103.
- Dorothy Roberts, "The Dark Side of Birth Control," in *Killing the Black Body: Race, Reproduction, and the Making of Liberty* (1997): 104-149.

- Due on Carmen by February 14th: Select the fictional text of your final paper analysis and begin reading your selected novel or film alongside assigned texts*

Week 6: Transgender Rights and Health

Issues of reproductive and sexual health is often understood as a “woman’s issue” and thus those who identify as transgender don’t get the proper access or resources that they need. transgender individuals face significant barriers to accessing comprehensive healthcare, including reproductive healthcare, due to discrimination, stigma, and lack of understanding by providers. This week’s readings complicate the gender binary by presenting transmen’s experiences with abortion and larger reproductive/sexual health care (ELO 3.2). The film presents stories of transmen and their experiences accessing prenatal/pregnancy/postnatal care. (ELO 3.1)

2/16:

- Law Students for Reproductive Justice, “If you really care about reproductive justice, you should care about transgender rights!” <https://vawnet.org/material/if-you-really-care-about-reproductive-justice-you-should-care-about-transgender-rights>
- Cheryl Chastine, “Cisgender Women aren’t the only people who seek abortions, and activists’ language should reflect that,” <https://rewire.news/article/2015/03/18/cisgender-women-arent-people-seek-abortions-activists-language-reflect/>
- E. Cameron Hartofelis and Anu Manchikanti Gomez, “Transmen’s Health is a ‘Women’s Health’ Issue: Expanding the Boundaries of Sexual and Reproductive Health Care,” *The Women’s Health Activist* (March/April 2013),

2/18:

- Chamindra Weerawardhana, “Reproductive rights and trans rights: deeply interconnected yet too often misunderstood?” <https://medium.com/@fremancourt/reproductive-rights-and-trans-rights-deeply-interconnected-yet-too-often-misunderstood-8b3261b1b0de>
- Film in class: A Womb of Their Own (2017).

Unit 4: Pronatalism, Eugenics and Population Control

Week 7: Eugenics

This week’s readings will consider how ideas of race, gender, sexuality, disability and nation lead to population and reproductive control in the United States and Israel. The legacy of eugenics continues to influence access to healthcare, particularly for people with disabilities and individuals from marginalized groups. Forced sterilization and limited access to reproductive healthcare can lead to increased rates of maternal and child mortality, as well as other health disparities. (ELO 3.1) Ross, Lira, and Pena draw from eugenics history to consider how race and disability lead to mass sterilizations of Black and Brown people in the South, prisons, and mental institutions. Abusneineh and Pena consider sites like Israel and Los Angeles, respectively, to think about how anxiety over immigration, overpopulation and whiteness led to coercive sterilizations against migrant/immigrant groups (ELO 1.2).

2/23:

- Loretta J. Ross, "Trust Black Women: Reproductive Justice and Eugenics," In *Radical Reproductive Justice: Foundation, Theory, Practice, Critique*, p. 55-85.
- Natalie Lira, "Life, Labor, and Reproduction at the Intersections of Race, Gender, and Disability," in *Laboratory of Deficiency: Sterilization and Confinement in California, 1900s-1950s* (2022): 1-24.

2/25:

- Bayan Abusneineh, "(Re)producing the Israeli (European) body: Zionism, Anti-Black Racism, and the Depo-Provera Affair," *Feminist Review*. 128 no 1 (2022): 96-113.
- Film in Class: No Mas Bebes (2015)
- Paper Proposal Due March 1st before midnight*

Week 8: Environmental Justice

Environmental justice is intrinsically linked to health, wellbeing, and reproductive justice because environmental hazards disproportionately impact marginalized communities, affecting their ability to live healthy, safe lives and make informed reproductive choices. This interconnectedness is highlighted by the ways in which environmental issues like pollution, climate change, and access to resources can negatively impact maternal health, fetal development, and access to reproductive healthcare. Jade Sasser's text examines the intersections of reproductive justice with issues around the climate and environment, and how population growth has been reframed as an issue of "climate crisis." How do state and community discourses of overpopulation and climate crisis impact women's sexual and reproductive health and rights? Bridges invites us to think about how concerns over campus climate invokes questions around health, selective abortion, and disability. I would invite students to think about how they contribute to climate issues and think through strategies to combat on a personal and collective level (ELO 2.2). As a class, we can strategize different ways that, as individuals, we can promote better practices to maintain the wellbeing of our environment. (ELO 3.2).

3/2:

- Jade Sasser, "Introduction, Chapter 1 & Chapter 2," in *On Infertile Ground: Population Control and Women's Rights in an Era of Climate Change* (2018): 1-48.

3/4:

- Jade Sasser, "Chapter 5 & Conclusion" in *On Infertile Ground: Population Control and Women's Rights in an Era of Climate Change* (2018): 126-158.
- Khiara M. Bridges, "The Dysgenic State: Environmental Injustice and Disability-Selective Abortion Bans," p. 1-75.

Week 9: Family Separation

Students are encouraged to think about the relationship between family separation, immigration, and reproductive justice in different contexts, such as the child welfare system and border politics (ELO 3.1). Roberts looks at how the child welfare system is set up to separate Black families. Hernandez and Pepe et. al examine family separation at the US-Mexico border, and how the stripping of women's choices and safety in both reproductive and maternal contexts can lead to a fragmentation of families and communities. For both parents and children, separation leads to increased risks of mental health and trauma, including depression, difficulty with social functioning, attachment issues, and PTSD; with the lack of resources through documentation status and fears of deportation, this poses an increased health risk to these communities.

3/9:

- Dorothy Roberts, Chapters 1 & 2, In *Torn Apart: How the Child Welfare System Destroys Black Families – and how Abolition Can Build a Safer World* (2022): 1-48.

3/11:

- Leandra Hinojosa Hernandez, “Feminist Approaches to Border Studies and Gender Violence: Family Separation as Reproductive Injustice,” p. 130-134.
- Claudia S. Pepe JD, Altaf Saadi MD, and Rose L. Molina MD, MPH, “Reproductive Justice in the US Immigration Detention System,” p 804-808.

Week 10: Spring Break 3/16-3/20, No class readings

Unit 5: Reproductive Justice Across Borders

Week 11: Surrogacy

Vora's article examines how affective and biological labor is found in call center work as well as transnational surrogacy, necessary to give “life” to the Western world. The film “Made in India” explores real narratives of women in India who are employed as surrogates to American or European women, shedding light on their health, their sacrifice to their families, and the way that their bodies become an object of intense scrutiny and monitoring during the time of gestation (ELO 3.2).. Lastly, Fixmer-Oraiz explores the medicalization that comes with transnational surrogacy, and how reproductive technologies (ELO 3.1) have aided in neoliberal globalization, blurring the lines between choice and coercion.

3/23

- Kalindi Vora, “Limits of “Labor”: Accounting for Affect and the Biological in Transnational Surrogacy and Service Work.” *South Atlantic Quarterly* (2012) 111 (4): 681-700.
- Watch in class: Made in India: A Film about Surrogacy (2010)

3/25:

- 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): 126-163

Week 12: Reimagining Families through Technology

The first part of this week explores how queer folks use reproductive technologies to biologically reproduce and create new family structures. The film, *Conceiving Family*, sheds real life stories of these different family structures through adoption, IVF, and other technology. The second half examines how the readily use of reproductive technologies, such as fetal diagnostics, is being abused, including widespread selective abortions for fetuses with disabilities (ELO 3.2). While often celebrated, this week will often think about how assisted reproductive technologies (ARTs) can actually impact the person physically and psychologically, including invasive procedures, increasing risks and complications for the fetus, and increased risks of anxiety/depression while navigating these. (ELO 3.1).

3/30

- Laura Mamo, “From Whence We Came: Sex without reproduction meets reproduction without sex,” in *Queering Reproduction: Achieving Pregnancy in the Age of Technoscience* Duke University Press, (2007): 23-47.
- Laura Mamo, “Going High-Tech: Infertility Expertise and Lesbian Reproductive Practices,” in *Queering Reproduction: Achieving Pregnancy in the Age of Technoscience*, Duke University Press, (2007): 157-189
- Watch in class: *Conceiving Family* (2011)

4/1

- Marsha Saxton, “Disability Rights and Selective Abortion,” in In Lennard J. Davis (ed.), *The Disability Studies Reader*. Psychology Press. pp. 105--116.
- Meira Weiss, “Choosing the Body: Pregnancy, Birth, Military, War and Death” in *The Chosen Body: The Politics of the Body in Israeli Society* (2002): 27-64

Week 13: Babies Behind Bars

Prison systems can be considered a significant health and well-being issue, particularly related to reproductive justice, due to the limited access to comprehensive reproductive healthcare, often inadequate and substandard, and the potential for reproductive oppression. (ELO 3.1) Incarceration can also disrupt individuals' ability to make decisions about their reproductive health, impacting their ability to have children, choose to have children, or parent safely and with dignity. Sufrin, ahn, Ventremmen, and the film not only suggest how the denial of reproductive health and violence against bodies are heightened in carceral spaces in both the United States and Israel, respectively. (ELO 3.2) While ahn gestures towards prison doulas as a form of abolition and means to support women behind bars, Ventommen uses personal testimonies to examine how Palestinians use IVF to “sperm smuggle” as a form of biopolitical resistance (ELO 3.2).

4/6

- Carolyn Sufrin, "Making mothers in jail: Carceral reproduction of normative motherhood," *Reproductive Biomedicine & Society Online*, 7, (2018): 55-65.
- geunsaeng (olivia) ahn, "Abolition is Not a One Time Event: Prison Doulas as Catalysts," *The Margins*, <https://aaww.org/abolition-is-not-a-one-time-event-prison-douglas-as-catalysts/>

4/8

- Sigrid Vertommen, "Babies from Behind Bars: Stratified Assisted Reproduction in Palestine/Israel," in *Assisted Reproduction Across Borders*, Routledge (2016): 1-12.
- *Watch in Class: 3000 Nights* (2022)

Week 14: Adoption

Adoption is frequently invoked as a universal social good that obviates the need for abortion. This week's readings consider how transnational and transracial adoption is part of empire, imperialist and nation building projects and racialization. While Kim's work interrogates "Operation babylift" – the US operation to "save" Vietnamese orphans and give them for adoption, Weiss and Jaber's work thinks about the Yemenite Children Affair in Israel, and how close to 1500 Arab Jewish immigrant babies from the 1940s and 1950s were kidnapped and given up for adoption. Both these "operations" worked to mark the settler colonial nations (United States and Israel, respectively) as benevolent nations, erasing the material violence that created the orphans to begin with. Nelson's article posits adoption in relation to other forms of reproductive freedoms that Puerto Rican women are fighting against, including sterilization abuse, lack of contraception, and the lack of reproductive and sexual health (ELO 3.1).

4/13

- Jodi Kim, "An "Orphan" with Two Mothers: Transnational and Transracial Adoption, the Cold War, and Contemporary Asian American Cultural Politics," *American Quarterly*, 61, 4 (2009): 855-880
- Jennifer Nelson, "Abortions Under Community Control: Feminism, Nationalism, and the Politics of Reproduction among New York City's Young Lords," *Journal of Women's History*, 13, no. 1 (2001):157-180.

4/15

- Meira Weiss, "The Immigrating Body and the Body Politic: The 'Yemenite Children Affair' and Body Commodification in Israel," *Body and Society*, 7, no 2-3. (2001): 93-109
- Bay Jaber, "Responding to Cries of Genocide: The Yemenite Children Affair," *Global Justice Journal*, <https://globaljustice.queenslaw.ca/news/responding-to-cries-of-genocide-the-yemenite-children-affair>

Week 15: Transnational Reproductive Justice

Jolly and Briggs introduce the concept of “transnational reproductive justice” to think globally and transnationally about using reproductive justice as a framework to address interrelated global forces of domination, including the global denial of reproductive and sexual health, forced sterilization, and inadequate resources for entire communities. Students are invited to combine what they learned the first half of the course with the second around our relationship in the United States with things happening abroad. (ELOs 2.2, 3.2).

4/20

- Jallicia Jolly, “On Forbidden Wombs and Transnational Reproductive Justice,” *Meridians: feminism, race, transnationalism*, 15, no. 1 (2016): 166-188.

4/22

- Laura Briggs, “Reproductive Justice: Born Transnational,” *Gender, Work and Organization*, 29, no. 1 (2022): 1-8.

Week 16: Self-Reflections

4/27

- Class Reflections on the course with the “Self-Reflection” (ELO 2.2, ELO 3.2). This will invite students to not only share what they learned from the course and how promoting better health and wellbeing is an act of reproductive justice, but will strategize ways that we can better advocate for the health, wellbeing, and reproductive justice for all. (ELO 3.2)

- Final Paper due May 1st before midnight*

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
- 3.2. Identify, reflect on, or apply strategies for promoting health and wellbeing.

This course applies a critical feminist lens to questions around reproductive health, politics, and technology. By engaging in readings that directly relate to differences in access and inequity among different communities based on race, gender, sexuality, nationality, and geographic location, we can understand how issues of health/wellbeing are based power, control and ideology.

ELO 1.1 Engage in critical and logical thinking.	<p>This course will build skills needed to engage in critical and logical thinking about reproductive health and politics through:</p> <ul style="list-style-type: none">- Engaging in class-based discussion and debates about issues that are relevant to historical and contemporary times, giving students the ability to relate to the world that they live in- Weekly discussion posts, which allows them to synthesize the readings, which are taken from a variety of sources, including peer reviewed journals, books, legal documents, films, podcasts, and news media.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	<p>We will do a lot of close readings in the class together, as well as breakout groups, to explore some of the more theoretical pieces. Students will be exposed to understanding reproductive health as it relates to law, history, policy, clinical work, immigration, colonialism and neocolonialism, globalization, capitalism, and more.</p> <p>They will also have an opportunity to learn from guest speakers, who participate in different organizations around reproductive justice, healthcare, and abolition, including Abortion Fund of Ohio, Critical Resistance, and Planned Parenthood, who will help students to think about how these topics are implemented on a community level.</p>
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	<p>Students do weekly discussions and are given flexibility in their topic choices to allow them to take some control over their education. Classes</p>

	<p>will be a blend between lecture and discussion – mostly smaller break out group discussions to allow students to explore the themes in depth. For instance, for the week on Environmental Justice and its effects on community health, including reproductive health, we will explore different ways that students engage in creating a better environment and addressing climate justice on a personal and a community level.</p> <p>In addition, for Week 4, we will have a guest lecture from a member from Planned Parenthood in Columbus, to discuss with the students the work that they do in the clinic and how students can get involved if they want to after the course.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>The final project allows them to choose a fictional text or film that relates to any contemporary debates about reproductive health and politics. Students take some control by having this choice for the project. Their weekly writing assignments are in a “blog” format, allows a more informal style of writing where they can reflect on the readings. They are also able to engage with each other’s reflections too, allowing them to relate to one another on their own personal experiences and learn from each other.</p> <p>We will end the class by doing a solo reflection piece in class, and then sharing it with the class, as well as having the choice to present a snippet of their final papers. These questions will allow them to think about how systemic inequalities (racism, sexism, classism) shape reproductive health outcomes, as well as defining health and wellbeing, in the context of reproduction.</p>

<p>ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.</p>	<p>We will begin the course by exploring how power and control is related to reproductive health by beginning with slavery and settler colonialism (historical lens), and then taking it theme by theme to more contemporary issues and finally thinking across global and transnational borders. I specifically address physical, mental, environmental aspects of health and well-being, but the wide range in readings and blog posts will allow them to incorporate other forms of health discussions, including spiritual, emotional, and possibly financial.</p>
--	--

	<p>Reproductive justice is an act of health and wellbeing because it recognizes that a person's ability to make informed decisions about their body, sexuality, and reproduction is essential for their overall well-being. It addresses the systemic inequalities that can prevent individuals from accessing essential reproductive health services and support, ultimately impacting their physical, mental, and social health.</p> <p>What is unique about the course is that we are expanding our concept of reproductive health, by looking at how issues of immigration, climate/environment, technology, colonialism/neocolonialism, etc. impact the health and wellbeing of vulnerable communities. In addition, we will discuss how reproductive technologies such as IVF, fetal diagnostics, and surrogacy relate to health issues such as disability, genetics, and chronic illnesses.</p>
ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.	<p>I plan to bring guest speakers from Planned Parenthood and Abortion Fund of Ohio, students will learn about how people experience abortions, birth control and testing, designed to provide more accessibility to everyone.</p> <p>For the self-reflection form that students will do on the last day of class, I will ask them the following:</p> <ol style="list-style-type: none"> 1. How does achieving reproductive justice (or failing to) include health and wellbeing? 2. How does the scholarship, lecture, & discussions from the course challenge your previous understandings of health and wellbeing? How does it expand on? 3. How do these understandings of health and wellbeing relate on a global and transnational level? 4. And finally, what are some strategies for wellbeing that you can implement from the course on an individual or community level? How can we ensure others (and self) have better access to reproductive justice? (3.2) <p>These questions will not only allow them to reflect on the course, but to actively strategize how to promote better</p>

--	--