

Term Information

Effective Term Summer 2026
[Previous Value](#) Autumn 2023

Course Change Information

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

WGSST 4189.01 (S) is being changed to reflect the recent GE change to its companion course, WGSST 3400 - Reproductive Rights and Justice, that is now in the Health & Wellbeing Theme. We are resubmitting a course number change so that both classes are at the 3000-level, as well as submitting the 4 CH High Impact GE form with the revised syllabus.

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

WGSS has been restructuring its numbering scheme so that 4000-level classes are majors only, as well as seminar-style Themes courses. Since 3400 S will be a service learning class that meets the 4-credit-hour High Impact GE guidelines, we are submitting it for both considerations.

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)?

None. The class was historically an elective and there is no mandatory internship/service-learning requirement for majors. However, our students are in strong demand for outside of the classroom experiences, so we are meeting their needs with this class.

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 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 3400S
[Previous Value](#) 4189.01S
Course Title Reproductive Rights and Justice Service Learning
[Previous Value](#) Reproductive Rights and Justice
Transcript Abbreviation Repro Rights SL
[Previous Value](#) Repr Rights
Course Description This class takes an interdisciplinary feminist approach to investigating the history and contemporary politics of reproduction. It focuses on both US and global contexts and links the academic investigation to service learning in the Columbus community. Students will work with organizations that seek to further the goals of reproductive justice in policy, activism, law, and health & wellbeing.
[Previous Value](#) This class takes an interdisciplinary feminist approach to investigating the history and contemporary politics of reproduction. It focuses on both US and global contexts and links the academic investigation to service learning in the Columbus community. Students will work with organizations who seek to further the goals of reproductive justice in policy, activist, legal, and healthcare contexts.
Semester Credit Hours/Units Fixed: 4
[Previous Value](#) 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, Field Experience
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
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1110, or 3 credit hours in WGSST courses, or permission of instructor.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	05.0207
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior
<i>Previous Value</i>	<i>Junior, Senior</i>

Requirement/Elective Designation

Health and Well-being; Service-Learning

Previous Value

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

Course Details

COURSE CHANGE REQUEST
3400S - Status: PENDING

Last Updated: Neff, Jennifer
02/11/2026

Course goals or learning objectives/outcomes

- All Health & Wellbeing ELOs & Goals will be addressed
- Students acquire knowledge about feminist scholarship on reproductive justice in their local and global contexts
- Students analyze about how the individual needs and community needs around health and wellbeing is an issue of reproductive health and justice.
- Students make connections between feminist scholarship and praxis through their work in the classroom and in community organizations.
- Students think, speak, and write critically about feminism and reproductive justice, bringing together their scholarly knowledge and experiences with community organizations.
- Students make connections between concepts and skills learned in an academic setting and community-based work.
- Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
- Students evaluate the impacts of the service learning activity.

Previous Value

- *Students acquire knowledge about feminist scholarship on reproductive justice in local and global contexts.*
- *Students make connections between feminist scholarship and praxis through their work in the classroom and in community organizations.*
- *Students think, speak, and write critically about feminism and reproductive justice, bringing together their scholarly knowledge and experiences with community organizations.*
- *Students make connections between concepts and skills learned in an academic setting and community-based work.*
- *Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.*
- *Students evaluate the impacts of the service learning activity.*

Content Topic List

- History of reproductive rights in the United States
- Law, policy, and reproductive health
- Global reproductive politics
- Population control
- Reproductive technologies
- Reproductive health & wellbeing

Previous Value

- *History of reproductive rights in the United States*
- *Law, policy, and reproductive health*
- *Global reproductive politics*
- *Population control*
- *Reproductive technologies*

Sought Concurrence

No

Attachments

- Service_Learning_Inventory for WGSST 3400.docx: 4 CH SL Form
(Other Supporting Documentation. Owner: Alkhalifa, Ali Mufeed)
- WGSST 3400 Reproductive Justice SL Syllabus 01.09.26.docx: Revised Syllabus
(Syllabus. Owner: Alkhalifa, Ali Mufeed)
- 4189.01S Sreenivas Syllabus (SP17) pre-reqs submission (3).docx: 4189.01S Comparison Syllabus
(Syllabus. Owner: Neff, Jennifer)
- GE submission-health-wellbeing 3400S.pdf: Health & Wellbeing GE Worksheet
(Other Supporting Documentation. Owner: Neff, Jennifer)

Comments

- Regarding the campus offerings, we have selected all campuses with our resubmission. However, the course is being designed with local organizations to the Columbus campus. So, this will be something regional campuses will need to consider regarding transportation and relationship building with relevant reproductive justice organizations.

Regarding the prereqs for the course, the department is hoping to provide this service learning experience to any who student who is interested (with instructor permission). However, since the course will be placing students in internships, the department believes that students should have a base-level grounding in WGSS theory so that they can more readily apply their learning in the classroom to their advocacy work at local organizations.

Thank you for your consideration. The syllabus we are submitting combines the Health & Wellbeing course goals and learning outcomes with the requirements for a 4 CH Service Learning experience. *(by Alkhalifa, Ali Mufeed on 01/26/2026 12:31 PM)*

- - Per OAA request, please check off all campuses of offering for a GEN course. Or if the Dept disagrees with that, please provide a rationale for OAA. (Please note that no dept has made use of this exception.)
- Has the dept discussed the issue of the prereq for the course? Please just know that the regular (non-SL) version of the course does not require any prereq. *(by Vankeerbergen, Bernadette Chantal on 01/26/2026 12:19 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Alkhalifa, Ali Mufeed	01/20/2026 10:24 AM	Submitted for Approval
Approved	Sreenivas, Mytheli	01/20/2026 12:06 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/26/2026 12:19 PM	College Approval
Submitted	Alkhalifa, Ali Mufeed	01/26/2026 12:32 PM	Submitted for Approval
Approved	Sreenivas, Mytheli	02/02/2026 04:49 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/09/2026 11:54 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Wade, Macy Joy Steele, Rachel Lea	02/09/2026 11:54 AM	ASCCAO Approval

WGSST 3400 S

Reproductive Rights and Justice Service Learning

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.

We will link our academic investigation to service learning in the Columbus community. Students will work with organizations who seek to further the goals of reproductive justice in policy, activist, legal, and healthcare contexts. Throughout, we aim to probe the connections between academic coursework and feminist practice, and to link theoretical study to our work in local communities.

It is the student's responsibility to arrange their own transportation to and from service activities. No transportation or reimbursement for related expenses will be provided by the University. If you need help arranging transportation, please let me know.

STUDENT LEARNING GOALS

1. The following goals are specific to this course:
 - a. Students acquire knowledge about feminist scholarship on reproductive justice in local and global contexts.
 - b. Students make connections between feminist scholarship and praxis through their work in the classroom and in community organizations.
 - c. Students think, speak, and write critically about feminism and reproductive justice, bringing together their scholarly knowledge and experiences with community organizations.

2. The following goals are defined for all students in a service-learning course:
 - a. Students make connections between concepts and skills learned in an academic setting and community-based work.
 - b. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
 - c. Students evaluate the impacts of the service-learning activity.

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%
Course Reading Reflections	20%
Internship Journal Reflections	20%
Final Project	30%
Final Reflection on Internship Experience	10%

Attendance and Participation: 20%

Students are required to attend and participate in our class discussions, as well as maintain consistent and professional participation with their community organization.

In the Classroom: 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.

Service Learning: When you are given your service learning assignment, we will discuss expectations for scheduling and hours. Please keep in mind that your presence at the service learning site during your scheduled hours is part of your responsibilities in this class. Service learning partners also count on your presence, and so please avoid absences or lateness. You will have a contact person at your service learning site. If, due to extenuating circumstances, you will be late or absent to your service learning assignment, please inform your contact person as soon as possible.

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.

Course Reading Reflections (20%)

Every other week, you will be required to write journal entries on Carmen that answer guiding questions provided by the instructor. 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 (Sunday by 11:59 PM). 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 on the class discussions from that week.

When completed bi-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 (although, this will not be required).

Internship Field Work Journal (20%)

You will also be expected to keep a bi-weekly journal describing and critically reflecting on your work with a community organization. Please plan to write about 300-400 words per entry. These reflections should be posted to Carmen on alternating weeks when you are not responsible for course reading reflections (also due by Sunday at 11:59 PM every other week). This assignment will largely be to ensure you are attending to your organizational duties. In order to receive full marks, you must 1) describe the work you have been completing as an intern, 2) cite 1 source from that week's readings that connects to the work you and your organization are doing with class theories and concepts, and 3) specifically connect your service duties to at least 1 major idea about Health & Wellbeing that we have learned in the class so far. With this, the global stories and theoretical concepts we discuss in class should become highly personal and local to each student's lived experiences as interns at local RJ organizations.

Additionally, three times throughout the semester, students will share summaries of the previous month's journal entries in class with their peers in small groups. These submissions should follow grammar conventions and maintain a consistent citation style. Try to distill your experiences from the past two journal entries and share any highlights or setbacks with your peers.

Final Project (30%)

Final Project: The final project asks you to explain and reflect on the relationship between feminist scholarship and your work with a community organization. The exact format and length of the project will vary based on the nature of your work in the community. There are many possibilities, and I will be working closely with you as you design and produce the project.

In order to receive full credit, your paper must answer the following questions:

1. What did you learn from your internship that engaged historical, cultural, political, and/or personal understandings of reproductive health and wellbeing? (ELO 3.1)
2. How did your advocacy or communications work grant you the opportunity to identify and reflect on the impacts of both local and/or national reproductive health barriers/disparities? (ELO 3.2)
3. What strategies did you and your organization use to promote reproductive health and wellbeing? (ELO 3.2)

Here are some potential examples:

- a. A student working with the Women’s Public Policy Network may have conducted policy-oriented research about the impact of abortion restrictions in Ohio. Your final project might include a write-up of your research, alongside a brief reflective essay bringing these policy questions into dialogue with feminist scholarship on the issue.
- b. A student working with Planned Parenthood’s Patient Advocacy Project may have conducted interviews with clinic patients, in which they shared their experiences. Your final project might be a paper that reflects on some important themes that emerged from your interviews, which you bring into dialogue with relevant feminist scholarship.
- c. A student working with Columbus Public Health may have helped to design a website on sexual health for teens. Your final project might be the website, alongside a brief reflective essay that discusses the core ideas and concepts that shaped your decisions about what to include on the website.

Self-Reflection of Internship experience (10%):

This written reflection (400-450 words) will be due May 1st alongside your final paper. This assignment should make an explicit connection between course content, key themes, and the advocacy work you are doing with your local reproductive justice organization. Successful reflections will think about how access to proper health and wellbeing aligns with reproductive justice principles (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. What sort of work did your local organization do (or not do) that reflected RJ values and theories learned throughout this class?
3. How did the scholarship, discussions, and internship experiences from the course challenge your previous understandings of health and wellbeing? How does it expand on them?
4. What were some of the local education, policy, or advocacy work you participated in through your service-learning that you hope to continue doing in your field or discipline?
5. 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 Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the [Committee on Academic Misconduct](#) (COAM) expect that all students have read and understand the University's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to)

plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so please review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If an instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by University Rules to report those suspicions to the Committee on Academic Misconduct. If COAM determines that a student violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University.

If students have questions about the above policy or what constitutes academic misconduct in this course, they should contact the instructor.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite, and others. These tools will help shape the future of work, research and technology, but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship, or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

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](#)

Disability Statement (with Accommodations for Illness)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

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Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a welcoming community. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office (CRCO):

Online reporting form: <http://civilrights.osu.edu/>

Call 614-247-5838 or TTY 614-688-8605

civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Copyright

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.

Counseling and Consultation Services / Mental Health Statement

Columbus:

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 through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Content Warning Language

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

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.
- **DUE by midnight: Service-learning preferences form**

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)
- DUE Tuesday Feb 4th by noon: Submit one internship field work journal on Carmen to share in class.

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.
- In class: Check-in on service learning
- In class: Discussion of journal entries

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.

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.
- DUE Tuesday 3/4 by noon: Post your second SL journal reflection on Carmen to share in class

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.
- In class: Check-in on service learning
- In class: Discussion of journal entries

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 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

- DUE: Thursday April 16 noon: Post one SL journal reflection to Carmen to share in class

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 if Not a One Time Event: Prison Doulas as Catalysts,” *The Margins*, <https://aaww.org/abolition-is-not-a-one-time-event-prison-doulas-as-catalysts/>
- In class: Discussion of journal entries
- In class: Check-in on service learning

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 based on their internship experiences throughout the semester. (ELO 3.2)

- Self-Reflection due April 27th by noon
- Final Paper May 1st before midnight*

WGSST 4189.01S: Reproductive Rights and Justice

Meeting times: WF 12:45-2:05

Format of Instruction: Lecture

Room number: 286 University Hall

Instructor: Dr. Mytheli Sreenivas

Sreenivas.2@osu.edu

247-8057

Office Hours:

ACCESSIBILITY

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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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.

PREREQUISITES

WGSST 1110

or

3 credit hours in WGSST courses

or

Permission of the instructor

COURSE DESCRIPTION

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

This class takes an interdisciplinary feminist approach to investigating the history and contemporary politics of reproduction beyond a “pro-life” vs. “pro-choice” dichotomy. We will focus on both US and global contexts. Our classroom sources will include legal and historical documents, studies in reproductive and public health, ethnographies, and film.

We will link our academic investigation to service learning in the Columbus community. Students will work with organizations who seek to further the goals of reproductive justice in policy, activist, legal, and healthcare contexts. Throughout, we aim to probe the connections between academic coursework and feminist practice, and to link theoretical study to our work in local communities.

STUDENT LEARNING GOALS

1. The following goals are specific to this course:
 - a. Students acquire knowledge about feminist scholarship on reproductive justice in local and global contexts.
 - b. Students make connections between feminist scholarship and praxis through their work in the classroom and in community organizations.
 - c. Students think, speak, and write critically about feminism and reproductive justice, bringing together their scholarly knowledge and experiences with community organizations.
2. The following goals are defined for all students in a service-learning course:
 - a. Students make connections between concepts and skills learned in an academic setting and community-based work.
 - b. Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
 - c. Students evaluate the impacts of the service learning activity.

COURSE MATERIALS

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

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

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

COURSE EXPECTATIONS AND GRADES

1. Attendance and Participation [20%]: This is a discussion based course, so please come to class having done the readings and be prepared to discuss your questions and comments with your fellow students. Of course, in order to participate effectively, you will need to attend class regularly. Students who are absent will incur a grade penalty.
2. Journals [30%]: You will be expected to keep a weekly journal describing and critically reflecting on your work with a community organization. Students will share some of their journal entries with the class.
3. In-class assignments [15%] These include short quizzes and in-class writing assignments about our course materials. These brief assignments will be completed during class. You can expect that I'll have one of these assignments each week, and it will take about five to ten minutes of class time.
4. Final Project [35%] The final project asks you to explain and reflect on the relationship between feminist scholarship and your work with a community organization. The exact format and length of the project will vary based on the nature of your work in the community. There are many possibilities, and I will be working closely with you as you design and produce the project. Here are some potential examples:
 - a. A student working with the Women's Public Policy Network may have conducted policy-oriented research about the impact of abortion restrictions in Ohio. Your final project might include a write-up of your research, alongside a brief reflective essay bringing these policy questions into dialogue with feminist scholarship on the issue.
 - b. A student working with Planned Parenthood's Patient Advocacy Project may have conducted interviews with clinic patients, in which they shared their experiences. Your final project might be a paper that reflects on some important themes that emerged from your interviews, which you bring into dialogue with relevant feminist scholarship.
 - c. A student working with Columbus Public Health may have helped to design a website on sexual health for teens. Your final project might be the website, alongside a brief reflective essay that discusses the core ideas and concepts that shaped your decisions about what to include on the website.

COURSE POLICIES

1. **Disability:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.
2. **Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee

(Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

- 3. Class Cancellation:** In the unlikely event of class cancellation due to emergency, I will contact you via e-mail and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

TOPICAL OUTLINE OF COURSE MEETINGS

** Readings marked as “CM” are available on the course Carmen site. **

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

Week 1

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

Week 2

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

** This week, our community partners will make brief presentations about their organizations. Student placements will be based on your interests, and the needs of the organization. By the end of this week, you’ll know where you’ll be doing your service learning!

Week 3

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

** This week, students will meet with their community partners for any required orientations or training sessions.

Week 4

- Dorothy Roberts, *Killing the Black Body*, chapters 3-7

** Service learning work begins this week, and continues throughout the semester.

Week 5

- Deborah L. Rhode, “Politics and Pregnancy: Adolescent Mothers and Public Policy,” in *The Reproductive Rights Reader*
- Cynthia Dailard, “Sex Education: Politicians, Parents, Teachers, and Teens,” and Understanding ‘Abstinence’: Implications for Individuals, Programs, and Policies,” in *The Reproductive Rights Reader*
- “Circles of Sexuality,”
<http://www.health.state.mn.us/topics/sexualhealth/circlesofsexuality.pdf>

Week 6

- Barbara Gurr, *Reproductive Justice: The Politics of Health Care for Native American Women*, (2014). [selected chapters only]

Desired Numbers: Population and Reproduction

Week 7

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

Week 8

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

Week 9

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

Reproductive Technologies Across Borders

Week 10

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

Week 11

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

Week 12

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

Week 13

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

Week 14

- Student Presentations of final projects

GE Theme course submission worksheet: Health & Wellbeing

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. 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.

Goal 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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.	
ELO 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.	

<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</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>	

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></p>
	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>

<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</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>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>
	<p>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I. The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</p>

Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

	Course activities and assignments to meet these ELOs
ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	
ELO 3.2 Identify, reflect on, or apply strategies for promoting health and wellbeing.	

Service-Learning Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of ServiceLearning Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult the OSU Office of Service Learning as you develop your course and complete this inventory. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Service-Learning

Course subject & number

3400 S

Performance expectations set at appropriately high levels (e.g. Students engage in appropriately linked academic and experiential exploration of the community setting in which they study). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Service-Learning Course Inventory

Students will complete a required community-based internship with a reproductive justice–focused organization (e.g., Planned Parenthood, the Abortion Fund of Ohio, Ohio Women’s Alliance), where they will engage directly in advocacy, service, and community education related to reproductive health, rights, and justice. In collaboration with their community partner, peers, and the instructor, students will design and complete a substantial applied project (such as policy briefs, educational materials, outreach campaigns, or research reports) that responds to the organization’s needs and advances reproductive justice goals.

These experiential expectations are intentionally rigorous and directly aligned with the course’s learning objectives, which emphasize critical analysis of reproductive governance, structural inequality, and embodied justice. Course readings and discussions provide the theoretical foundation necessary for students to contextualize their fieldwork, tracing how reproductive access has been historically shaped by systems such as chattel slavery (Week 2), settler colonialism (Week 3), eugenics (Week 7), environmental racism (Week 8), and immigration control (Week 9). Through these frameworks, students examine how reproductive rights and technologies have disproportionately privileged white, upper-middle-class women while marginalizing women, trans and non-binary people, working-class communities, undocumented people, and people with disabilities.

By pairing critical scholarship with sustained community engagement, students are expected to move beyond observation toward active, reflective, and accountable participation. Assignments, including reflective journals, discussions in class, and a final community-based project, require students to synthesize academic theory with lived realities in the field. This integration ensures that students not only understand reproductive justice as a theoretical framework, but also demonstrate their ability to apply it meaningfully in real-world contexts, advancing a more inclusive and equitable vision of reproductive justice for all.

Significant investment of time and effort by students over an extended period of time (e.g. develop an increasing appreciation of the issues, resources, assets, and cultures of the community in which they are working). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Service-Learning Course Inventory

Students will engage in a sustained, semester-long community partnership that requires consistent time, labor, and reflective engagement with reproductive justice organizations. Rather than completing one-time service tasks, students will commit to ongoing weekly involvement with their community partner, allowing them to develop a deeper understanding of the organization's mission, the populations it serves, and the structural conditions shaping reproductive access in Ohio. Students' time and effort are structured through a series of scaffolded assignments, including weekly reflective journals, community observation logs, mid-semester analytical reflections, and a final collaborative project developed with their community partner. These assignments require students to track their evolving understanding of community needs, organizational practices, and cultural dynamics, while critically connecting their experiences to course readings and discussions.

Interactions with faculty, peers, and community partners about substantive matters including regular, meaningful faculty mentoring, peer support, and community partner interaction. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This course is designed to promote interaction and collaboration between the instructor, peers, and community partners. Throughout the semester, students will be submitting an internship field work journal bi-weekly, which will promote reflection about how their work with the community partner connects to class material. There, the students are given opportunities (three times in one semester, dates presented on the syllabus) to present a short summary of their journal entries to the peers in small groups. This will include sharing any highlights or setbacks in their internships and will allow their peers to get involved in each other's projects and facilitate connections to the class readings. Faculty mentoring is also embedded throughout the semester through individualized feedback on written reflections, as well as scheduled check-ins (mid-semester) to support students' growth and professional development with their community work. Community partners will play an active role with them, by setting shared goals early on as well as maintaining regular communication and supervision for accountability and professional development purposes.

Students will get frequent, timely, and constructive feedback on their work from all appropriate sources, especially on their community awareness and engagement, and their experience with difficult differences. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Service-Learning Course Inventory

Students will receive frequent, timely, and constructive feedback throughout the semester from multiple sources, including the instructor, peers, and community partners. This feedback structure is designed to support the course's goals of developing critical awareness of reproductive justice, strengthening ethical community engagement, and fostering respectful navigation of difference across race, class, gender identity, immigration status, and ability. Instructor feedback will be provided on bi-weekly internship reflective journals, where students will directly reflect on their experiences with the community partner in relation to the readings, as well as in class discussions where we will collectively be sharing updates with the rest of the classmates. These will also accompany the course reading reflections, which they will be required to submit on alternate weeks.

Both written and verbal feedback on these reflections by the instructor will emphasize growth, as other students will be able to share feedback based on course materials to help the students' understand their work with their selective community partners in relation to the Reproductive Justice (RJ) framework. They will also be given opportunities to share some of these reflections in the class and gain feedback or responses from their peers. Instructor will also create space in class for students to present any challenges or successes throughout the semester.

Community partners will also provide feedback on students' professionalism, communication, and contributions to ongoing projects. This external feedback allows students to better understand community expectations, organizational cultures, and the real-world impact of their work.

Periodic, structured opportunities to reflect and integrate learning (e. g. reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Service-Learning Course Inventory

Students will engage in periodic, structured reflection throughout the semester to integrate their community-based experiences with course content, deepen their understanding of reproductive justice, and cultivate a stronger sense of civic responsibility. These reflective opportunities are intentionally embedded into the course design and aligned with its goals of critical analysis, ethical engagement, and socially grounded feminist learning. For instance, they will be required to keep a bi-weekly journal describing and critical reflecting on their work with the community organization. This will not only describe what they did but encourage them to connect their experience with at least 1 reading from that week that could relate to what they are doing with the community organization. These reflections prompt students to not only analyze how structural inequalities shape reproductive access but to consider their own positionality within community-based work.

Opportunities to discover relevance of learning through real-world applications (e.g., intentional connection between academic content and the community work in which they engage). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This course is intentionally designed to help students understand the real-world relevance of feminist and reproductive justice scholarship through direct community engagement. The scholarly readings in the course is consistently connected to students' field experiences, allowing them to see how theoretical frameworks shape and are shaped by ongoing struggles for reproductive justice in local communities (i.e. debates around abortion that they read in the course will be obvious in most of the organizations they choose to participate with including Planned Parenthood, Abortion Fund of Ohio, etc.) These readings will also give them both a local and global perspective around debates in reproductive justice scholarship. Structured assignments including the field world journal and bi-weekly reflections on the readings will ensure that students explicitly connect classroom learning to community work (the field work journal asks them to cite one reading from that week). A final collaborative project developed with community partners asks students to translate academic knowledge into practical tools such as educational materials, outreach campaigns, or policy briefs – which could encourage other students in the class to get involved in a variety of ways.

Public Demonstration of competence in academic settings and, if possible, in the community engagement site. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Service-Learning Course Inventory

Students will publicly demonstrate their academic and community-based competence through a series of bi-weekly updates either written or in class through their field work journals, as well as the final presentation they will do at the end of the semester with their peers about their experiences with the community partner. These presentations will require students to articulate how structural inequalities shape reproductive access and to demonstrate their ability to apply theoretical concepts to real world contexts, including drawing from course material relevant to their fieldwork and how the framework of Reproductive Justice (RJ) relates.

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

As the course clearly shows from the course readings, students will be introduced to a framework to analyze structural inequalities around access to reproduction and how they impact underrepresented and marginalized communities, including women, poor and working class folks, people of color, trans/non-binary folks, people with disabilities, and undocumented people. Through both engaging with course material and readings, and community based learning, students develop cultural competency and the ability to respectfully navigate differences related to race, gender identity, class, immigration, disability and others. Through regular interaction with community partners, clients, and advocacy spaces, students gain firsthand insight into culturally specific needs, values, and forms of resistance.

Course readings introduce students to the historical and structural roots of reproductive inequality and how it shapes people's lives today, including reproduction oppression under chattel slavery, settler colonialism, eugenics, environmental racism, and immigration control. They will also learn about how debates around abortion and birth control centered privileged, upper middle class white folks, and failed to account for the experiences of women of color when it came to these debates. Readings by scholars who are also organizers such as Loretta Ross and Dorothy Roberts also teach the importance of positionality and accountability in feminist work.

Service-Learning Course Inventory

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsible pedagogy. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The course is intentionally designed to foster an inclusive and supportive learning environment where all students feel a sense of safety, belonging, and mutual respect. Course content is provided in various formats, including written, visual and discussion based, to promote different forms of learning and engagement, and students are offered a variety of ways to demonstrate mastery of the material through writing, group activities, presentations, and working with the community. Readings, case studies, and discussions center the experiences and knowledge of historically marginalized communities, including Black, Indigenous, immigrant, LGBTQ+, disabled, and working-class populations. By foregrounding reproductive justice frameworks developed by women of color and community activists, the course validates diverse lived experiences and challenges dominant, exclusionary narratives in academic spaces. The syllabus explicitly emphasizes mutual respect and care towards one another, including being open to different perspectives and experiences. The instructor also provides clear communication, regular check-ins, and opportunities for individualized support to ensure students feel seen and valued. By combining accessibility, representation, and relational pedagogy, the course promotes a sense of belonging and safety while encouraging critical engagement with complex social justice issues central to reproductive justice.

Clear plan to market this course to get a wider enrollment of typically underserved populations. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Service-Learning Course Inventory

This course will be actively marketed through various channels to reach a wide range of students. Course information will be shared through targeted email lists, social media, and digital flyers distributed through these networks to ensure visibility beyond traditional academic audiences. Outreach will also include reaching out to student groups and collaboration with organizations on campus that relate to the material of the course. In addition, the course description and promotional materials will use inclusive, accessible language that emphasizes the relevance of reproductive justice to students' lived experiences, including issues of healthcare access, immigration, environmental justice, racial inequality, disability rights, and gender and sexual diversity. Highlighting the course's community-based learning component and its focus on real-world advocacy will help attract students interested in social justice, public health, education, and community engagement. The instructor will also work with academic advisors, first-year experience programs, and student success initiatives to promote the course to first-generation students and those from historically marginalized backgrounds. By intentionally centering accessibility, representation, and community relevance in outreach efforts, the course aims to expand enrollment among students who may not traditionally see themselves reflected in feminist or academic spaces.