

WGST 2807A
Issues in Reproductive Health
Monday 1:35 pm – 3:25 pm
Tory Building Room 360

Instructor: Louise A. Edmonds
Office: Dunton Tower Room 1423
Office Hrs. Monday 3:30 -5:00 pm (other times also by appointment)
Phone: (613) 520-2600 Ext: 6645 (messages)
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Tutorial Groups:

A01	Tuesday 12:35-1:25 pm	St. Patrick's 415
A02	Tuesday 1:35- 2:25 pm	St. Patrick's 303
A03	Tuesday 8:35- 9:25 am	Tory 204
A04	Tuesday 9:35-10:25 am	Southam 318

Official Course Description:

Global health challenges affecting the lives of women, men and children. Topics may include reproductive health, innovations in health research, caring and mothering, violence, ageing, health as a right, poverty and health, assistive reproductive technologies, sexually transmitted infections and HIV/AIDS, contraceptives and abortion.

Course Overview:

This course is designed to empower students to gain insight into the history and present status of global issues in reproductive health. We begin by exploring the social construction of health problems and the female body and examine the need for a sex & gender based analysis (SGBA). The course uses an interdisciplinary theorizing of feminist, medical, social scientist, and public health perspectives.

We will be looking at reproduction in the broader socioeconomic and political contexts in which it is situated. In particular we will explore the gendered, racialized, cultural, sexual, and classed dimensions that underlie women's reproduction, with special attention to the long-term health effects of racism, poverty, and sexism.

Topics include: reproductive tourism, abortion, rape, contraception and eugenics, female genital circumcision/mutilation/cutting, in vitro fertilization, gene editing, caring & mothering, child brides and polygamy. Students will be encouraged to take an activist approach to the course and its objectives.

Format:

A lively and engaging academic life depends on the abilities to grapple with subject matter through listening, reading, debating, communicating and researching. This course will help students hone these skills. Participation is crucial to success in the course. During this course you are likely to experience: seminar discussion, lectures, guest speakers, current documentary films, and group discussions. Each student is expected to come to all classes and tutorials and must be prepared to actively participate. All required readings must be completed prior to each class.

By the end of the course, students will be able to:

- Identify the importance of both sex and gender in reproductive health
- Understand women's health as a basic human right
- Analyze critical health issues affecting women and men globally in terms of culture, social, political and economic contexts
- Discuss a variety of facets of women's reproductive health, such as menstruation and pregnancy, mental health, reproductive technologies etc.
- Value the approach of bringing multiple disciplines to bear on a given health question
- Expand their critical feminist reading, writing, speaking and analytic skills through active seminar participation, written work and group discussions

Course Materials:

There is no course textbook for this course. All required material is either available electronically through e-journals in the library, on Reserve in the Maxwell MacOdrum Library or will otherwise be made available to students.

Books on Reserve for our class (Carleton library):

Yamin, A. E. (ed.).(2005) *Learning to dance: Advancing women's reproductive health and well-being from the perspectives of public health and human rights*. Cambridge, MA: Harvard University Press.

Murthy, P. & Lanford Smith, C. (2010). *Women's global health and human rights*. Boston, MA: Jones and Bartlett Publishers.

Nussbaum, M. (2000). *Women and human development: The capabilities approach*. New York, NY: Cambridge University Press.

Parrot, A. & Cummings, N. (2006). *Forsaken females: The global brutalization of women*. New York, NY: Rowman & Littlefield Publishers, Inc.

Classroom Etiquette: Health, health care, and gender are value-laden topics. This means that we must all be respectful of diverse opinions throughout our discussions. Rude, insensitive, demeaning, or offensive behavior or language will not be tolerated. This does not mean that you cannot disagree with your classmates – in fact, diverse viewpoints are welcome. However, disagreement does not include any disrespectful language, or any other sort of remark that would potentially be disrespectful. We must all be especially careful about sarcastic remarks.

Laptops & electronic devices Laptops are permitted for note taking only. No audio or video recordings permitted.

Late penalties for assignments is 10% per day including weekends.

A doctor's note or other medical documentation must be provided within five working days after the due date in order to avoid late penalties. In order to be considered official, all extensions must be obtained in writing from the instructor. If you are running into trouble, approach me as soon as possible.

DEPARTMENTAL DROP BOX POLICY – Located outside DT 1401

Students are responsible for keeping a hard copy of each assignment until the graded assignment is received. Please do not slip assignments under any office door but hand them in during class. Mail received prior to 4:30 pm will be date stamped with the current date. Mail received after 4:30 pm will be date stamped with the next business day's date. Please ensure to include your name, student number, course code and instructor's name. We are unable to distribute without this information.

It is expected that marked assignments will be available within 2 weeks of submission. However, it may on occasion take extra time to grade; please be patient. Students can view their grades confidentially on cuLearn. Final grades will be available on Carleton Central after being approved by the Dean.

Intellectual Property

Please note: classroom teaching and learning activities, including lectures, discussions, presentations, etc., by instructors, guests and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, exams and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only.

****Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).****

Assistance for Students:

- Student Academic Success Centre (SASC): www.carleton.ca/sasc
- Writing Tutorial Services: www.carleton.ca/wts
- Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/pass_home/index.html

Important Dates

Letter to the Editor, Op Ed. Blog Post	20%	Due: October 2nd
Research paper	30%	November 6
Tutorial Presentations)	10%	Begin in tutorials September 26th
Final Exam	30%	During scheduled December exam period

Students are encouraged to retain a hard copy of all materials submitted for the course and to keep all marked assignments until after the final grade is received in the course.

The letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
			F = Below 50

****Students must complete all course requirements to obtain a final grade**



Washing Day – Township Scene by Katharine Ambrose, South Africa

Course Requirements and Evaluation:

Letter to the Editor, Op Ed, or Blog Post (Due October 2nd in class) 20%

To further enhance students' critical analysis and written communication skills, each student will be required to write a researched, informed opinion piece worth 20% of the final grade. This exercise allows students to demonstrate their understanding of the course theoretical material and to take an activist approach to the course and its objectives. The chosen topic is up to the student. This will be completed Oct. 2. An outline on style, content and expectations will be provided the first week of class.

Tutorial Attendance, Participation and Presentation: (Sept. 19 to Dec. 5) 20%

Attendance is an integral component of this course. Tutorials provide an opportunity for students to engage in discussions and analysis of the assigned readings and to secure additional, significant information related to topics under examination. The grade will be determined based on both attendance, thoughtful participation and a 15-minute group presentation. Attendance will be taken weekly. Students must attend tutorial and sign the attendance sheet. All students are expected to be in tutorial for the entire duration. **Only one excused absence is allowed after which the student loses the 10% attendance/participation grade.** Students with a doctor's note or legitimate special request ahead of time from the professor will not be docked for attendance.

The Tutorial mark is composed of the following:

Engaged, critical, thoughtful participation and attendance (10%)
Student group presentation to tutorial (10%) Presentations begin Sept. 26th.

Controversial Reproductive Politics Research Paper (Due Nov. 6th in class) 30%

This 6 to 8-page paper (double-spaced, 12-point font, 1 inch margins) outlines a politically charged reproductive topic based on research and analysis. You can use some of the issues we discuss in class or come up with your own reproductive hot-topic, based on current or recent events that have emerged in the popular media. **Your topic must be pre-approved by your T.A. by October 23rd.** The topic may not be the same as your tutorial presentation. A bibliography in APA style is required with this assignment. Full details to be posted on CU Learn and discussed in class.

Final Exam - During the scheduled exam period 30%

Exam may consist of multiple choice, short answer and essays. There will be no surprises on the exam. I will hand out a series of essay questions that you will have to prepare and then I will choose a subset of those questions that will actually be on the exam.

OR

Experiential Learning Option In place of a final exam, limited experiential learning opportunities will be available for students to volunteer with organizations supporting women and reproductive health. A written summary report is required. Details to be provided first class.

REQUESTS FOR ACADEMIC ACCOMMODATIONS:

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first assignment requiring accommodations.**

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.



Photo by Stephanie Sinclair, *National Geographic*, Too Young to Wed, June 2011

Plagiarism:

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including: expulsion; suspension from all studies at Carleton; suspension from full-time studies; and/or a reprimand; a refusal of permission to continue or to register in a specific degree program; academic probation; award of an FNS, Fail, or an ABS.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and/or departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

It is in students’ best interests to keep all of their research notes intact after handing in papers. Prior approval of the instructor must be obtained if you intend to submit work that has previously or concurrently been submitted, in whole or in part, for credit in

this or any other course. Please note that it is not permitted to submit identical (or near identical) assignments for two or more courses.



Tamara Adams

Students are advised to familiarize themselves with the University's regulations regarding plagiarism/academic misconduct, which can be found in the University's academic calendar. Students are expected to know how to avoid plagiarism and other forms of cheating. To that end, it is strongly recommended that student take advantage of the assistance available through the Academic Writing Centre and Writing Tutorial Service. Should a student remain uncertain as to what constitutes plagiarism/academic misconduct, s/he should seek clarification from the instructor.

Websites for further consultation:

International Center for Research on Women

<http://www.icrw.org/?gclid=CN6Pzb-v-LECFcldTAodEnoAqw>

Gender, Women and Health. World Health Organization (WHO)

<http://www.who.int/gender/en/>

Center for Health and Gender Equity (CHANGE)

<http://www.genderhealth.org/>

Harvard School of Public Health

<http://www.hsph.harvard.edu/women-gender-and-health/>

Center for Disease Control (CDC), Global Health

<http://www.cdc.gov/GlobalHealth/>

Universal Declaration of Human Rights:

<http://www.un.org/en/documents/udhr/index.shtml>

UN: Millennium Development Goals:

<http://www.un.org/millenniumgoals/>

Better World Campaign

<http://www.betterworldcampaign.org/issues/millennium-development-goals/>

Canadian Institutes of Health Research (CIHR) Institute of Gender and Health

<http://www.cihr-irsc.gc.ca/e/8673.html>

United Nations Development Fund for Women. UN For Gender Equality and the Empowerment of Women

<http://www.unwomen.org/>



K. Schnoor, *New York Times*, Aug.12, 2017

Other online resources

Gender Inequality Index

<http://hdr.undp.org/en/statistics/gii/>

The Guardian: Global Development

<http://www.guardian.co.uk/world/interactive/2011/jun/15/gender-afghanistan>

Amnesty International for Women's Rights

<http://www.amnesty.org.uk/content.asp?CategoryID=10220>

One World: Gender and Development

<http://www.amnesty.org.uk/content.asp?CategoryID=10220>

Native Women's Association of Canada (NWAC)

<http://www.nwac.ca/>

Ontario Women's Health Network (OWHN)

<http://owhn.on.ca/en/>

Women's College Research Institute

<http://www.womensresearch.ca/>

Centre of Excellence for Women's Health

<http://bccewh.bc.ca/>

Women's Health Research Institute

<http://whri.org/>

Canadian Foundation for Women's Health

<http://cfwh.org/>

Action Canada for Sexual Health & Rights

<https://www.ippfwhr.org/en/country/canada>

Planned Parenthood Ottawa

<http://www.ppottawa.ca/>

Nursing Clio <https://nursingclio.org/>

Rainbow Health Ontario [LGBTQ]

<https://www.rainbowhealthontario.ca/>



The Yellow Wallpaper by Charlotte Perkins Gilman
(artist unknown)

Class Schedule

September 11: General Introduction and Overview

Introduction and overview of the course; rationale, structure, and context; expectations. Review of requirements.

Reading: Dr. Paula Johnson (2013). Leaving women's health to chance/TED TALK
https://www.ted.com/talks/paula_johnson_his_and_hers_healthcare#t-127105

Reading: Kalanry, S. (2017, July 27). How to fix India's sex selection problem. *New York Times*
<https://www.nytimes.com/2017/07/27/opinion/how-to-fix-indias-sex-selection-problem.html>

Reading: Speller, K. (2017). Pregnant inmates are still being shackled, handcuffed, restrained during childbirth. *Bustle*. <https://www.bustle.com/p/pregnant-inmates-are-still-being-shackled-handcuffed-restrained-during-childbirth-75116>

September 18: Medicalization & Commercialization of Women's Health; What is "Health"?

Reading: Blaxter, M. (2010). *Health*. Cambridge: Polity Press. Chapter 1: How is health defined and Chapter 2: How is health constructed? Malden, MA: Polity Press. (cuLearn)

Reading: Ehrenreich, B. & English, D. (2005). The sexual politics of sickness (Ch. 4). In *For her own good. Two centuries of the experts' advice to women*. 2nd edition. New York, NY: Anchor Books. (cuLearn)

Reading: Colville, D.[Monash University] (2017, August 6). Medicine's gender revolution: How women stopped being treated as 'small men'. <https://theconversation.com/medicines-gender-revolution-how-women-stopped-being-treated-as-small-men-77171>

Optional: Brubaker, S.J. & Dillaway, H.E. (2009), Medicalization, natural childbirth and birthing experiences. *Sociology Compass* 3: 31–48.

King, S. (2001). An all-consuming cause: Breast cancer, corporate philanthropy, and the market for generosity". *Social Text*.(19)115 –143.

September 25: Sex & Gender Based Analysis

Reading: What is sex? What is gender? CIHR: <http://www.cihr-irsc.gc.ca/e/48642.html>

Reading : NIH. (2012). What health issues affect women differently than men?
<http://www.nichd.nih.gov/health/topics/womenshealth/conditioninfo/pages/howconditions.aspx>

Reading: Johnson, J.L., Greaves, L. & Repta, R. (2007) Better Science with Sex and Gender. Vancouver: Women's Health Research Network.
http://bccewh.bc.ca/wp-content/uploads/2012/05/2007_BetterSciencewithSexandGenderPrimerforHealthResearch.pdf

Reading: Smith, J. (2017, August 12). Send the Breast Pump With the Defense Attaché. *The New York Times*. https://www.nytimes.com/2017/08/12/opinion/send-the-breast-pump-with-the-defense-attache.html?_r=0

Reading : Borkhoff, C.M. et al. (2008). The effect of patients' sex on physicians' recommendations for total knee arthroplasty. *CMAJ*, 178, 681-687: <http://www.cmaj.ca/content/178/6/681.full>



Zika baby <http://www.sciencemag.org>

Further optional reading:

<http://www.thehealthgap.ca/>

<https://www.bustle.com/p/women-men-experience-bipolar-disorder-differently-so-why-are-they-given-the-same-treatments-70298>

NIH Office of Research on Women's Health. A to Z Guide: <http://orwh.od.nih.gov/resources/exgenderhealth/index.asp>

Fausto-Sterling, A. (2005). The bare bones of sex: Part 1—Sex and gender. *Signs*, 30(2), 1491-1528.

Rieker and Bird (2005) Rethinking gender differences in health: Why we need to integrate social and biological perspectives. *Journal of Gerontology*. 40-47.

http://psychogerontology.oxfordjournals.org/content/60/Special_Issue_2/S40.full.pdf+html
4 2016-05-03

October 2: Intersectionality and Health

****Assignment due**

Reading: Hankivsky, O. (2014) Intersectionality 101. The Institute for Intersectionality Research & Policy, SFU. http://vawforum-cwr.ca/sites/default/files/attachments/intersectionality_101.pdf

Reading: Hankivsky, O. (2012). Women's health, men's health, and gender and health: Implications of intersectionality. *Social Science & Medicine*, 74(11), 1712-1720. (posted on CU Learn)

Reading: Iezzoni et al. (2015). "How did that happen?" Public responses to women with mobility disability during pregnancy. *Disability and Health Journal* 8(3): 380-387.

Reading: Parikh, S.A. (2012). "They arrested me for loving a schoolgirl": Ethnography, HIV, and a feminist assessment of the age of consent law as a gender-based structural intervention in Uganda. *Social Science & Medicine*, 74(11), 1774-1782.

Reading: Grady, D. (2016, December 23). In cancer trials, minorities face extra hurdles. *New York Times*. <https://www.nytimes.com/2016/12/23/health/cancer-trials-immunotherapy.html>

Optional Reading:

Bourassa, C., McKay-McNabb, K. & Hampton, M. (2004). Racism, sexism and colonialism: The impact on the health of Aboriginal women in Canada. *Canadian Woman Studies/les cahiers de la femme* 241(1), 23-29.

October 9: Thanksgiving – No Class

*****MOTHERING*****

October 16: Caring & Mothering

Reading: Waltz, M. (2013) From 'Pathological Motherhood' to Refrigerator Mothers, in *Autism: A social and medical history* (posted on CU Learn)

Reading: Winston Blackmore:
The Bishop of Bountiful B.C.
(documentary) 40 minutes
<https://www.youtube.com/watch?v=F474fXlyuls>

B.C. Supreme Court rules polygamy ban is constitutional, but flawed (2011, November 23). *National Post*.
<http://nationalpost.com/news/canada/b-c-supreme-court-rules-polygamy-law-is-constitutional>



Winston Blackmore: *The Bishop of Bountiful B.C.* (CBC News)

Gillespie. (2000). When no means no: Disbelief, Disregard and deviance as discourses of voluntary childlessness. *Women’s Studies International Forum* 23(2): 223-234. (posted on cuLearn)

October 23: Reading Week – No Class

*****VIOLENCE*****

October 30: Female Genital Circumcision/Mutilation/Cutting

Reading: WHO.(2017). Female Genital Mutilation. <http://www.who.int/mediacentre/factsheets/fs241/en/>

Reading: UNICEF. (2016). Female Genital Mutilation/Cutting: A Global Concern. New York, NY: UNICEF. https://www.unicef.org/media/files/FGMC_2016_brochure_final_UNICEF_SPREAD.pdf

Reading: Manderson, L. (2004). Local rites and body politics. *International Feminist Journal of Politics* 6(2):285–307.

Reading: Earp, B.D. (2016). Between moral relativism and moral hypocrisy: Reframing the debate on “FGM.” *Kennedy Institute of Ethics Journal*, 26 (2):105-144.

Udwin, L. Producer & Director). (2015). *India’s daughter* [Motion picture]. United Kingdom: Berta Film. (58 minutes) (to be viewed in class)

Further Optional Reading:

Abathun, A.D., Sundby, J., & Gele A.A. (2016). Attitude toward female genital mutilation among Somali and Harari people, Eastern Ethiopia. *International Journal of Women’s Health*. 8:557-569.

*****PRENATAL HEALTH & REPRODUCTION*****

November 6: ART, CRISPR, Gene editing and Designer Babies



Dionne Quintuplets: School Days

Reading: Belluck, P. (2017, August 2). *In breakthrough, scientists edit a dangerous mutation from genes in human embryos*. *New York Times* <https://www.nytimes.com/2017/08/02/science/gene-editing-human-embryos.html>

Reading: Genome editing: Science, ethics, and public engagement [Editorial]. (2017). *The Lancet*. 390 (10095) p. 625. [http://thelancet.com/journals/lancet/article/PIIS0140-6736\(17\)32209-2/fulltext?dqcid=etoc-edschoice_email_August11](http://thelancet.com/journals/lancet/article/PIIS0140-6736(17)32209-2/fulltext?dqcid=etoc-edschoice_email_August11)

Reading: Belluck, P. (2017, August 4). Gene editing for ‘Designer Babies’? Highly unlikely, scientists say. *New York Times* <https://www.nytimes.com/2017/08/04/science/gene-editing-embryos-designer-babies.html>

Reading: Estreich, G. (2017) On embryos and spin. Centre for Genetics & Society <https://www.geneticsandsociety.org/biopolitical-times/embryos-and-spin>

Motluk, A. & Bloch, J. (Producers). (27 March, 2017). 'Don't rely on promises': How arrangements with known sperm donors can unravel. [Radio documentary] The Current, CBC radio.
<http://www.cbc.ca/radio/thecurrent/the-current-for-march-27-2017-the-current-1.4040102/don-t-rely-on-promises-how-arrangements-with-known-sperm-donors-can-unravel-1.4040104>

November 13: Reproductive Tourism

Reading: Gupta, Jyotsna Agnihotri. (2012). Reproductive biocrossings: Indian egg donors and surrogates in the globalized fertility market. *International Journal of Feminist Approaches to Bioethics*. 5(1), pp. 25-51.

Reading: Deonandan, R., Green, S. & Van Beinum, A. (2012). Ethical concerns for maternal surrogacy and reproductive tourism. *Journal of Medical Ethics* 38(12), 742-745.

Reading: Explore this website: Gender Dreaming <http://www.gendreaming.com/>

Reading: Cunha, D. (2014). The Hidden Costs of International Surrogacy. *The Atlantic*.
<https://www.theatlantic.com/business/archive/2014/12/the-hidden-costs-of-international-surrogacy/382757/>



Isles of Scilly: Statues in Abby Gardens

*****CHILDREN*****

November 20: Child Brides

Reading: UNICEF. (2016). Child Marriage.
https://www.unicef.org/protection/57929_58008.html

Reading: Tahirih Justice Centre (2017). Falling Through the Cracks: How Laws Allow Child Marriage To Happen in America Today.
<http://www.tahirih.org/wp-content/uploads/2017/08/TahirihChildMarriageReport.pdf>

Reading: Sengupta, S. (2017, July 22). One by One, Marry-Your-Rapist Laws Are Falling in the Middle East. *New York Times*.
<https://www.nytimes.com/2017/07/22/world/middleeast/marry-your-rapist-laws-middle-east.html?mcubz=3>

Explore: <http://apps.frontline.org/child-marriage-by-the-numbers/>

Reading: Save the Children. (2014). Too young to wed: The growing problem of child marriage among Syrian girls in Jordan. http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0df91d2eba74a%7D/TOO_YOUNG_TO_WED_REPORT_0714.PDF

Reading: Doyle, A . (2016, April 21). Child brides sometimes tolerated in Nordic asylum centers despite Bans. *Reuters*. <http://www.reuters.com/article/us-europe-migrants-brides-idUSKCN0X11MZ>

*****PREGNANCY & MATERNAL HEALTH*****



November 27: Maternal Health * Guest Speaker

Reading: Barker, K. K. (1998). A ship upon a stormy sea: The medicalization of pregnancy. *Social Science & Medicine* 47(8): 1067-1076.

Reading: Lee, A. S. M., & Kirkman, M. (2008). Disciplinary discourses: Rates of cesarean section explained by medicine, midwifery, and feminism. *Health Care for Women International*, 29(5), 448-467.

Stella Jimmy, Guardian Nov. 2013

Reading: Spangler, S. A. (2011). To open oneself Is a poor woman's trouble: Embodied inequality and childbirth in South–Central Tanzania. *Medical Anthropology Quarterly*, 25(4), 479-498.

Reading: Harris, L.H., Silverman, N.S., Marshall, M.F. (2016). The paradigm of the paradox: Women, pregnant women, and the unequal burdens of the Zika virus pandemic. *The American Journal of Bioethics*. 16(5): 1-4. <http://www.bioethics.net/2016/04/the-paradigm-of-the-paradox-women-pregnant-women-and-the-unequal-burdens-of-the-zika-virus-pandemic/>

Reading: Miller, M.E. (2016, February 17). With abortion banned in Zika countries, women beg on web for abortion pills. *Washington Post*. https://www.washingtonpost.com/news/morning-mix/wp/2016/02/17/help-zika-in-venezuela-i-need-abortion/?utm_term=.96c8950fd944

Recommended:

Reading: Davidson, P.M., McGrath, S.J. Meleis, A.I., Stern, P. et al. (2011). The health of women and girls determines the health and well-being of our modern world: A White Paper from the International Council on Women's Health Issues. *Healthcare for Women International*. 32(10), 870-886. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3703826/>

December 4: Sexual Health & Rights

Reading: Camara, L. (2014). Human papillomavirus and the Gardasil vaccine: Medicalization and the gendering of bodies and bodily risk. *Laurier Undergraduate Journal of the Arts*.
<http://scholars.wlu.ca/cgi/viewcontent.cgi?article=1002&context=luja>

Reading: Amnesty International: Lives Blown Apart: Crimes Against Women in Times of Conflict (Chapter 3 Rape as a Tool of War.)
<https://www.amnesty.org/en/documents/ACT77/075/2004/en/>

Reading: Fraser, L. (11 August, 2017). You can't get the abortion pill without an ultrasound — a hurdle for rural doctors. *CBC News*. <http://www.cbc.ca/news/canada/toronto/abortion-pill-rural-access-1.4242666>

Reading: McKnight, Z. (2016, October 10). Why more women are ditching the birth control pill. *Toronto Star*.
https://www.thestar.com/life/health_wellness/2016/10/10/over-the-pill.html

Explore: Action Canada for Sexual Health & Rights
<https://www.sexualhealthandrights.ca/>



December 8: Forever Sexual: Health, Gender & Aging

Hartley, H. & Tiefer, L. (2003). Taking a biological turn: The push for a "Female Viagra" and the medicalization of women's sexual problems. *Women's Studies Quarterly*, 31(1/2), 42-54.

Reading: Barnett, K.B. (2015). Another controversy for the "Female Viagra"? *Scientific American*.
<https://www.scientificamerican.com/article/another-controversy-for-the-female-viagra/>

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