

## Laws 3903: Reproductive Rights and Justice



*Image credit: Decolonize Pussy Power, Faviana Rodriguez, 2014*

### Course Description

In this course, we will examine how reproduction is regulated, contested, and controlled in Canada. Moving beyond the binary framing of pro-choice versus anti-choice, this course draws on reproductive justice frameworks to examine a wide range of issues that impact the choice to have or not have children, and the ability to parent children in safe and sustainable communities. We will consider how law, social structures, and institutions affect goals such as greater bodily autonomy and choice, and safety for parents and children.

The goal of the course is to put the legal governance and regulation of reproductive health into conversation with community-driven debates about reproductive justice. We will also focus on how reproductive justice is imbricated with other key sites in the struggle for social justice. Topics include abortion, surrogacy, sterilization, parenting, and the impact of racism, ableism, colonialism, carceral politics, heteronormativity, and environmental racism on reproductive rights and justice.

<b>Course:</b>	Laws 3903 Reproductive Rights and Justice
<b>Term:</b>	Fall 2021
<b>Prerequisites:</b>	1.0 credit in LAWS at the 2000 level.
<b>Day and Time:</b>	Wednesdays 11:35 – 14:25. Please note that this is an <b>online blended section</b> . While most course content is delivered asynchronously, you have the <u>option</u> to attend online synchronous group discussions each week from 13:00-14:25
<b>Room:</b>	N/A (online)
<b>Instructor:</b>	Jean Ketterling
<b>Office:</b>	N/A (online)
<b>Office Hours:</b>	Wednesdays 14:30 – 15:30 or by appointment
<b>Email:</b>	<a href="mailto:jean.ketterling@carleton.ca">jean.ketterling@carleton.ca</a>
<b>Teaching Assistant:</b>	Delphine Di Tecco
<b>Email:</b>	<a href="mailto:DelphineDiTecco@cmail.carleton.ca">DelphineDiTecco@cmail.carleton.ca</a>
<b>Office Hours:</b>	TBD

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### **Calendar Course Description**

Selected topics in law and legal studies.

### **Required texts**

None – all materials will be made available online via ARES.

### **Course Instruction Method**

This is an online blended section. Pre-recorded lectures will be posted to Brightspace each week. Students can view lectures at their leisure. As part of the graded assignments, students have the option to attend online synchronous group discussions each week from 13:00-14:25. These are not mandatory, and student may choose to complete written reflections instead, in which case all class elements can be completed asynchronously.

## Evaluation

Standing in a course is determined by the course instructor subject to the approval of the Department and of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Department and the Dean.

*Please note that all components must be complete to pass the course, unless an exemption has been discussed with the instructor in advance.*

### Evaluation Scheme

Percentage	Deliverable	Due Date
45 %	<p>Weekly group reflection exercises (3 reflections at 15% each).</p> <p>Students must complete three reflection exercises over the course of the semester. You may do one of the following:</p> <ol style="list-style-type: none"> <li>1. Submit a 1100-1250 word written reflection by 9pm on the Tuesday night before the lecture is released.</li> </ol> <p><b>OR</b></p> <ol style="list-style-type: none"> <li>2. Submit brief summaries of 3 articles (300-375 words total) by 9pm on Tuesday and attend an online synchronous group discussion (1 hour 25 minutes) on Wednesday.</li> </ol>	<p>Written reflections must be submitted by 9 pm on the Tuesday before the lecture is released.</p> <p>The online discussion happens weekly on Wednesdays from 13:00 – 14:25. If you are participating in the discussion, the summary component is due at 9 pm on Tuesday</p>
10 %	<p>Final Paper Proposal 1100 – 1375 words (approximately 4-5 pages)</p>	<p>October 20 by 9pm</p>
45 %	<p>Final paper 2750 – 3500 words (approximately 10-12 pages)</p>	<p>December 8 by 9 pm</p>
<b>100%</b>	<b>TOTAL</b>	

## Explanation of Assignments and Evaluation

45 %	Reflection papers AND/OR Group discussion participation 3 weeks * 15% = 45%
<p>Students have the option to either submit a written reflection <b>OR</b> submit written summaries and participate in a synchronous online group discussion at 13:00. Students who choose to complete a written reflection may still attend the group discussion, if they wish.</p> <p>Students <b>must complete 3</b> of these during the semester and can choose which weeks in which they want to submit. <b>You may choose to complete 4 reflections, and we will drop the lowest mark.</b></p> <p><b>I strongly encourage you to submit at least one reflection within the first 3 weeks of class,</b> so that you have a sense of how these are being marked.</p> <p>The purpose of the reflection and discussion is twofold: First, to <u>demonstrate</u> your understanding of the weekly articles, and practice <u>synthesizing</u> complex material. Second, to <u>analyze and evaluate</u> the articles, <u>develop</u> questions and <u>explore ideas</u> for the final paper or future projects, <u>make connections</u> between class themes and news stories, art, and music, and/or to <u>design or create</u> artistic responses to the weekly themes.</p> <p>To summarize, the options are:</p> <ol style="list-style-type: none"><li>1. Submit 4 page reflection paper (instructions below) before the beginning of class on the designated week.</li></ol> <p><b>OR</b></p> <ol style="list-style-type: none"><li>2. Submit written summaries of the articles before class and attend the online group discussion at 13:00.</li></ol> <p><b><u>Reflection Papers</u></b></p> <p>A reflection paper will be approximately 4 pages (1100-1250 words) double spaced. Reflection are an opportunity for you to explore ideas and reflect on the weekly themes. We are interested in seeing you approach the themes with curiosity, insight, and creativity. <b>Each reflection paper must include two components:</b></p> <ol style="list-style-type: none"><li>1. A 100-125 word summary of three of the required readings (300- 375 words total). You will receive a handout that explains how to write the summary.</li></ol>	

2. Once the summaries are complete, you can complete the remainder of the reflection in a number of different ways. Some suggestions:

- Write a response to the weekly reflection question
- Propose a final paper research question related to the week's themes, explain why this is interesting to you.
- Link to or paste a piece of art or music that connects to the weekly theme, briefly explain why you've chosen it and do a close reading of the piece using concepts from class.
- Link to a news story or podcast that connects to the weekly theme, briefly explain why you've chosen it, and then analyze/ critique it and relate it to concepts and themes from the course.
- Draw or paint a picture, do a collage, or create a video reflecting on the readings.

### **Discussion Group**

Each week, beginning on Week 2, the TA or instructor will coordinate an online discussion group at 13:00. **Participants who choose this option must complete two components:**

1. Submit a 100-125 word summary of three of the required readings (300-375 words total) **by 9:00 pm on Tuesday night**. You will receive a handout that explains how to write the summary.
2. Attend the online discussion group at 13:00-14:25 on Wednesday. Students must come prepared, contribute meaningfully to the discussion, and stay for the duration of the 1-hour 25-minute discussion.
  - "Being prepared" means having read the readings and being ready to contribute to the discussion,
  - The discussion will be formulated as a tutorial. Students will be given discussion questions and exercises to complete. Students may be asked to work in small groups, depending on the number of people at the discussion
  - If you submitted a written proposal, you are also welcome to attend the online discussion

*Please see p.9 for the policy on late assignments*

**10%**

**Final Paper Proposal**

The paper proposal is designed to get you started early on your paper and set you up for success. You will receive detailed feedback on your paper proposal, which you are expected to read and incorporate into your final draft.

Your final paper must be about a topic related to reproductive rights and justice (broadly conceptualized) **as well as** some component of law, regulation, or control. Your paper must make a unique argument. You are welcome to draw ideas for the paper from your weekly reflection exercises.

The proposal must include the following:

- Your topic and **research question**
- Your central argument (in the form of a **thesis statement**)
- The main sub-arguments or points you expect to address (i.e. what arguments are you going to have to make in order to support your main argument)
- The theories and concepts you think you will draw on
- Explain why your paper is offering a unique perspective, or adding something new to the discussions we've had in class. Make sure you clearly show why your topic is relevant to the class.
- Include a bibliography of at least 8 peer-reviewed sources (at least 3 of these should be from the required readings). The bibliography is not included in the word count.

A cover page is not necessary, but please ensure your name and student ID are on the document. The proposal should be written in full sentences. **It should be 1100 – 1375 words (approximately 4-5 pages).** Proposals should be submitted via Brightspace. You may submit a .doc, .docx, or .pdf file, but please note that it makes it much easier for your TA to give detailed feedback if you submit a .doc or .docx file!

*Please see p.9 for the policy on late assignments*

45%

**Final Paper**

Your final paper must be about a topic related to reproductive rights and justice (broadly conceptualized) **as well as** some component of law, regulation, or control. Your paper must make a unique argument. You are welcome to draw ideas for the paper from your weekly reflection exercises.

**Requirements:**

- Your paper must have a cover page and bibliography (these do not count towards the word count).
- 2750 – 3500 words (this is approx. 10-12 pages of properly formatted text, but please use the word count to ensure consistency).
- The paper must be properly cited, using whichever academic citation style you are most comfortable with, and is most appropriate for your particular paper. Please identify the style on your cover page.
- You must draw on at least 3 of the assigned readings from class.
- You must have at minimum 8 peer-reviewed, academic sources.
- You may include non-academic sources (e.g. policy papers, grey literature, films, novels, etc.) but these will not count towards your 8 required sources.
- Submit your paper as either a .doc, .docx, or .pdf file

*Please see p.9 for the policy on late assignments*

## Evaluation criteria

### Proposal and Final Paper

- **Originality and Analysis.** Is the paper original, perceptive, and interesting? Is the analysis strong and compelling? Strive for creative and critical thinking.
- **Argument.** Is there a strong argumentative thesis statement? Does the author convince the reader by using sound argumentation, and relevant theories or examples? Does the author “show their work” and provide clear evidence for their claims? Are the academic sources used appropriate?
- **Relevance.** Is there a clear connection between the paper and the themes and theories covered in this class? Does the assignment conform to the guidelines set out in the syllabus (including length)?
- **Clarity.** Are the main arguments of the paper clear and strong? Does the reader know what the central question the paper is trying to answer is? Is there good flow and logic to the arguments being made?
- **Style.** Is the paper proofread. To the best of your ability, strive for good grammar and formatting (use headings, format paragraphs well, ensure proper citation).

In general:

- “A” essays will have impressive detail and explanation, with strong ability to apply concepts from the texts and lecture. They will have a strong and compelling argument with evidence tailored to support the argument. They will have clear connection to class concepts. They will be very well written, thoughtful, with good flow and logic. Citation will be well done.
- “B” essays will have a strong basis, but with room for better analysis or stronger links between concepts and examples. They will have a strong argument with room to improve in terms of linking examples and evidence to the argument (i.e. explaining why evidence supports the argument). There will be a clear connection to class. They will be well written but may have some issues in terms of clarity and style. Citation will be well done.
- “C” essays will be a good start, but analytically underdeveloped. Their argument may be imprecise or vague. Evidence is provided but there may need additional explanation (i.e. it may feel like something is missing). There may be style issues including sections that are unclear or confusing. Citation has numerous issues.
- “D” essays will have weak analysis or argument, with few examples or concepts from class. Connection to the class may be weak or unclear. Style might be lacking (e.g. very unclear in sections, some stream of conscious writing).
- “F” essays will insufficient or not meet the expectations in some way. It may be lacking substantive original argument and analysis or bear no relevance to the class (i.e. no concepts or examples, or not related to reproductive rights and justice). It may be too short, or stream of conscious writing.



## Written Reflections and Group Discussion

- **Summaries Component:** For the summary component of the assignment, an excellent submission will clearly and precisely identify the author's main argument and demonstrate a nuanced understanding of the main ideas and sub-arguments of the text. The summaries are well-written, precise, and do not go over 125 words/ article.
- **Written Reflection and Discussion Component:** The reflection component of the assignment is less formal, it is a space for you to think through and play with the themes of the week. An excellent submission will be insightful, will raise interesting questions or points, will demonstrate the student's ability to make connections between readings and across weeks, will engage creatively or critically with the material, will bring new questions and ideas to the weekly theme. Grammar and citation are not marked for this section, although your written submission should be sufficiently clear and readable, and you should name the scholars you are discussing. If you are using outside material, provide enough information that the TA/instructor can find the work you are discussing.

## **Appealing Grades**

It is important that you review the feedback we provide before contacting us about your grade. To appeal a grade please wait 24 hours after receiving feedback on the assignment. We will not respond to emails sent before this period. After the 24-hour period, please send your TA a detailed explanation of your concern. If, after appealing to the TA, you are still unclear or unhappy about your grade you may contact the instructor.

## **Late Penalties and Requests for Extensions**

Given the ongoing challenges associated with the COVID-19 pandemic, we will aim to be generous with requests for extensions while balancing the fact that having assignments come in late does create additional work for the TA. Please contact the instructor to arrange an extension. Whenever possible, this should be done in advance of the deadline.

**Reflection assignments:** No late assignments will be accepted. This is because lectures will discuss the articles, so it is necessary to complete the work before the lecture. If you miss a deadline, you will need to make it up in another week. There are 10 weeks in which you can submit your 3 assignments, which should give you plenty of flexibility. I strongly encourage you to plan ahead and submit reflections earlier in the semester.

**Proposal and final paper:** Email the instructor to request an extension. Ideally, this should be done before the scheduled deadline. For extensions lasting less than 7 days, an email is sufficient, and you do not need to attach any documentation. If you require an extension over 7 days, please complete the form at the following link and submit it to the instructor prior to the assignment due date: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>. Additional documentation may be required.

For the proposal and final paper, work submitted late will be penalized 5% per day, including weekends, unless an extension has been granted.

## Schedule Overview

\* The schedule and reading list may be subject to minor changes

### Theme 1: What are Reproductive Rights and Reproductive Justice?

Week/Date	Theme	What is due?
Sept 8   Week 1	Introduction and Housekeeping	
Sept 15   Week 2	What are Reproductive Rights and Justice?	You may submit a response paper or attend a discussion group this week
Sept 22   Week 3	Perspectives on Bodily Autonomy	You may submit a response paper or attend a discussion group this week
Sept 29   Week 4	Repronormativity	You may submit a response paper or attend a discussion group this week

### Theme 2: Choosing Whether or Not to Have Children

Oct 6   Week 5	The Legal Landscape of Abortion in Canada	You may submit a response paper or attend a discussion group this week
Oct 13   Week 6	Issues of Access	You may submit a response paper or attend a discussion group this week
Oct 20   Week 7	Sterilization and Eugenics	Final Paper Proposal, Oct 20 by 9pm You may also submit a response paper or attend a discussion group this week
Oct 27   Week 8	<i>Fall break, no classes</i>	
Nov 3   Week 9	Assisted Reproductive Technologies (ART) and Surrogacy	You may submit a response paper or attend a discussion group this week

### Theme 3: Parenting in Safe and Sustainable Communities

Nov 10   Week 10	Colonialism, Racism, and Parenting	You may submit a response paper or attend a discussion group this week
Nov 17   Week 11	Parenthood and Prison	You may submit a response paper or attend a discussion group this week
Nov 24   Week 12	Queering and Decolonizing the Family	You may submit a response paper or attend a discussion group this week
Dec 1   Week 13	Repro. Justice and Environmental Racism	You may submit a response paper or attend a discussion group this week
Dec 8   Week 14	Final class, no lecture	Final Paper, Dec 8 by 9pm.

## Week-by-Week Schedule and Readings

\* The schedule and reading list may be subject to minor changes

### Theme 1: What are Reproductive Rights and Reproductive Justice?

#### Sept 8 | Week 1: Introduction and Housekeeping

Due this week: Nothing

- Visit “Birthing Reproductive Justice: 150 Years of Images and Ideas” online exhibit at the University of Michigan: <https://apps.lib.umich.edu/online-exhibits/exhibits/show/reproductive-justice>

#### Sept 15 | Week 2: What are Reproductive Rights and Justice? [Total weekly reading: 73 pages]

Due this week: You may submit a response paper or attend a discussion group this week

- Ross, Loretta, and Rickie Solinger. 2019. “Chapter 1: A Reproductive Justice History.” In *Reproductive Justice: An Introduction*, 9–57. University of California Press. <https://doi.org/10.1525/9780520963207>.
- Luna, Zakiya, and Kristin Luker. 2013. “Reproductive Justice.” *Annual Review of Law and Social Science* 9 (1): 327–52. <https://doi.org/10.1146/annurev-lawsocsci-102612-134037>.

#### Sept 22 | Week 3: Perspectives on Bodily Autonomy [Total weekly reading: 57 pages]

Due this week: You may submit a response paper or attend a discussion group this week

- Wicks, Elizabeth. 2016. “Chapter 1: Bodily Autonomy.” In *The State and the Body: Legal Regulation of Bodily Autonomy*, 1–16. Oxford ; Portland, Oregon: Hart Publishing.
- Sclater, Shelley Day, and Emily Jackson. 2009. “Introduction: Autonomy and Private Life.” In *Regulating Autonomy: Sex, Reproduction and Family*, edited by Shelley Day Sclater and Emily Jackson, 1–16. Oxford, UK ; Portland, Or: Hart.
- Ghisyawan, Krystal Nandini. “Decolonizing the Postcolonial Body in Diasporic Time and Space: South Asians in the Caribbean.” In *Gender, Sexuality, Decolonization*, pp. 160-179. Routledge India, 2020.

#### Sept 29 | Week 4: Repronormativity [Total weekly reading: 53 pages]

Due this week: You may submit a response paper or attend a discussion group this week

- Franke, Katherine M. “Theorizing Yes: An Essay on Feminism, Law, and Desire.” In *Feminist and Queer Legal Theory*, 43–58. Routledge, 2016.

- Karaian, Lara. "Pregnant Men: Repronormativity, Critical Trans Theory and the Re(Conceive)ing of Sex and Pregnancy in Law." *Social & Legal Studies* 22, no. 2 (June 2013): 211–30. <https://doi.org/10.1177/0964663912474862>.
- Donath, Orna. "Regretting Motherhood: A Sociopolitical Analysis." *Signs: Journal of Women in Culture and Society* 40, no. 2 (January 2015): 343–67. <https://doi.org/10.1086/678145>.

## **Theme 2: Choosing Whether or Not to Have Children**

**Oct 6 | Week 5: The Legal Landscape of Abortion in Canada [Total weekly reading: 77 pages]**

**Due this week: You may submit a response paper or attend a discussion group this week**

- R. v. Morgentaler, 1988 CanLII 90 (SCC), [1988] 1 SCR 30, <<https://canlii.ca/t/1ftjt>>, retrieved on 2021-06-16 [only headnotes]
- Erdman, Joanna N. 2006. "In the Back Alleys of Health Care: Abortion, Equality, and Community in Canada." *Emory LJ* 56: 1093.
- Shaw, Dorothy, and Wendy V. Norman. 2020. "When There Are No Abortion Laws: A Case Study of Canada." *Best Practice & Research Clinical Obstetrics & Gynaecology* 62 (January): 49–62. <https://doi.org/10.1016/j.bpobgyn.2019.05.010>.

**Oct 13 | Week 6: Issues of Access [Total weekly reading: 75 pages]**

**Due this week: You may submit a response paper or attend a discussion group this week**

- LaMarre, Andrea, Carla Rice, Katie Cook, and May Friedman. 2020. "Fat Reproductive Justice: Navigating the Boundaries of Reproductive Health Care." *Journal of Social Issues* 76 (2): 338–62. <https://doi.org/10.1111/josi.12371>.
- Downie, Jocelyn, and Carla Nassar. 2007. "Barriers to Access to Abortion through a Legal Lens." *Health LJ* 15: 143.
- Moseson, Heidi, Laura Fix, Caitlin Gerds, Sachiko Ragosta, Jen Hastings, Ari Stoeffler, Eli A Goldberg, et al. "Abortion Attempts without Clinical Supervision among Transgender, Nonbinary and Gender-Expansive People in the United States." *BMJ Sexual & Reproductive Health*, March 4, 2021, bmjsrh-2020-200966. <https://doi.org/10.1136/bmjsrh-2020-200966>.
- Downie, Jocelyn; McLeod, Carolyn; and Shaw, Jacquelyn, "Moving Forward with a Clear Conscience: A Model Conscientious Objection Policy for Canadian Colleges of Physicians and Surgeons" (2013). Philosophy Publications. 478.

**Oct 20 | Week 7:** Sterilization and Eugenics [Total Weekly Reading: 53 pages]

**Due this week:** Final Paper Proposal, Oct 20 by 9 pm. You may also submit a response paper or attend a discussion group this week

- Tilley, Elizabeth, Jan Walmsley, Sarah Earle, and Dorothy Atkinson. “‘The Silence Is Roaring’: Sterilization, Reproductive Rights and Women with Intellectual Disabilities.” *Disability & Society* 27, no. 3 (May 2012): 413–26.  
<https://doi.org/10.1080/09687599.2012.654991>.
- Dyck, Erika. 2013. “Chapter 1: Vagrancy, Violence, and Virtue: Nora Powers.” In *Facing Eugenics: Reproduction, Sterilization, and the Politics of Choice*, 27–54. Toronto; Buffalo; London: University of Toronto Press.
- Stote, Karen. 2015. “Chapter 2: Indian Policy and Aboriginal Women” In *An Act of Genocide: Colonialism and the Sterilization of Aboriginal Women*. Fernwood Publishing. 28-45
- Shawana, Christine, Chaneesa Ryan, and Abrar Ali. “Forced or Coerced Sterilization in Canada: An Overview of Recommendations for Moving Forward.” *International Journal of Indigenous Health* 16, no. 1 (January 28, 2021).  
<https://doi.org/10.32799/ijih.v16i1.33369>.
- Recommended news story: Johnson, Alexis McGill. “I’m the Head of Planned Parenthood. We’re Done Making Excuses for Our Founder: We Must Reckon with Margaret Sanger’s Association with White Supremacist Groups and Eugenics.” *The New York Times*, April 17, 2020.

**Oct 27 | Week 8:** Fall break, no classes

**Due this week:** Nothing.

**Nov 3 | Week 9:** Assisted Human Reproduction and Surrogacy [Total Weekly Reading: 62 pages]

**Due this week:** You may submit a response paper or attend a discussion group this week

- Peruse the info on assisted human reproduction. Focus particularly on the Assisted Human Reproduction Act and the “Prohibitions related to surrogacy” fact sheet. <https://www.canada.ca/en/health-canada/services/drugs-health-products/biologics-radiopharmaceuticals-genetic-therapies/legislation-guidelines/assisted-human-reproduction.html>
- Nelson, Erin L. 2016. “Gestational Surrogacy in Canada.” In *Handbook of Gestational Surrogacy*, edited by E. Scott Sills, 1st ed., 123–30. Cambridge University Press. <https://doi.org/10.1017/CBO9781316282618.017>.
- Lewis, Sophie. “The World’s (Other) Oldest Profession.” In *Full Surrogacy Now: Feminism against Family*, 57–83. Verso Books, 2019.

- Bailey, Alison. "Reconceiving Surrogacy: Toward a Reproductive Justice Account of Indian Surrogacy." *Hypatia* 26, no. 4 (2011): 715–41.

### **Theme 3: Parenting in Safe and Sustainable Communities**

**Nov 10 | Week 10:** Colonialism, Racism, and Parenting [Total weekly reading: 65 pages]

**Due this week:** You may submit a response paper or attend a discussion group this week

- Adjei, Paul Banahene, Delores Mullings, Michael Baffoe, Lloydetta Quaicoe, Latif Abdul-Rahman, Victoria Shears, and Shari Fitzgerald. 2018. "The 'Fragility of Goodness': Black Parents' Perspective about Raising Children in Toronto, Winnipeg, and St. John's of Canada." *Journal of Public Child Welfare* 12 (4): 461–91. <https://doi.org/10.1080/15548732.2017.1401575>.
- Choate, Peter, and Gabrielle Lindstrom. "Parenting capacity assessment as a colonial strategy." *Canadian Family Law Quarterly* 37, no. 1 (2017): 41-60.
- Chapter 1 (p 11-27) in McClain, Dani. *We Live for the We: The Political Power of Black Motherhood*. New York: Nation Books, 2019.
- Listen to an episode or two of your choice of the *Parenting for Liberation* podcast: <https://anchor.fm/parentingforliberation>

**Nov 17 | Week 11:** Parenthood and Prison [Total weekly reading: 34 pages]

**Due this week:** You may submit a response paper or attend a discussion group this week

- Hayes, Crystal M., Carolyn Sufrin, and Jamila B. Perritt. "Reproductive Justice Disrupted: Mass Incarceration as a Driver of Reproductive Oppression." *American Journal of Public Health* 110, no. S1 (January 2020): S21–24. <https://doi.org/10.2105/AJPH.2019.305407>.
- Liauw, Jessica, Jessica Jurgutis, Elysée Nouvet, Brigid Dineley, Hannah Kearney, Naomi Reaka, Donna Fitzpatrick-Lewis, Leslea Peirson, and Fiona Kouyoumdjian. "Reproductive Healthcare in Prison: A Qualitative Study of Women's Experiences and Perspectives in Ontario, Canada." Edited by Andrea Knittel. *PLOS ONE* 16, no. 5 (May 18, 2021): e0251853. <https://doi.org/10.1371/journal.pone.0251853>.
- Winters, Della J., and Adria Ryan McLaughlin. "Soft Sterilization: Long-Acting Reversible Contraceptives in the Carceral State." *Affilia* 35, no. 2 (May 2020): 218–30. <https://doi.org/10.1177/0886109919882320>.
- Paynter, Martha and Emilie Coyle. "In Canada's Federal Women's Prisons, Reproductive Rights Are under Threat." <https://briarpatchmagazine.com/articles/view/in-canadas-federal-womens-prisons-reproductive-rights-are-under-threat>.

- Read a couple poems from *Seen and Heard: 100 Poems by Parents & Children Affected by Imprisonment*. Waterside Press, 2019 **OR** watch: 'Mother's Day'. <https://www.theatlantic.com/video/index/560048/mothers-day-in-prison/>.

**Nov 24 | Week 12:** Queering and decolonizing the family [Total weekly reading: 48 pages]

**Due this week:** You may submit a response paper or attend a discussion group this week

- Kelly, Fiona. "One of These Families Is Not Like the Others: The Legal Response to Non-Normative Queer Parenting in Canada." *Alberta Law Review* 51, no. 1 (October 1, 2013): 1. <https://doi.org/10.29173/alr55>.
- TallBear, Kim. "Making love and relations beyond settler sex and family." *Making kin not population* (2018): 145-64.
  - You may also wish to watch Dr. Tallbear's excellent talk on a similar subject, that she gave in 2016: <https://www.youtube.com/watch?v=zfd02ujRUv8>
- Lorde, Audre. "Man child: A Black lesbian feminist's response." *Sister outsider* (1979): 72-80.
- *Optional reading:* Marie-Amelie George, "Queering Reproductive Justice," *University of Richmond Law Review* 54, no. 3 (2020): 671-704

**Dec 1 | Week 13:** Repro. Justice and Environmental Racism [Total weekly reading: 58 pages]

**Due this week:** You may submit a response paper or attend a discussion group this week

- de Onís, Catalina M. "Reproductive justice as environmental justice: Contexts, coalitions, and cautions." In *The Routledge Companion to Motherhood*, pp. 496-509. Routledge, 2019.
- Hoover, Elizabeth, Katsi Cook, Ron Plain, Kathy Sanchez, Vi Waghiyi, Pamela Miller, Renee Dufault, Caitlin Sislin, and David O. Carpenter. "Indigenous Peoples of North America: Environmental Exposures and Reproductive Justice." *Environmental Health Perspectives* 120, no. 12 (December 2012): 1645-49. <https://doi.org/10.1289/ehp.1205422>.
- Williams, Brian. "'That We May Live': Pesticides, Plantations, and Environmental Racism in the United States South." *Environment and Planning: Nature and Space* 1, no. 1-2 (2018): 243-67.
- Liddell, Jessica L., and Sarah G. Kington. "'Something Was Attacking Them and Their Reproductive Organs': Environmental Reproductive Justice in an Indigenous Tribe in the United States Gulf Coast." *International Journal of Environmental Research and Public Health* 18, no. 2 (January 14, 2021): 666. <https://doi.org/10.3390/ijerph18020666>.
- *Optional news stories*



- Lorenzo, Rachael. "At Standing Rock, Environmental Justice Is Reproductive Justice." Rewire News Group. <https://rewirenewsgroup.com/article/2016/09/20/standing-rock-environmental-justice-reproductive-justice/>.
- Evan Dyer. "Generational Justice: Youth Activists in Canada Look to Germany for Proof That Climate Lawsuits Work." CBC, May 23, 2021. <https://www.cbc.ca/news/politics/climate-change-emissions-carbon-canada-germany-youth-1.6029642>.

**Dec 8 | Week 14:** Final class: Synthesizing and wrapping up

**Due this week:** **FINAL PAPER DUE on December 8th by 9pm on CULearn**

# Appendix 1: Class Policies

## 1. Content Note

In this course we cover a range of subjects that may be emotionally difficult, upsetting, or (re)traumatizing for you to read about or discuss. While I encourage you to engage with topics that are simply intellectually difficult, there may be times where it is appropriate for you to opt-out of a discussion or reading. Please review the topics in advance and contact the instructor if you have concerns or questions. Alternative readings may be assigned if you opt-out of assigned readings, in consultation with the student.

Because this is an online course, managing the emotional atmosphere of the classroom can be particularly challenging. I encourage you to communicate with the instructor or TA early and often about any concerns you have.

## 2. Childcare obligations and other forms of care work<sup>1</sup>

Carleton University does not have an explicit policy on children in the classroom or childcare obligations. Given the topic of this class, I feel that it is important to have something in place, particularly given that many of us are still working/learning from home where our care work may particularly demanding and overlap with our academic work. This is my personal approach for this class:

- Breast- and bottle- feeding children are welcome in class as necessary.
- Unforeseen gaps in childcare or other care responsibilities happen. Please feel free to participate in group discussions even if the people you care for (children or otherwise) are with you. Please also feel free to “step outside” the discussion (by muting and turning off your camera) to meet the needs of the people you care for.
- I understand that parenting or other care work can be a large barrier to completing academic work. While I maintain the same standards for all students in the class, regardless of parenting or caretaker status, I am happy to discuss accommodations that can help you to balance your care work while still completing all components of the course. Please contact me in advance of deadlines to discuss.

## 3. Questions about the course

Please post any questions about course material to the discussion forum on Brightspace. If you have a question, it’s likely others do as well, and posting questions to the forum is helpful for everyone! Of course, if your question is personal in nature, please email the instructor or TA directly.

## 4. Emails

You can expect to receive responses to your email with 48 hours. If you don’t receive a response in that timeframe, please feel free to send a gentle reminder. Please note that I do not check my email after 6 pm on weekdays or on weekends. If an urgent matter arises (e.g., you are unable to submit an

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<sup>1</sup> With thanks to Dr. Melissa Cheyney (<https://studentlife.oregonstate.edu/childcare/family-friendly-syllabi-examples>)

assignment on time) please send an email right away so we have a record of the issue, even if the issue arises outside of work hours.

## **5. Office Hours**

Office hours are time outside of class for instructors and students to meet one-on-one (generally these meetings last between 15-25 minutes). Attendance is completely optional. You can attend office hours if you have questions, want to discuss a reading, have feedback or concerns, or want to talk about something else. This semester, office hours are happening over Zoom (link will be provided on Brightspace). You can login at any time and will be added to the waiting room. The instructor will admit students one at a time. If you are unable to make the scheduled office hours, please send the instructor an email to arrange an alternative time.

## **6. Reusing your own work**

In this class, it is expected that all of the work you submit is new and written expressly for this class.

## **7. Working together**

I encourage you to discuss readings and assignments with your colleagues and to share ideas and concepts in the interest of furthering your learning. You may even want to meet to discuss the readings and how you will approach your summaries. However, all assignments must be written individually in your own voice and words, unless previously discussed with the instructor. Failure to follow this policy may be considered a violation of academic integrity. Please email your TA or instructor if you have questions about this.

## **8. Appealing grades, late penalties, and extensions**

Please see p.9 of this syllabus for the policy on appealing grades.

## **9. Informal course feedback**

During the semester there will be two opportunities for providing informal feedback to the instructor and TA. You can complete these via Brightspace. All feedback will be anonymous. While participating is optional, we strongly encourage you to complete the short survey. We take your feedback seriously and will adjust the course this year or in the future based on your experience.

## **10. Copyright.**

All classroom activities, lectures and course materials (including all lectures, PowerPoint presentations, handouts, videos, and similar material) made by the instructor, TA, or guest speaker are 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 may not reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial use or allow others to reproduce or distribute their notes or course materials for commercial or non-commercial purposes, without the instructor's express written consent.

## Appendix 2: Carleton University Academic Accommodations

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

<https://carleton.ca/equity/wpcontent/uploads/Student-Guide-to-Academic-Accommodation.pdf>

### 1. Pregnancy obligation

Please contact me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Department of Equity and Inclusive Communities (EIC): <https://carleton.ca/equity/>

### 2. Religious obligation

Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

### 3. Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact The Paul Menton Centre (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me as soon as possible to ensure accommodation arrangements are made. Please consult the PMC Website for their deadline to request accommodations for the formally-scheduled exam (if applicable) <https://carleton.ca/pmc>

### 4. Plagiarism

Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>

### 5. Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services

available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/studentssupport/svpolicy/>

## **6. Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wpcontent/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: <https://students.carleton.ca/services/accommodation/>

## **7. Department Policy**

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations: <https://carleton.ca/law/student-experience-resources/>.