

Carleton University  
Fall 2014  
Department of Political Science

**PSCI 4403/5407**  
**Reproductive Rights in North America**  
**Tuesday 11:35-2:35**  
**Please confirm location on Carleton Central**

**Instructor: Professor Melissa Haussman**  
**Office: Loeb A623 Office Hours: Tues. 2:30-4:30 and by appt**  
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**Phone: 613-520-2600 ext. 2768**

This course examines the changing nature of women's reproductive rights policies since the 19<sup>th</sup> century. While our examination is centered upon North America (the US, Canada and Mexico), we understand that mechanisms to help or impede human reproduction are part of a global market. Similarly, movements on the pro and anti-side of reproductive choice and control are globally-linked. Thus we will also consider comparative case studies to show the commonalities of social movement rhetoric and strategy around the globe, as well as in the multi-level context, including supra-national organizations such as the EU, Inter American Court of Human Rights, and UN.

Institutionally, women's rights in the reproductive area tend to be affected by three broad sets of factors: the structure of the democracy (parliamentary vs. separation of powers) and federalism (in all three North America countries), as well as the insurance system and whether it is primarily private (US) or mixed (Canada/Mexico). We also know that women with skin color and class privilege experience fewer barriers than marginalized women, which will be a constant theme in our weekly examinations. We will examine many current issues on the national and international front, including reproductive tourism and sex-selective abortion. The goal of our semester's discussion is to understand what the forces are affecting reproductive policy in North America and at the international level, and what must be done to continue women's agency in making choices.

The following books have been ordered and should be available at Haven Books (Sunnyside and Seneca):

1. Rickie Solinger, *Pregnancy and Power* (NYU Press, 2007)
2. Laura Briggs, *Reproducing Empire* (University of California Press, 2002)
3. Sonya Huber, *Cover Me* (University of Nebraska Press, 2010)
4. Chikako Takeshita, *The Global Biopolitics of the IUD* (MIT Press, 2012)

**\*Other books/readings to be placed on reserve are marked with an asterisk.**

**Course obligations:**

You are required to come to class with the readings for that day prepared and to co-lead the discussion one week (for which you will need to formulate pre-distributed questions the week before class via Cu Learn). The questions must be well thought out and designed to elicit discussion. You are also to submit the answers to the questions to me only via Cu Learn prior to the class. A rough rule of thumb is 3-4 questions prepared for each reading. Sign-up sheets on topics will be circulated with a partner-sign-up sheets will be circulated. There will also be a take home midterm, due October 20, 2015 (10-12 pp. in length for 4403 students; 15-18 pp. for 5407 students). Finally, there will be a final paper due December 7 for 4403 students (20 pp); due December 15 (25-30 pp.) for 5407 students. Students in 5407 will also be required to cover more of the literature in their class presentations/midterms/finals than undergrads. Suggested topics will be given for the final paper but students are also encouraged to develop their own. Midterms and papers must be typed, double spaced with citations given. All written work must be turned in to pass this course, and all work including verbal presentations must be accomplished in order to pass the course. Late papers and assignments will be deducted at 1/3 of a grade per day.

The research questions for the take home midterm and final paper will be distributed in class.

Grade components for **4403** students:

- 1) Preparation of questions (& answers) 15%
- 2) Co-leading of discussion 20%
- 3) Take home midterm **due October 20** (10-12 pp) 20%
- 4) Final paper (20 pp) due **December 7** 30%
- 5) Participation and informed contributions: 15%

Grade components for **5407** students:

- 1) Preparation of questions/answers 10%
- 2) Co-leading of disc. 15%
- 3) Take home midterm due **October 20** (15-18 pp.) 25%
- 4) Final paper (25-30 pp.) due **December 15** 40%
- 5) Participation/informed contributions 10%

**Note: all midterms and finals should be turned in via CU Learn email as an MS Word (Not PDF) attachment by 4 pm on the due date.**

**Class Outline:**

**September 8-first class meeting; overview of three health care systems**

\*Johnson and Stoskopf, *Comparative Health Systems* (2010) Chs. 4, 19, 21.

OECD Report on Mexican Health Care System (will be posted to course homep.)

\*Colleen M. Flood, ed., *Just Medicare: What's In, What's Out, How we Decide* (2006), Ch. Flood and Awad, *The Boundaries of Canadian Medicare* (e-resource, 2005)

**Unit I: Policies and Rights to Choice**

**September 15-Comprehensive Sexuality Education vs. Abstinence-Based "Education"**

Readings to be posted to CU Learn, including:

Advocates for Youth

- Christopher Trenholm et al., "Impacts of Four Title V Section 510 Abstinence Education Programs," Final Report to US Department of Health and Human Services, April 2007
- Debra Hauser, "Five Years of Abstinence-Only-Until-Marriage Education," *Advocates for Youth*, 2004
- Science and Success, *Advocates for Youth*
- SIECCAN, "Sexual Health Education in the Schools (Canada)," 3<sup>rd</sup> edition, 2010.
- Douglas Kirby, "Impact of Sex and HIV Education Programs on Sexual Behaviors of Youth in Developing and Developed Countries," Family Health International working paper, 2005
- Elizabeth Yarrow et al., "Can a Restrictive Law Serve a Useful Purpose?" *Reproductive Health Matters*, 22 (44), 2014: 148-156.
- Anne Hendrixon, "Beyond Bonus or Bomb," *Reproductive Health Matters*, 22 (43), 2014: 125-134.
- Statement of Director of Adolescent Health, HHS, White House Teen Pregnancy Prevention Month, May 2015

### **September 22- Issues of Contraception (and morning-after pill) in North America**

\*Leaveaga, *Jungle Laboratories*, 2009, Chs. 2, 4, 6, 7

\*Hausman, *Reproductive Rights and the State*, 2013, Chs. 2, 3, 6

### **September 29-continued**

Briggs, entire

- Singh and Darroch, "Adding it Up," Guttmacher Institute, 2012 (on course website)
- Advocates for Youth, "ECP in the US," 2009

### **October 6, continued**

Takeshita, entire

- Kimberly J. Whipkey et al., "Female Condoms Are\_\_\_\_," *Reproductive Health Matters*, 22 (43) 2014: 135-140.

### **October 13-Abortion-Surgical and Medical-in North America**

Solinger, all

### **October 20-continued**

- \*Christabelle Sethna and Marion Doull, "Spatial Disparities and Travel to Freestanding Abortion Clinics in Canada," *Women's Studies International Forum* 38 (2013): 52-62.
- \* *Reality Check* (Canadians for Choice) and *Federation du Quebec pour le planning des naissances* document; both will be posted to class website.
- \* GIRE, "Paulina: 5 Years Later," (to be posted to class website)
- Jennifer Paine et al., "Using Litigation to Defend Women Prosecuted for Abortion in Mexico," *Reproductive Health Matters* 22 (44), 2014: 61-69

- A. Gaestel and A. Shelley, "Mexican Women Pay High Price for the Country's Rigid Abortion Laws," *The Guardian*, October 1, 2014
- A Ruibal, "Movement and Countermovement," *Reproductive Health Matters* 22 (44), 2014: 42-51
- B. Winikoff and W.Sheldon, "Use of Medicines Changing the Face of Abortion," *International Perspectives on Sexual and Reproductive Health*, 38, 3 (September 2012): 163-166.
- Thanh Tan, "Looking to Mexico for an Alternative to Abortion Clinics," *New York Times*, Aug. 11, 2012
- Sheila Dunn and Rebecca Cook, "Medical Abortion in Canada," *CMAJ* 186, 1 (January 7, 2014), 13-14
- Association of Reproductive Health Professionals, "What you Need to Know: the Difference between Medical Abortion and Emergency Contraceptive Pills," December 2010
- Erica Hellerstein, "The Rise of the DIY Abortion in Texas," *The Atlantic*, June 27, 2014

## **Unit 2: Commodification of Reproduction**

### **November 3- Opposite Sides of the Same Coin: Pronatalism vs. Sex-Selective Abortion, Week 1**

- Readings include \*Chandler, *Democracy, Gender, and Social Policy in Russia* (Palgrave, 2013), Chs. 4-7;
- Romaniuk and Gladun, "Demographic Trends in Ukraine," *Population and Development Review*, 41, 2 (June 2015), 315-337.
  - N. Botev, "Could Pronatalist Policies Discourage Childbearing?" *Population and Development Review*, 41, 2 (June 2015): 301-314.

### **November 10 Sex Selective Abortion**

Readings posted to CU Learn, including:

- Bongaarts and Guilmoto, "How Many More Missing Women?" *Population and Development Review*, 41 (2) June 2015, 241-269.
- Jeffrey Wasserstrom, "The End of China's One-Child Policy? Interview with Mei Fong," *Dissent*, Dec. 11, 2013
- T. Hesketh, "Selecting Sons," *Early Human Development*, 87, (2011): 759-761.
- S. Nagpal, "Sex-Selective Abortion in India," *McGill Sociological Review*, February 2013, vol 3, 18-35.
- C Wang, "Induced Abortion Patterns in China, 1979 to 2010," *Reproductive Health Matters*, 22 (43), 2014, 159-168
- C Junhong, "Pre-Natal Sex Determination and Sex-Selective Abortion in Rural China," *Population and Development Review* 27, 2 (June 2001): 259-281.

### **November 17 Reproductive Tourism**

\*Lauren Jade Martin, *Reproductive Tourism in the United States* (Routledge, 2014), Chs. 3-5 (on reserve)

- \*Pande, "Surrogates as 'Dirty Workers' in India," *Indian Journal of Gender Studies* 16 (2009): 141-173
- S. Carney, "Inside India's Rent a Womb Business," *Mother Jones*, March/April 2010
- Johnson, Blyth and Hammerberg, "Barriers for Domestic Surrogacy," *Journal of Law and Medicine*, 22 (1), 2014: 136-154
- Saxena et al., "Surrogacy: Ethical and Legal Issues," *Indian Journal of Community Medicine*, 37 (4), (October-December 2012): 211-213
- H. Cheung, "Surrogacy Agreements Globally," BBC 2014
- Lucy Wallis, "Living Inside the House of Surrogates," BBC, 2013

### **November 24 Insurance and the ACA**

Huber, entire

- Kaiser Family Foundation, "Women's Health Insurance Coverage Fact Sheet," December 2014
- NYCLU, "The Contraceptive Coverage Gap in New York State," November 5, 2014
- Kaiser Family Foundation, "Women and Health Care in the Early Years of the *Affordable Care Act*," May 2014
- KFF, "Preventive Services Covered by Private Health Plans under the *Affordable Care Act*," October 2014
- National Women's Law Center, "State of Birth Control Coverage: Violations of the *Affordable Care Act*," 2015

### **December 1 MDG 5 and Beyond**

- Karen Hoehn, "A Three-Pronged Approach to Advocacy for Sustainable National Funding," *Reproductive Health Matters*, 22 (43), 2014: 43-52
- S. Subramanian et al., "Do We Have the Right Models for Scaling up Health Services to Achieve the Millennium Development Goals?" *BMC Health Services Research* 11, 336 (2011)
- M. Fehling et al., "Limitations of the Millennium Development Goals: a Literature Review," *Global Public Health*, 8, 10 (2013): 1109-1122
- F. Richard et al., "Sub-Saharan Africa and the Health MDG's," *Reproductive Health Matters*, 19, 38 (2011): 42-55.

### **Academic Accommodations**

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The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact 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 to ensure accommodation

arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

**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](http://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.

**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.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of “F” for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

**Submission and Return of Term Work:** Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the

departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

**Grading:** Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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

**Carleton E-mail Accounts:** All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

**Carleton Political Science Society:** The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <https://www.facebook.com/groups/politicalsciencesociety/>

or come to our office in Loeb D688.

**Official Course Outline:** The course outline posted to the Political Science website is the official course outline.