This course examines the changing nature of women’s reproductive rights policies since the 19th 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, UN and MDGs and SDGs (adopted in 2015).

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 barriers less than marginalized women, which will be a constant theme in our weekly examinations. Overall, the access of people to sexual and reproductive health (SRH) and other bodily health is determined by two concents, those of power and place. Power refers to the degree of social and financial power and individual has over her sexual health decision-making throughout her life, and place refers to location-based impediments to sexual health services. We will examine many current issues on the national and international front.

In this course, you will choose an issue area in which you would like to become an expert. Some issue clusters will include: abortion, contraception, migration and SRH, health insurance, hpv and/or hiv, surrogacy and/or ART’s. I am open to others and you are free to talk with me about them. You should be collecting materials throughout the term to help you in your group discussions and in preparation of your literature review/final briefing paper. You will then meet periodically to share information during the course and you will write a ministerial briefing memo to Dr. Jane Philpott, Minister of Women’s Health on the issue you select. You will be required to submit a literature review about halfway through the course on which you will be
graded. We will be using CU Portfolio as I have used in the past; we will have a briefing from Allie Davidson of the Teaching and Learning Center on Sept. 15.

The following books have been ordered from the Carleton University bookstore:

1) Lauren Jade Martin, *Reproductive Tourism in the United States* (Routledge, 2014)

*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 with a partner will be circulated. 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 the 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 presentation 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) Literature review **due October 20** (5-6 pp) 20%
4) Briefing paper (15 pp) due **December 8** 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) Literature review **due October 20** (6-8 pp.) 20%
4) Final paper (20-25 pp.) due **December 8** 40%
5) Participation/informed contributions 15%

**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 and overview of three health care systems

*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), Chs. 1, 2, 4, 5
Flood and Awad, *The Boundaries of Canadian Medicare* (e-publication, 2005)

Unit I: Policies and Rights

September 15 Comprehensive Sexuality Education Programs

*PAHO, “Mexico City Ministerial Declaration: Educating to prevent”*
*Sandra Thompson et al., “Behond Policy and Practice…”* *Australia and New Zealand Health Policy* 2008 5: 3.
*UNFPA, “Promoting Equality, Recognizing Diversity,” 2010

September 22-Abstinence-Based “Education” Programs

*SIECUS, “A History of Federal Funding for Abstinence-only-Until-Marriage-Based Programs”*
September 29- Issues of Contraception (and morning-after pill) in North America

*Haussman, *Reproductive Rights and the State*, 2013, Chs. 1-3, 6
*S. Singh et al., “Socioeconomic Disadvantage and Adolescent Women’s Sexual and Reproductive Behavior,” *Family Planning Perspectives*, 33, 6 (November-December 2001), 251-259
*C. Takeshita, *The Global Biopolitics of the IUD*, 2012, 2-4

October 6 Abortion-Surgical and Medical-in North America

*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)
*Haussman, 2013, Ch. S. 4, 5

October 13, cont….

October 20  HPV Vaccine

*Keith Wailoo et al., *Three Shots at Prevention* (Baltimore: Johns Hopkins University Press, 2010), chs. 1, 4, 7, 8, 13
*Haussman, Ch. 7

*Literature Review due

II. Power in SRH Decisionmaking

November 3 Migration and SRH

*Iris Lopez, *Matters of Choice* (2008), Chs. 1, 2, 7, 8

November 10 Reproductive Tourism, Surrogacy and ART

*Lauren Jade Martin, *Reproductive Tourism in the United States* (Routledge, 2014), all

November 17 Prison Protocols and Drug Testing of Pregnant Women

**November 24 Involuntary Sterilization and FGM**


**December 1 First round of ministerial briefing presentations**

*L. Reichenbach and M. J. Roseman, eds., *Reproductive Health and Human Rights*, 2009, Chs. 3, 6, 11, 14*
Academic Accommodations

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 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).

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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
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<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>12</td>
<td>67-69</td>
<td>C+</td>
<td>6</td>
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<tr>
<td>85-89</td>
<td>A</td>
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<td>63-66</td>
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<tr>
<td>80-84</td>
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<td>10</td>
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<td>77-79</td>
<td>B+</td>
<td>9</td>
<td>57-59</td>
<td>D+</td>
<td>3</td>
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</tbody>
</table>
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/politicalsciencessociety/
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.