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 an 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 Minister of Health Ginette Taylor 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.

The required books ordered in the Carleton bookstore are:


Good data-providing websites include the Guttmacher Institute ([www.guttmacher.org](http://www.guttmacher.org));

*Other books/reads 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. 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. Students may
only miss two classes or will be asked to leave the class since it is a seminar course.

For 4403 students:

1) Preparation of questions(and answers) 15%
2) Co-leading of discussion 20%
3) Annotated bibliography due October 29 10 pp.  25%
4) Briefing paper (20 pp.) due December 3  25%
5) Informed participation and contribution 15%

For 5407 students:

1) Questions and answers 15%
2) Co-leading discussion 20%
3) Annotated bibliography (12 pages) due October 29 25%
4) Briefing paper (25 pp.) due December 3 25%
5) Informed participation and contribution 15%
Note: all written work must be turned in via CU Learn as an MS word (NOT PDF) attachment by 4 pm on the due date.

Outline of Class meetings:

Sept. 10 first class meeting Overview of the three health systems and US abortion history
*OECD Review of Health Systems-Mexico-2016
*Melody Rose, Safe, Legal and Unavailable (CQ Press, 2007, Chs. 2, 4)

Sept. 17 Current US controversies and Doctors’ “consent”
*McBride and Keys, eds., Abortion in the United States (ABC-CLIO, 2nd ed), Ch. 5, pp. 237-257
*Elizabeth Nash et al., “State Policy Trends at Mid-Year 2019: States Race to Ban or Protect Abortion,” Guttmacher Institute, July 1, 2019.
**Sept. 24  Canadian History**

Rachael Johnstone, *After Morgentaler*, entire


*Statistics on Abortion Incidence in Canada, 2007-2013, CIHI, to be posted to website.

*Canadians for Choice, *Reality Check*, 2006, to be posted to course website.

**October 1 Indigenous Women and Sexual and Reproductive Health**


**October 8 Mexican. History**

Mills, entire

*Center for Reproductive Rights- “Paulina-5 Years Later”-pp. 15-51.
October 15 Contraceptive and HPV Trials and Marketing


*Keith Wailoo, et al., ed., Three Shots at Prevention (Baltimore, MD: Johns Hopkins University Press, 2010), Chs. 3, 6, 9, 10


*Laura Briggs, Reproducing Empire (Berkeley: University of California Press, 2002), Chs. 1, 3, 5

October 21-25 Fall break

October 29 Mifepristone., morning after pill, contraception

*Haussman, Reproductive Rights and the State, 2013, Chs. 2, 3. 5. 6


*Carly Weeks, “Saskatchewan latest province to announce it will fund abortion pill Mifegyismo,” Globe and Mail, June 7, 2019.

November 5 Travel to Access Reproductive Care

*Christabelle Sethna and Gayle Davis, Abortion across Borders (Baltimore, MD: Johns Hopkins University Press, 2019), Chs. 4-8, 11


November 12 Migration and Sexual and Reproductive Health (SRH)


November 19 Abstinence-based vs. Comprehensive Sexuality Education programs

*Guttmacher Institute, “American Adolescents’ Sources of Sexual Health Information: Fact Sheet” to be posted to website.


*Norman Constantine, Petra Jerman and Alice Huang, “California Parents’ Preferences and Beliefs Regarding School-Based Sex Education Policy,” *Perspectives on Sexual and Reproductive Health*, 39, 3 (September 2007): 167-175.


November 26 Prison Populations & first half of Ministerial presentations


December 3 wrap up-second half of Ministerial presentations

Academic Accommodations

Requests for Academic Accommodation
You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:
Pregnancy obligation
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. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation
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. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities
If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

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 is 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: carleton.ca/sexual-violence-support

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/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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>
<th>12-point scale</th>
<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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<td>85-89</td>
<td>A</td>
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<tr>
<td>80-84</td>
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<td>77-79</td>
<td>B+</td>
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<td>73-76</td>
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<td>70-72</td>
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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. By hosting social events, including Model Parliament, debates, professional development sessions and more, 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 our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook https://www.facebook.com/CarletonPoliticalScienceSociety/ and our website https://carletonpss.com/, or stop by our office in Loeb D688!"

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