

## SEXUAL AND REPRODUCTIVE JUSTICE

Tuesday/Thursday 2:30-3:45

Bartlett 127

Instructor: Chris Barcelos

Office: Bartlett 102

Contact: [cbarcelo@schoolph.umass.edu](mailto:cbarcelo@schoolph.umass.edu)

Office hours: by appointment or Skype

---

*“The academy is not paradise. But learning is a place where paradise can be created. The classroom, with all its limitations, remains a location of possibility. In that field of possibility we have the opportunity to labour for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom.”* (bell hooks in *Teaching to Transgress*, 1994, p. 207)

### COURSE DESCRIPTION

The concept of reproductive justice refocuses individual level debates surrounding “rights” and “choice” to a broader analysis of racial, economic, cultural, and structural constraints on power. This course is an interdisciplinary approach to studying sexual and reproductive politics that draws on literatures in sociology, gender and sexuality studies, public health, and public policy. Our key objectives are to identify how racism, classism, sexism, ableism, homophobia, transphobia and other forms of social oppression shape the social experience of sexuality and reproduction, as well as to explore how social movements have engaged with these issues. We’ll cover topics including sexual health education, queer and trans inclusion in reproductive justice work, sex work and sex workers’ rights, the criminalization of pregnancy, access to reproductive health services, and other topics to be determined by student interests.

### TEACHING APPROACH

There are a number of things about my approach to teaching and learning that you should know in order to have the best possible experience in this course. I use an engaged approach to teaching and learning that is interactive, emphasizes mutual participation and responsibility, and values each individual’s contribution to the learning process.

What this means is that the course expects you to be an active learner, relate what you learn to your own life, and engage in dialogue with both the instructor and other students on the topics we cover. Especially in the study of the social world, you are already an “expert” on a lot of the topics we cover in this course. In my courses there are no wrong opinions, but there may be assumptions that need challenging. We will discuss some controversial issues in this course, and it is very important to respect other people and “agree to disagree.” While all points of view are respected in my classroom, derogatory or hateful language and statements are never permitted so that the classroom can be a safe space for everyone to learn.

Because not everyone learns in the same ways, we will use a lot of different learning strategies in this course, including lectures, films, small and large group discussion, experiential exercises,

free-writing, etc. If you anticipated sitting through lectures and then taking a multiple-choice exam, this probably isn't the best class for you.

### **ASSIGNED TEXTS/READINGS/MATERIALS**

We will read all or most of the following texts. Those available through our library as an ebook are starred. I'd suggest you add them to your "bookshelf" to ensure easy access during the semester. The library staff is happy to assist you in learning to best use the ebook platform, just go in and ask!! Readings not from our textbooks will be posted on Moodle.

<b>Title</b>	<b>Author</b>	<b>ISBN</b>	<b>New Price</b>
Normal Life	Spade	9780822360407	\$23.95
\$pread	Aimee	9781558618725	\$24.95
Risky Lessons *	Fields	9780813543352	\$25.95
Our Bodies, Our Crimes *	Flavin	9780814727911	\$26.00
Outsourcing the Womb 2 <sup>nd</sup> *	Twine	9781138855809	\$11.95
* available as ebook through 5 College Libraries			

The reading schedule for our textbook and supplementary articles can be found below. *You should complete the readings by the date listed. Reading is not optional.* Please come to class prepared to discuss the readings. Preparing for class will *definitely* help your participation grade. If you have questions about how to best approach your task of reading and note-taking in order to prepare for class, please come talk to me.

### **CLASS PREPARATION**

In general, you should you spend three hours per week on course assignments, reading, and studying for each course credit. Therefore, you should expect to work approximately 9 hours outside of class each week in this course. Some weeks will be less, some more. Please keep this in mind as you plan your weekly study schedule.

### **ASSIGNMENTS**

All assignments must be submitted in hard copy on the day that they are due. If you are absent on the day a paper is due, you must submit it via email. **Please do not submit papers to me via email unless you are absent or have made prior arrangements.**

### Discussant facilitation

You will each select three class meetings in which you will serve as a “discussant.” For the first two times, you will be responsible for helping to facilitate the class discussion by summarizing the reading and preparing at least 5 discussion questions related to the day’s material. Questions should be “open-ended,” meaning there are many possible answers and should start with words like, “how” and “why.” Keep in mind that these questions will be used to generate discussion, that is, you are not creating quiz-style questions. You can receive up to 10 points on each facilitation. You will turn your questions in at the end of class.

The third time you are a discussant you will be responsible for selecting the readings and facilitating the class discussion. We will work together as a class to identify topics of interest. Depending on the size of the course enrollment, this may be a group facilitation.

### Short paper analysis and reflections

There will be 2 times during the semester in which you will respond in essay form to broad questions based on our readings and class discussion. These papers will be approximately 5 pages each. I will distribute the prompts in class at least two weeks before they are due. Full instructions will be included on the assignment.

### Final project

You will develop a final project related to our course topics that is based on your learning needs. This project will be developed over the course of the semester. You will submit a proposal on October 22<sup>rd</sup> and work with me to develop a project that is both useful to you and feasible within in the course of one semester. Examples of final projects include: literature review, health education curriculum, policy analysis, research proposal, and small-scale empirical research projects. Depending on the final project you choose, you may need to do additional work (for example, if you want to design a health education curriculum but have never taken a class that covered it, you’d have to do a good deal of preparation). Final projects may vary considerably in length and type; I will work with you individually to make sure your project meets course requirements.

## **PARTICIPATION AND ATTENDANCE**

You will be graded on both attendance and your actual participation in our class discussions—in order to get the most out of this course you need to show up *and* participate in the class discussions/activities. You may miss 1 course meeting without an effect on the attendance portion of your grade. After 4 unexcused absences, you will need to schedule a meeting with me in order to stay in the course. After 6 unexcused absences, you will receive an F in the course, no exceptions.

Assignments are still due via email on the date stated in our schedule, regardless of whether or not you were in class that day. I shut the classroom door about 10 minutes past the scheduled start of class; if you enter class after the door is shut, you are considered absent for that day. Absences due to religious observances are always excused, but please let know in advance if you plan to miss class so we can make arrangements to make up any assignments. If you have

other extenuating circumstances that prevent you coming to class, please contact me IN ADVANCE so that we can work together to find a possible solution. Emailing me after an absence does not constitute approval for that absence.

I structure our class meetings so that everyone has a chance to participate in ways that they feel most comfortable. We will have large and small group discussions that offer you opportunities to share your thoughts and ask questions. You will be graded on your frequency of participation, quality of participation, and respect of our discussion ground rules

Classroom guidelines will be developed as a group during our first meeting, but in general will include the following:

- Show up on time and expect to stay for the whole class
- Absolutely NO texting, cell phone use, or superfluous internet surfing.
- Respect others/agree to disagree
- Understand that there are no wrong opinions, but you may have assumptions that need challenging
- Seriously, no texting, cell phone use, or superfluous internet surfing. If I catch you doing any of these things, you will be marked absent for that class period. I have eyes in the back of my head, so don't think you can hide.

### GRADING

<b>% of final grade</b>	<b>Course component</b>
20%	In-class attendance and participation
20%	Discussant facilitations
15%	Short response 1
15%	Short response 2
30%	Final project
<b>100%</b>	<b>Total</b>

Final letter grades are as follows:

A	94.0-100
A-	90.0-93.9
B+	87.0-89.9
B	84.0-86.9
B-	80.0-83.9
C+	77.0-79.9
C	74.0-76.9
C-	70.0-73.9
D+	67.0-69.9
D	64.0-66.9
F	<64.0

## **Academic Honesty Policy**

From [http://www.umass.edu/dean\\_students/codeofconduct/acadhonesty/](http://www.umass.edu/dean_students/codeofconduct/acadhonesty/)

*Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst.*

*Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible.*

It is important to understand that academic dishonesty is not only harmful to yourself; it is also harmful to your peers and colleagues at UMass as we come together as a community of learners. While there is a zero-tolerance policy of academic dishonesty in this course, we will work together to clear up misunderstandings about appropriate use of sources, appropriate citation and documentation, and the uses of intellectual property.

## **Accommodation Policy**

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the **first two weeks** of the semester so that we may make appropriate arrangements

<b>COURSE CALENDAR</b> Always a living document and subject to change! * indicates reading available on Moodle			
Date	Topic	Reading	Assignments Due
<b>ORIENTING FRAMEWORKS</b>			
<b>Week 1: Theorizing sexuality and reproduction</b>			
Tues. 9/8	Course intro and logistics		
Thurs. 9/10	Theorizing sexuality and reproduction	<ul style="list-style-type: none"> <li>• Vance, C., "Social Construction Theory and Sexuality" *</li> <li>• Rapp, R., "Gender, Body, Biomedicine: How some Feminist Concerns Dragged Reproduction to the Center of Social Theory" *</li> </ul>	
<b>Week 3: Reproductive Justice frameworks</b>			
Tues. 9/15	What do we mean by "reproductive justice"?	<ul style="list-style-type: none"> <li>• Luna, Z., and Luker, K., "Reproductive Justice" *</li> <li>• Asian Communities for Justice, " A New Vision for advancing our movement for reproductive health, reproductive rights, and reproductive justice" *</li> </ul>	

Thurs. 9/17	Sexual and reproductive justice movements	<ul style="list-style-type: none"> <li>• Luna, Z. "Marching Toward Reproductive Justice: Coalitional (Re) Framing of the March for Women's Lives" *</li> <li>• Flavin, "Our Bodies, Our Crimes," Ch. 1</li> </ul>	
<b>ISSUES IN REPRODUCTIVE POLITICS</b>			
<b>Week 4: Not reproducing</b>			
Tues. 9/22	Contraception	<ul style="list-style-type: none"> <li>• Manchikanti, A, et al., "Women or LARC First? Reproductive Autonomy and the Promotion of Long-Acting Reversible Contraceptives." *</li> <li>• Flavin, ch. 2</li> <li>• Littlejohn, K., "Gender and the Social Meanings of Hormonal Contraceptive Side Effects" *</li> </ul>	
Thurs. 9/24	Abortion	<ul style="list-style-type: none"> <li>• Flavin, ch. 3</li> <li>• Dewan, S., "To Court Blacks, Foes of Abortion Make Racial Case" *</li> <li>• Kumar, A. et al., " Conceptualising abortion stigma" *</li> </ul>	

<b>Week 5: Pregnancy</b>			
Tues. 9/29	Pregnancy/ childbirth	<ul style="list-style-type: none"> <li>• Beckett, K, "Choosing Cesarean: Feminism and the Politics of Childbirth in the United States" *</li> <li>• Flavin ch. 5</li> </ul>	
Thurs. 10/1	Surrogacy	<ul style="list-style-type: none"> <li>• Twine, "Outsourcing the womb"</li> </ul>	Short paper 1
<b>Week 6: Parenting and family-making</b>			
Tues. 10/6	Adoption	<ul style="list-style-type: none"> <li>• Briggs, L., "Somebody's Children: The Politics of Transnational and Transracial Adoption," intro &amp; ch. 7 *</li> </ul>	
Thurs. 10/8	Parenting behind bars	<ul style="list-style-type: none"> <li>• Flavin ch. 7 and 8</li> </ul>	
<b>Week 7: Parenting, cont.</b>			
Tues. 10/13	NO CLASS: MONDAY SCHEDULE		
Thurs. 10/15	Teen pregnancy and parenting	<ul style="list-style-type: none"> <li>• Barcelos, C. and Gubrium, A., "Reproducing Stories: Strategic Narratives of Teen Pregnancy and Motherhood" *</li> <li>• Geronimus, A. "Damned if You Do: Culture, Identity, Privilege, and Teenage Childbearing in the United States" *</li> </ul>	
<b>Week 8: Sexual health education</b>			
Tues. 10/20	Inequalities and sex ed	<ul style="list-style-type: none"> <li>• Fields, "Risky Lessons," ch. 1-3</li> </ul>	
Thurs. 10/22	Representation and knowing in sex ed	<ul style="list-style-type: none"> <li>• Fields, ch. 4-6</li> </ul>	Short paper 2

<b>Week 9: Queering reproductive justice</b>			
Tues. 10/27	Queer and trans politics, pt. 1	<ul style="list-style-type: none"> <li>• Bayetti-Flores, “We Make the Road By Walking: Trans-Inclusive Language and Reproductive Justice” *</li> <li>• Arnold, E. &amp; Bailey, M., “Constructing Home and Family: How the Ballroom Community Supports African American GLBTQ Youth in the Face of HIV/AIDS” *</li> <li>• Glazek, C., “Why I am a Truvada Whore” *</li> </ul>	
Thurs. 10/29	Part 2	<ul style="list-style-type: none"> <li>• Spade, “Normal Life,” preface, intro, ch. 1</li> </ul>	Final project proposal (brief paragraph description)
<b>SEXUALITY AND SOCIAL JUSTICE</b>			
<b>Week 10: Gender, sexuality, and administrative violence</b>			
Tues. 11/3	What’s wrong with rights?	<ul style="list-style-type: none"> <li>• Spade ch. 2, 3,</li> </ul>	
Thurs. 11/5	Administrating gender	<ul style="list-style-type: none"> <li>• Spade, ch. 4, 5, &amp; conclusion</li> </ul>	
<b>Week 11: Queer (In)justices</b>			
Tues. 11/10	Historical contexts of policing gender and sexuality	<ul style="list-style-type: none"> <li>• Mogul and Ritchie, “Queer (In)justices,” Intro, ch. 1, &amp; 3 *</li> </ul>	
Thurs. 11/12	Violence and false promises	<ul style="list-style-type: none"> <li>• Mogul and Ritchie, 5, 6, 7 *</li> </ul>	Short paper 3

<b>Week 12: Sex work and sex workers rights</b>			
Tues. 11/17		<ul style="list-style-type: none"> <li>• Spread preface, parts I, II, &amp; III</li> </ul>	
Thurs. 11/19		<ul style="list-style-type: none"> <li>• Spread, parts IV, V, VI, &amp; VII</li> </ul>	
<b>Week 13: Sexual freedom</b>			
Tues. 11/24	So-called sexual minorities	<ul style="list-style-type: none"> <li>• Sheff, E. and Hammers, C., "The privilege of perversities: race, class, and education among polyamorists and kinksters" *</li> </ul>	Short paper 4
Thurs. 11/26	NO CLASS: THANKSGIVING/NATIONAL DAY OF MOURNING		
<b>WHERE DO WE GO FROM HERE?</b>			
<b>Week 14: Student facilitations</b>			
Tues. 12/1		TBD	
Thurs. 12/3		TBD	
<b>Week 15: Student facilitations</b>			
Tues. 12/8		TBD	
Thurs. 12/10		TBD	
<b>Exam week</b>			
Tues. 12/16	<b>FINAL PAPER DUE 11:59PM !!!!!!!</b>		

UPDATED 9/23/15