SPECIAL REPORT

of the

ACADEMIC MATTERS, ACADEMIC PRIORITIES,
AND PROGRAM AND BUDGET COUNCILS

concerning a

FIVE COLLEGE PROGRAM AND CERTIFICATE IN
REPRODUCTIVE HEALTH, RIGHTS AND JUSTICE

Presented at the
752\textsuperscript{nd} Regular Meeting of the Faculty Senate
November 12, 2015

COUNCIL MEMBERSHIP

ACADEMIC MATTERS COUNCIL


ACADEMIC PRIORITIES COUNCIL

Richard Bogartz (Chair), Nicholas Bromell, Elizabeth Chilton, Suzanne Daly, Kathleen Debevec, Piper Gaubatz, Bryan Harvey, Masoud Hashemi, Deborah Henson, A Yêmisî Jimoh, Ernest May, Katherine Newman, MJ Peterson, Monroe Rabin, James Rinderle, Barbara Stanley, Peter Stern, Jack Wileden

PROGRAM AND BUDGET COUNCIL

ACADEMIC MATTERS COUNCIL

The proposed certificate requires the completion of six courses, along with a special project that can be completed through an internship or course work - this is consistent with the requirements for other Five College Certificates. There is an extensive list of courses that can be applied to the certificate - advisers from the Five College Program in Reproductive Health, Rights and Justice will work with students to select appropriate courses.

The Program Subcommittee recommends approval of the proposed Five College Certificate.

At its meeting on October 21, 2015, the Academic Matters Council voted to recommend Faculty Senate approval of the Five College Program in Reproductive Health, Rights and Justice, submitted as Proposal #1800 in the Course and Curriculum Management System.

ACADEMIC PRIORITIES COUNCIL

At its meeting on September 17, 2015, the Academic Priorities Council considered proposal #1800 in the Course and Curriculum Management System to create a Five College Program and Certificate in Reproductive Health, Rights and Justice. The APC recommended approval of the certificate program and offered the following suggestions:

The APC recommended approval of this proposal but requested (the claim at the top of page two) that the program would create opportunities for new synergies and programming be elaborated on a bit, giving an example or two of each. The APC further requested that information be provided on how many students are expected to be in the program and how many projects are likely to be available so that the goal of each student being involved in a community engaged project can be seen to be feasible.

PROGRAM AND BUDGET COUNCIL

The Program Subcommittee of the Program and Budget Council met on October 14, 2015, reviewed the Five College Program and Certificate in Reproductive Health, Rights and Justice and recommended it for approval.

At its meeting on Wednesday, October 21, 2015, the Program and Budget Council voted to unanimously approve the Five College Program and Certificate in Reproductive Health, Rights and Justice. It was submitted as proposal #1800 in the Course and Curriculum Management System.

MOVED: That the Faculty Senate approve the Five College Certificate in Reproductive Health, Rights and Justice, as presented in Sen. Doc. No. 16-016.
Proposal for a Five College Program and Certificate in Reproductive Health, Rights and Justice

Introduction
The Pioneer Valley is home to many scholars with expertise in reproductive health, rights and justice. Five College faculty members teach courses in these areas, and the Five Colleges house several centers that provide related programming, offer internships and create other opportunities to learn about reproductive health, rights and justice through field experience. This work, however, is diffuse and disconnected, spread across the colleges and various affiliated centers and programs, as well as across many Western Massachusetts communities. Despite great interest and enthusiasm for learning and pursuing scholarship about reproductive health, rights and justice, students and faculty members often remain unaware of the Valley’s abundant resources on these topics. We, faculty members and staff members of the Five College Reproductive Health, Rights and Justice Steering Committee, believe that these resources could be connected and coordinated in productive and exciting ways. In order to accomplish this, we propose a Five College Program and Five College Certificate in Reproductive Health, Rights and Justice.

In this proposal, we will begin by describing the field of reproductive health, rights and justice and then explaining why the Pioneer Valley is a particularly appropriate place for the development of this Five College program. In the second part of the proposal, we will describe the goals of the Five College program and this groundbreaking and unique certificate. The final part of the proposal will explain the certificate requirements, budget and administrative structure.

Part I: The What and the Why

What is the Field of Reproductive Health, Rights and Justice?
Scholarship on reproductive health, rights and justice examines the impact of reproductive policies not only on individuals, but also on communities, with particular attention to diverse ethnic groups, cultures and nations, especially those which have been marginalized. “Reproductive justice” is a term of art developed by critics and scholars in the field to encompass the conditions under which people decide to have children, not have children, and to parent existing children in safe and healthy environments. The study of reproductive health, rights and justice centers on the social, economic, legal and political conditions that impact reproduction, including the health care industry, prisons, the foster care system, and laws and public policies regulating reproduction. This field also includes the history of social movements for reproductive empowerment, including the movement for women’s liberation, the women’s health and pro-choice movements, and the LGBTQ rights movement.

The growing policy importance of this field of study is evident most recently and visibly in the political controversies around the constitutionality of the Affordable Care Act’s mandate that employer health plans include contraception, the recent U.S. Supreme Court decision overturning the Massachusetts’ law creating a 35-foot buffer zone around women’s reproductive health clinics, Massachusetts’ recent passage of legislation prohibiting jails and prisons from shackling pregnant women during labor and delivery, and campaigns around the country to stop coercive sterilization of people living with HIV and women in U.S. prisons. The complex issues related to reproduction are of utmost and enduring importance and warrant interdisciplinary exploration and examination.

Why establish this Five College Program in the Pioneer Valley?
The Pioneer Valley is an ideal place for the establishment of this Five College Program and Certificate because we are a hub for scholarship in reproductive health, rights and justice. Five College faculty members have published many important books and articles in the field of reproductive rights, health and justice. Colleges in the Valley also regularly sponsor conferences on these issues. In addition to faculty members’ scholarship, the Five Colleges have several programs and centers that offer opportunities related to reproductive health, rights and justice, including the Civil Liberties and Public Policy Program, the Population and Development Program at Hampshire College, and the Sophia Smith Collection, which contains, among other things, the papers of Margaret Sanger and Planned Parenthood. The Valley is also home to a range of non-governmental organizations offering reproductive health care and advocacy, such as Tapestry Health and the Prison Birth Project, which offer internships for students interested in reproductive health, rights and justice.
While the resources in the Valley are extensive, they are only informally connected through individual faculty members’ and staff members’ networks and relationships. The productive potential of institutionalizing these linkages and connecting these activities has led a group of faculty members and staff members to propose a Five College Program and Certificate in Reproductive Health, Rights and Justice. The new Five College Program would serve to enhance existing connections among faculty members, students, activists, centers, programs and community organizations working on reproductive health, rights and justice in the Pioneer Valley and create opportunities for new synergies and programming. This Five College Certificate would formalize our collective role as the home for students interested in reproductive health, rights and justice studies and could potentially aid in recruiting top faculty members and students to the Valley.

The Five College Program would not duplicate any current Five College programs, and would provide a different focus than any of the existing Five College certificates. We were especially concerned that we not replicate the Five College Certificate in Culture, Health and Science. We considered the possibility of creating the proposed Five College Certificate as a sub-track of the Five College Culture, Health and Science (CHS) certificate, but several members of our steering group who are also very active in CHS did not think that was the best route. The proposed Five College Certificate is distinct from the CHS certificate in significant ways. While CHS broadly encompasses health, the new Five College Certificate has a specific focus on reproductive health and rights, and an emphasis on policy, advocacy, and activism, including a requirement for a field component. The reproductive justice component of our proposed Five College Certificate extends to housing, welfare policy, childcare, gender justice, and adoption— all issues that are unrelated to those covered by CHS. We have a growing constituency of students who are pursuing the reproductive health/reproductive rights/reproductive justice path, and a Five College certificate is envisioned as a way to attract a different constituency from CHS, one that is not necessarily oriented toward health.

Part II: Goals of the Five College Program and Five College Certificate

Five College Program Goals
The goals of the proposed Five College Program are to support faculty members’ development, to enhance undergraduate education, to build this burgeoning area of scholarship and course work, and to encourage co-curricular community engagement.

The proposed Five College Program would support faculty members’ development and research by creating an intellectual community through ongoing seminars and discussion groups, coordinated through the Five College Women’s Studies Research Center, where faculty members can share their knowledge and work. The Five College Program would help to incubate new scholarship and provide a networking space for faculty members and graduate students. This is particularly important for attracting and supporting doctoral students for the proposed Ph.D. program in women, gender and sexuality studies at the University of Massachusetts, as well as continuing to draw the highest quality faculty members. The Five College Program and the Five College Certificate would enhance undergraduate education by improving coordination and raising the visibility of related courses and programming. Despite the existence of a significant number of reproductive health, rights and justice courses at the colleges, students do not have the opportunity to gain academic recognition for their coursework, nor do they or their advisers have an easy means to track course offerings across the campuses so that they can construct an integrated and rich course of study. The Five College Program would provide infrastructure for faculty members to share course information, syllabi and other resources, and to identify gaps in the curriculum. It would also create a vehicle for students doing independent work, including senior theses, to connect with each other.

Finally, the proposed Five College Program would facilitate student and faculty members’ community engagement that would enhance “real world” grounding of the curriculum. Collaborations with community members working in reproductive health, rights and justice would deepen students’ understanding of what they are learning in the classroom, and potentially generate community-based research projects for faculty members and students.

Five College Certificate Goals
The Five College Reproductive Health, Rights and Justice Certificate would provide Five College students an opportunity to develop a strong understanding of the social, economic, legal and political conditions that influence human reproduction in both U.S. and transnational contexts. Working across disciplines, students would take courses in a variety of fields, including women’s and gender studies, anthropology, sociology, history, political science,
religion, comparative literature, biology, and public health. Through their coursework, students would gain a strong understanding of reproductive health, rights, and justice, including knowledge of the historical and global context for current policy debates and how race and class influence the reproduction of individuals and communities. At the same time, because we believe it is crucial to bridge the academic/community divide, the Five College Certificate requires a community-based component that would enable students to expand upon and apply what they are learning in the classroom.

Outcomes
Based on course enrollments and anecdotal evidence, we believe there is strong student interest in a Five College reproductive health, rights and justice program. The Five College Certificate would be relevant to students pursuing degrees in all areas of the humanities, social sciences, and the sciences. The courses that would form the foundation of the certificate all have strong enrollments, as do the other courses that would count toward the certificate (listed below). In conversations with our current students, they have indicated an enthusiastic interest in the opportunity to pursue a more in-depth and coordinated course of study in reproductive health, rights and justice. We expect the new Five College Certificate will generate even more interest. By working together to avoid as many overlaps as possible, we will provide students with a broader array of choices and enable more students to take more of our courses.

Furthermore, students will benefit greatly from this Five College Program. Through their coursework and the “hands-on” experiences required in the Five College program, students would gain an interdisciplinary understanding of the many important issues related to reproductive rights, health and justice. This knowledge and experience would be valuable preparation for graduate school as well as careers in law, medicine, health, politics, social work and community organizing.

Part III: Five College Certificate Requirements

To obtain a Five College Certificate in Reproductive Health, Rights and Justice, students must successfully complete six courses, including one foundational course, one transnational course, and one upper-level (300 or above) course (examples courses are listed below). Students must also complete a special project on reproductive health, rights and justice. This requirement may be completed through an independent study project, thesis, or other course work that engages the student with issues of reproductive health, rights, or justice, and meaningfully incorporates the perspectives of community-based groups. Students are encouraged to fulfill this requirement through participation in an appropriate community engaged experience selected in consultation with their academic advisers. Students completing the requirement in this way will be required to document their experience through supervisor evaluation and a short essay reflecting on the experience. The Director of the program will help connect advisers to existing campus resources that support community-engaged learning activities and will coordinate and inform advisers and staff members at each campus about the program’s interest in encouraging students to seek out these experiences as part of their work in the program.

Below are some of the relevant courses that have been offered in the last two years. Foundational courses should introduce students to reproductive politics, including the reproductive health, rights and justice frameworks; introduce students to thinking intersectionally about reproductive issues, for example, how gender, race, ethnicity, class, sexuality, disability and nationality intersect to shape women’s experiences of reproductive oppression, and their resistance strategies; and teach students to think about the impact of reproductive politics not only on individuals, but also on communities, and how social, economic, legal and political conditions impact reproduction. We expect that creating a Five College Certificate will inspire additional curricular offerings.

Foundational Courses
The Battle Between Science and Religion in Sexual and Reproductive Health Policy (Hampshire SS224 M.G. Fried); From Choice to Justice: The Politics of the Abortion Debate (Hampshire CSI-215, M.G. Fried); Reproductive Justice (Smith SWG 271, C. Baker); The Politics of Reproduction and Mothering (UMass WOMENSST 293, L. Briggs); Feminist Health Politics (UMass WOMENSST 291E, J. Luce/K. Leng)
Transnational Studies Courses

The Politics of Abortion in the Americas (Hampshire CSI 202, C. Fernandez-Anderson); Sexual and Reproductive Rights in Latin America (Hampshire CSI 243/Mount Holyoke GNDST 250-02/POL 255, C. Fernandez-Anderson); Family, Gender, Power (Hampshire CSI 265, M. Cerullo & K. Johnson); Selected Topics in Maternal and Infant Well-Being (Hampshire NS 266, P. Anaflī); Anthropology of Reproduction (Hampshire NS 272, P. Stone; Selected Topics in Global Women’s Health (Hampshire NS 390, E. Conlisk); Living for Tomorrow: Cultural Contestations, Gender Politics, and the HIV/AIDS Epidemic (Hampshire IA 161, J. Lewis); Anthropology of Reproduction (Smith ANT 250, S. Gottschang); Empathy, Rage and Outrage: Female Genital Excision in Literature and Film (Smith CLT 206, K. Mule); Women’s Health of Tibetan Refugees in India (Smith IDP 320, L. Jaffe)

Other Courses

Medical Anthropology (Amherst ANTH 45); Norms, Rights, and Social Justice: Feminists, Disability Rights Activists, and the Poor at the Boundaries of the Law (Amherst LJST 374, K. Bumiller); Reproductive Ethics (Amherst REL 47); Gender and HIV/AIDS (Amherst WAGS 410, S. Sadjadi); Politics of Health Insurance (Hampshire CSI 114, R. Rakoff); African American Women in Defense of Themselves: Organizing Against Sexual Violence in African American History (Hampshire CSI 153, A. Jordan); Bioethics in a Post-Genomic Age (Hampshire CSI 218, J. Hamilton); Law, Medicalization, and Deviance (Hampshire CSI 223, K. Lobisch); Sex on the Brain: Gender, Sex, and Biology (Hampshire CSI 278, J. Couperus); Death From Childbirth (Hampshire CSI 279, P. Stone); Issues in Women’s Health (Hampshire NS 102); HIV/AIDS: 30 Years Later (Hampshire NS 124, M. Dobro); Women’s Health in America (Hampshire NS 124, P. Stone); Reproduction and Infant Development (Hampshire NS 159); Sex and Science in the Victorian Era (Hampshire HACU 173, P. Stone); Anthropology of the Body (Hampshire NS 237, P. Stone); Anthropology of Reproduction (Hampshire NS 272, P. Stone); Birth Justice (Hampshire, P. Stone); Political Economy of Women’s Health (Hampshire NS 275); Science of AIDS (Hampshire NS 285); Selected Topics in Global Women’s Health (Hampshire NS 390, E. Conlisk); Ethics of Reproduction and Technology (Hampshire CS 138); Politics of the Abortion Debate (Hampshire SS 215); Gender and the Human Genome (Hampshire SS 218, J. Hamilton); Youth, Sexuality, and Education (Hampshire SS 218); Reproductive Ecologies and Women’s Health (Mount Holyoke GENDST 333); Medical Anthropology (Mount Holyoke ANT 240, L. Morgan); Medical Anthropology (Smith ANT 248); “Unnatural” Women: Mothers Who Kill Their Children (Smith CLT 230, T. Pandiri); Issues in Women’s Health (Smith ESS 340); Strange Bedfellows: State Power and Regulation of the Family (Smith GOV 208, L. Jaffe); Medical Sociology (Smith SOC 219, E. Solntu); AIDS and Society (Smith SOC 249); Gender, Law, and Policy (Smith SWG 222, C. Baker); Global Bodies (UMass ANTH 496, B. Krause); Reproductive Ecology (UMass ANTHRO 697D); Reproductive Epidemiology (UMass BIOEPI 591); History of Reproductive Rights Law (UMass HISTORY 397RR, J. Nye); My Body My Health (UMass PUBHLTH 160, D. Gerber); Fundamentals of Women’s Health (UMass PUBHLTH 690WH); Women’s Health/Family Planning (UMass PUBHLTH 582, A. Gubrium); Sociology of AIDS (UMass SOCIOL 397) Politics of Reproductive Cloning (UMass WOMENSST 297L, Banu Subramaniam); Gender and Technology (UMass WOMENSST 392B, B. Subramaniam)

In addition to the courses listed above, other classes may be accepted at the discretion of the student’s adviser.

Program Budget

The Five College Certificate in Reproductive Health, Rights and Justice would make use of existing courses currently offered at the Five Colleges, but the Program would need administrative support, and resources for programming. Therefore, we propose the following budget:

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<tr>
<th>Category</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Student Administrative Support</td>
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<td>Programming</td>
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<tr>
<td>Total</td>
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Administrative Structure

The Five College Reproductive Health, Rights and Justice Steering Committee members will make decisions related to the courses and course requirements for the Five College Certificate. They will also serve as Five College program advisers, working with students to design courses of study that support students’ interests while fulfilling Five College Certificate requirements.
Submitted by the Five College Reproductive Health, Rights and Justice Steering Committee:
Carrie Baker, Associate Professor, Program for the Study of Women and Gender, Smith College
Amrita Basu, Professor of Political Science, Amherst College
Laura Briggs, Professor and Chair, Women, Gender, Sexuality Studies Department, University of Massachusetts
Marlene Fried, Professor of Philosophy; Faculty Director, Civil Liberties & Public Policy Program, Hampshire College
Aline Gubrium, Associate Professor and Director of the Community Health Education Program, University of Massachusetts
Miliann Kang, Associate Professor of Women, Gender, Sexuality Studies Department, University of Massachusetts
Laura Lovett, Professor of History, University of Massachusetts
Lynn Morgan, Professor of Anthropology, Mount Holyoke College
Mia Kim Sullivan, CLPP Director and Steering Committee Coordinator, Hampshire College
Sahar Sadjadi, Assistant Professor, Department of Sexuality, Women’s and Gender Studies. Amherst College
Pam Stone, Director of the Culture, Brain, and Development Program, Hampshire College
Banu Subramaniam, Associate Professor of Women, Gender, Sexuality Studies Department, University of Massachusetts