Reproductive politics have been key issues both transnationally and domestically. People travel internationally to contract with surrogates, or to assemble gametes for IVF or other ARTs. Workers migrate from one country to another to work and support households (their own and others’), sometimes leaving children and elders behind in home countries.

Within the United States, racially minoritized communities have fought for the ability to raise children and live in safe and sustainable communities. Some socialist feminists and women of color feminists have operated from the broadest understanding of what constitutes reproduction, including all the things necessary for households to raise children—schools, nutrition, housing, health, and safety. While this course has historically focused on these issues, with Dobbs v. Jackson Women’s Health on the Supreme Court docket, the question of access to safe and accessible abortion in the US is in question for the first time in generations, even as publics in Argentina and Ireland have demanded—and won—the right to legal abortion in the past few years. This year, we will focus more on reproductive health: birthing, population, sterilization, maternal and infant mortality, and the changing ways societies have thought about abortion across the 20th and 21st century.

Some key concepts for scholars and activists have been “reproductive governance,” “stratified reproduction,” and “reproductive justice”—the joining of issues of birth control and abortion to questions of sterilization abuse and economic justice. This course will also explore issues that include freedom from sterilization, surrogacy, immigrant justice, social reproduction, and wages for housework.

Grading and structure of assignments for 230
Break-down of final grade, by percent:
20—class discussion
15—in-class discussion leadership
20 each—two 5pp papers, due September 24 and October 29
25—10 pp final paper, due December 15

793R: All of the above assignments plus an extra hour meeting (time TBD). Final paper 15pp. All of the assigned reading plus the recommended reading.

All papers should be submitted to the online drop box in Moodle.
Once during the semester, you will be responsible (either alone or with a partner) for leading class discussion. Do the reading with care, look for some book reviews or news articles to situate the readings and issues, and perhaps look at the recommended reading. Think about how you want to start the conversation: a quote from the reading on a slide? Some provocative questions? A short YouTube video? Become an expert, and think about how to make the class your own and share important questions with others.

**Required texts**
All articles and book chapters will be available in Moodle.

**Day-to-day business of the course**
Reproductive politics has not always engendered good conversation or thoughtful engagement—in fact, the usual image of the conversation includes screaming, threatening, and barely suppressed (or not suppressed) violence. That is not what we are about here. Universities provide us the privilege and pleasure of reading together and learning from each other. Nothing is on the syllabus because it is “right.” Our job in this class is to create an intellectual community, one in which all are enriched by each others’ readings. We will be discussing weighty, critical issues, which is why we need each other’s help to think well and to try to understand how the reading can (or fails to) speak to our situation in the world. This imposes on each of us the responsibility of coming to class with the reading done, speaking up about our insights and questions, and listening respectfully to each other (which is not to say always agreeing). It’s worth noting that these are not clear left/right or Democrat/Republican issues—the state with the best subsidized daycare is Oklahoma, where it is a Republican program.

So. You are expected to come to class with the reading done. For this class to work well, everyone needs to talk and think out loud. In order to facilitate this, we need to have the highest level of respect for each other. Your class participation grade will rest on how successfully you exhibit engagement with the material and with your classmates. This course is not a competition over who has "good" or "bad" politics (whatever we may consider those to be), it is an honest exploration of various kinds of political and intellectual positions, and the ways these have been historically constituted. Students are encouraged to bring questions, change their minds, make counter-arguments, and voice politically unpopular positions in class. While intellectual and moral passion, as well as lively disagreement (including with the instructor) are valued, ad hominem and ad feminam attacks will not be tolerated, nor will harassment, slurs, or disparagement of any group.

**Academic Integrity, University Policies, Disability Accommodations, Late Papers**
Academic dishonesty destroys trust and the good-faith work of a course. Students who get stressed about their grades or having enough time to complete an assignment are sometimes tempted to cheat—to download sections of a paper from the Internet, to borrow quotes or ideas from other students or published sources. Don’t. It’s not worth it. Chances are good you will be caught and will fail the assignment or the course. (See the UMass policy on sanctions and procedures on Academic Honesty,
Helping someone else cheat is an offense as serious as cheating yourself. Although it is always appropriate to discuss the course material and assignments with each other, inside and outside class, it is not appropriate to collaborate on the writing of actual sentences.

If you have learning or other disabilities, it is my goal and that of the Disability Services to ensure that you have reasonable accommodations that minimize the impact of that disability on your learning or your ability to demonstrate what you have learned in the context of assignments. It is your choice whether to disclose your disability to me; you can simply access services through Disability Services (http://www.umass.edu/disability/current.html) and ask me to work with that office to provide appropriate accommodations. However, you do need to let me know that you will need accommodation at or near the beginning of the semester, well in advance of any assignments. If we agree on a modified timeline for the completion of assignments or alternative formats, you are still responsible for completing assignments in a timely way and attending class.

All students are required to have a UMass email account, which will be used for all correspondence for this course. (Students from other colleges will be assigned one once they register). Registration for this course will also provide access to Moodle, which we will use for supplementary course materials, e-reserves, extra credit opportunities, and to turn in assignments.

**Week 1: Reproductive Justice in US and International Contexts**

Sept. 2—course overview


**Recommended:** all of How All Politics Became Reproductive Politics

**Week 2: US Contexts: The Political right, enslavement, settler colonialism**

The Political Right in the US


https://www.mediamatters.org/tucker-carlson/tucker-carlsons-wild-new-talking-point-abortion-somehow-tool-corporate-
Legacies of Enslavement and Settler Colonialism: The Family Regulation System

Week 3: Stratified Reproduction and Reproductive Governance
Recommended: Silvia Fredericci, Caliban and the Witch (New York: Autonomedia, 2014)

Week 4: Eco-fascism and Overpopulation
Recommended: All of Murphy, Economization

Week 5: Post-Abortion Care and Anti-Abortion Politics on the African Continent
Recommended: All of Suh, Dying to Count

Week 6: Island Politics
Recommended: All of Vergès, The Wombs of Women: Race, Capital, Feminism

Week 7: Migration and the Border
Watch film, No Más Bebés on Moodle.
https://www.harpersbazaar.com/culture/politics/a26985261/trump-administration-abortion-period-tracking-migrant-women/

Week 8: Mass Incarceration and the Politics of Maternal and Fetal Harm
Oct. 19—Watch Film on Moodle: Belly of the Beast

Week 9: Abortion Politics
Daniel Politi, “Abortion Is Now Legal in Argentina, but Opponents Are Making It Hard to Get,” THE NEW YORK TIMES (March 7, 2021),
Sydney Calkin, “One year on, it’s clear that the new Irish abortion services have serious
Oct. 28— Leslie Reagan, “An Open Secret,” When Abortion was a Crime: Women, Medicine,
Clyde Haberman, “Code Name Jane: The Women Behind a Covert Abortion Network,”
Amy Howe, “Court to weigh in on Mississippi abortion ban intended to challenge Roe v.
Rebecca Shabad, “Women Seeking Medication Abortions Face Increase State Restrictions
as FDA Weighs Action,” NBC News (July 31, 2021).
Recommended: Jefferey Bingenheimer and Patty Skuster, “The Foreseeable Harms of

Week 10: Surrogacy and ARTs
Nov. 4— Sharmila Rudrappa, “Babies as Commodities,” Discounted Life: The Price of Global
Recommended: Lucy van de Wiel, “Introduction,” Freezing Fertility: Oocyte Cryopreservation

Week 11: Black Lives and Maternal and Infant Mortality
Nov. 9—“Pregnancy and Prematurity in the Afterlife of Slavery,” Dána-Ain
Davis, Reproductive Injustice: Racism, Pregnancy, and Premature Birth. New York: NYU Press,
2019, 89-118.
Christopher Ingraham, “Flint’s Lead-Poisoned Water Had a ‘Horrifyingly Large’ Effect on
November 11—Veterans Day holiday, no class.
Recommended: “Introduction” to Davis, Reproductive Injustice
Week 12: Black birthing and the “primitive”

Week 13—Birth control and teen pregnancy
**November 25—Thanksgiving Holiday, no class**

Week 14— Queer family-making

10pp Final Paper due December