

**San José State University**  
**College of Social Sciences/ Department of Justice Studies**  
**JS 185, Special Topics: Reproductive Justice, Section 04, Spring, 2022**

**Course and Contact Information**

Instructor(s): Grace Howard  
Office Location: Zoom: <https://sjsu.zoom.us/j/6636734478>  
Email: [grace.howard@sjsu.edu](mailto:grace.howard@sjsu.edu)  
Office Hours: Wednesday 9-11am  
Class Days/Time: Tuesdays and Thursdays, 12-1:15  
Classroom: On zoom: <https://sjsu.zoom.us/j/6636734478>  
In Person: MacQuarrie Hall Room 523  
Prerequisites: Upper Division Standing

**Catalogue Description**

Range of law and justice issues and topics may be addressed. Content varies by semester. Topics may include international and globalization, the struggle for justice, human rights, law, inequality and injustice, and others.

May be repeated for credit when content changes for a maximum of 9 units.

In this course, we will draw on various theoretical and analytic tools to examine the ways that reproduction is entangled with broader justice issues such as racism, sexism, immigration, incarceration, medicine, civil rights, political economy, population control, and environmentalism.

**Course Description**

Reproductive Justice is the human right to maintain personal bodily autonomy, to have children, to not have children, and to parent the children we have in safe and sustainable communities. A critical theoretical framework, reproductive justice moves beyond the abortion “choice” debates, encompassing a wide range of issues impacting the reproductive lives of marginalized people, including access to contraception, comprehensive and culturally informed sex education, prevention and treatment for STIs, birth methods and outcomes, foster care and adoption, adequate prenatal and pregnancy care, adequate wages, and safe homes.

Should the government have a say in who gets to reproduce? Should abortion be banned or restricted? Do fertilized eggs, embryos, and fetuses have rights separate from the pregnant person? Should we permit the marketing of reproductive ‘parts’ and ‘services’—eggs, sperm and wombs? What is the male role and what are male responsibilities in human reproduction? Should people with the capacity for pregnancy have the same rights as people without that capacity? These are the sort of issues we will examine in this class. We will explore these questions through legal cases, books, historical readings, first-person narratives, films, podcasts, and scholarly articles. This class requires your active participation, in both thoughtful comments on the readings, as well as in your willingness to engage with other students in class discussion.

## Course Format

This class is supposed to be held in person, with the first few weeks of the semester pushed to remote. Let's all be prepared for potential changes due to COVID.

## Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the course Canvas page.

## Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. *Compare and contrast pro-choice, pro-life, and reproductive justice understandings of abortion rights.*
2. *Explain key legal precedents on a variety of reproductive issues, and illustrate how these precedents relate to one another.*
3. *Articulate ways in which the government has expressed interest in reproduction.*
4. *Evaluate the race, class, and gender dynamics at work in reproductive policy and law.*

## Required Texts/Readings

*Killing the Black Body*, by Dorothy Roberts—the most recent edition.

## Other Readings

All other readings will be provided via Canvas.

## Course Requirements and Assignments

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

### **(30%) Reflection Papers (CLOs 1,2,3,4)**

Due weekly, you must submit a one-page, single spaced reflection paper (Times New Roman, 12pt; 1” margins) addressing the ‘paper question’ listed on the syllabus for that day. Papers must quote from the readings and provide a clear answer to the paper question listed on the syllabus. Papers should be submitted via canvas and should also be brought in/accessible during class for discussion.

### **(20%) Legal Case Briefs (CLOs 2,3)**

Students will read 2 relevant and notable Supreme Court cases and will write and submit a legal brief of those cases. Students will have practice reading court cases and will be taught how to write a legal brief before the graded briefs are due.

### **(20%) Mid-term T Exam (CLOs 1,2,3,4)**

More detail later.

### **(20%) Final Exam (CLOs 1,2,3,4)**

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

More detail later.

### **(10%) Current Event Presentation (CLOs 1,2,3,4)**

Reproductive Justice issues are in the news a lot these days—things are changing and developing all the time. In this class, it is important to follow current events. Each student will give a brief current event presentation to the class. We’ll discuss this in more detail later.

## **Grading Information**

Grades will be used along with substantive feedback to indicate students’ performance in a variety of tasks. Exams and final grades will be calculated as a percentage on a typical “100 point scale.” Missing or plagiarized work will be given a grade of zero. Please contact me if you are having difficulty completing assignments or if you need accommodations for disabilities or absences for religious holidays. The final course grade will be calculated based on the following standard scale:

Grade	Percentage
A plus	96 to 100%
A	93 to 95%
A minus	90 to 92%
B plus	86 to 89 %
B	83 to 85%
B minus	80 to 82%
C plus	76 to 79%
C	73 to 75%
C minus	70 to 72%
D plus	66 to 69%
D	63 to 65%
D minus	60 to 62%

Please note, a “C” or higher is required to receive credit for this course toward a Justice Studies of Forensic Science Major.

## **Classroom Protocol**

1. This course depends on participation and interaction. Try to stay on schedule with assignments. Come to our class meetings (varies by modality) ready to discuss and ask questions!
2. All classroom participants are expected to foster an environment that encourages participation, rather than silencing others (be respectful to one another, do not insult or intimidate others, evaluate alternative views with an open mind). We will discuss ground rules and develop classroom standards of conduct at the beginning of the semester.
3. Students are encouraged to complete all readings and assignments by the dates indicated on the syllabus. Be sure to check the course Canvas website regularly for updates.
4. Students are responsible for any and all notes and materials missed in their absence.

5. Readings about reproductive life can be challenging intellectually, personally, and emotionally. All students are encouraged to engage in self-care. This means that if particular topics or course materials raise emotional or other personal issues, you can simply choose not to speak or to leave the discussion without being penalized. Should you have any questions or concerns, including concerns about triggering content, please feel free to contact me! Your safety and wellbeing are so important!

If you or a friend is in need of emotional support, please visit SJSU's Counseling and Psychological Services (CAPS) [www.sjsu.edu/counseling](http://www.sjsu.edu/counseling) service. Phone: (408) 924-5910. Location: Student Wellness Center, Room 300.

## **University Policies**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

## **Consent for Recording Class and Public Sharing of Instructor Material**

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12--7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

## **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of

Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

### **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

# JS 185 / Special Topics: Reproductive Justice, Spring 2022, Course Schedule

Course Schedule is subject to change at professor's discretion. Students will be given advance notice of any changes.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/27 Th	<b>The Reproductive Justice Framework— ONLINE SESSION</b> Welcome to class
2	2/1 Tu	<b>The Reproductive Justice Framework— ONLINE SESSION</b> Ross, <i>Reproductive Justice</i> , Selections on Canvas
2	2/3 Th	<b>The History of Reproductive Law in the US— ONLINE SESSION</b> Roberts, <i>Killing the Black Body</i> , ch. 1
3	2/8 Tu	<b>The History of Reproductive Law in the US— ONLINE SESSION</b> Rose, <i>Safe, Legal, and Unavailable</i> , selections on Canvas
3	2/10 Th	<b>Eugenics— ONLINE SESSION</b> <b>How to Read and Brief a Court Case</b> <i>Buck v. Bell</i> (1927) Film: <i>The State of Eugenics</i>
4	2/15 Tu	<b>Eugenics—IN PERSON SESSIONS START TODAY</b> <i>Skinner v. Oklahoma</i> (1948)
4	2/17 Th	<b>Contraception</b> <i>Griswold v. CT</i> (1965) Roberts, <i>Killing the Black Body</i> , selections
5	2/22 Tu	<b>Contraception</b> Oudshorn, <i>The Male Pill</i> , selections Hobby Lobby case
5	2/24 Th	<b>History of Abortion Politics and Roe v. Wade</b> Rose, <i>Safe, Legal, and Unavailable?</i> (selections) Film: <i>The Story of Jane</i>
6	3/1 Tu	<b>History of Abortion Politics and Roe v. Wade</b> <i>Roe v. Wade</i> (1973) The Hyde Amendment
6	3/3 Th	<b>Restrictions on Abortion</b> <i>Planned Parenthood v. Casey</i> (1992) Film: <i>After Tiller</i>
7	3/8 Tu	<b>Restrictions on Abortion—ONLINE ASYNCHRONOUS CLASS TODAY</b> Texas Trap Laws Review Guttmacher Institute's State Summary Page

Week	Date	Topics, Readings, Assignments, Deadlines
7	3/10 Th	<b>Contemporary Abortion Battles—ONLINE ASYNCHRONOUS CLASS TODAY</b> Texas Surveillance Law Dobbs Film: <i>Trapped</i>
8	3/15 Tu	<b>Contemporary Abortion Battles</b> <b>Pills by Mail</b>
8	3/17 Th	<b>Race and Reproduction</b> Roberts, <i>Killing the Black Body</i> , selection Smith, “Welfare Reform, Reproductive Heterosexuality, and Marriage”
9	3/22 Tu	<b>Race and Reproduction</b> Ross, “Just Choices” Black Maternal Mortality data
9	3/24 Th	<b>Environmental Justice and Reproduction</b> Bridges, “The Dysgenic State” Hoover, <i>Environmental Reproductive Justice</i> Selections
10	3/29 Tu	<b>SPRING BREAK</b>
10	3/31 Th	<b>SPRING BREAK</b>
11	4/5 Tu	<b>The Criminalization of Pregnancy</b> Daniels, “The Children Men Father” Visit <a href="http://www.projectprevention.org">www.projectprevention.org</a> and <a href="http://www.napw.org">www.napw.org</a>
11	4/7 Th	<b>The Criminalization of Pregnancy</b> Howard, “The Pregnancy Police” Film: <i>Citizen Ruth</i>
12	4/12 Tu	<b>Reproductive Technologies</b> Mundy, “With Triplets, It’s Always a Party” Hearn, “Stem Cell Promises—Rhetoric and Reality”
12	4/14 Th	<b>Reproductive Technologies</b> McHale, “Is there a duty to not reproduce?”
13	4/19 Tu	<b>Commodification of Body Products and Services</b> Daniels, “Commodifying Men” Film: <i>Eggsploitation</i>
13	4/21 Th	<b>Commodification of Body Products and Services</b> Spar, “The Egg Trade”
14	4/26 Tu	<b>Foster Care and Adoption</b> Roberts, <i>Shattered Bonds</i> , selections Giving up Baby, selections
14	4/28 Th	<b>Foster Care and Adoption</b> The Girls Who Went Away, selections

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
15	5/3 Tu	<b>Fatherhood</b> Hales, “Abortion and Fathers’ Rights” Humber, “Maternity, Paternity, and Equality”
15	5/5 Th	<b>Fatherhood</b> Haney, “Incarcerated Fatherhood: The Entanglements of Child Support Debt and Mass Imprisonment
16	5/10 Tu	<b>New Motherhood/New Fatherhood: Juggling Work/Family/Care</b> Gornick and Meyers, <i>Families that Work</i> , selections
16	5/12 Th	Final class wrap-up!