

SYLLABUS
Race, Class & Reproductive Rights

Spring Semester, 2010

Professor Nancy Ehrenreich

Office: 435F; telephone 303-871-6256

e-mail: nehrenre@law.du.edu

Assistants: Anne Beblavi x16303

office hrs: T/Th 1:15-2:15pm

Diane Bales x16580

(or by appointment)

Course Materials:

Nancy Ehrenreich (ed.), The Reproductive Rights Reader: Law, Medicine, & the Construction of Motherhood (2008) – available at bookstore (“Text”)

Cases Supplement – photocopied materials – to be handed out in class (“Supp”)

Course Requirements:

Class participation – 20% of grade

Thought paper (Paper No.1) (*not to exceed* 6pp)

- 30% of grade; due March 23 (your choice among several topic options to be provided)
- Paper content: (a) clear engagement with and answering of the chosen question (*as a whole*, not by answering *seriatim* each of the individual interrogatory sentences that comprise the question); (b) demonstration of clear and accurate understanding of the reading material and class discussions relevant to the question; (c) personal opinion if desired or if solicited (see Grading Criteria, below). (NB: The paper should be organized as appropriate to the material – *not* necessarily according to the three areas listed here.)

Research paper (Paper No.2) (*not to exceed*: 18pp)

- 50% of grade; due last day of exam period (your choice of topic; prior approval required if the topic is not on the list of pre-approved topics)

NOTE: I will be out of the country (organizing and attending a conference) from approximately May 4 to May 14, so you are *strongly advised* to work on this paper early so that you can get any help you might need from me before I leave on the 5th.]

- Mandatory rewrite if student elects to use to satisfy upper class writing requirement
- Paper content: (a) succinct and accurate description of the state of law and policy on the chosen topic; (b) critical assessment of current law and policy on the topic, *drawing on course reading materials and insights gained from those materials*; and (c) personal opinion on the issues raised in the discussion of the topic. (NB: The paper should be organized as appropriate to the material – *not* necessarily according to the three areas listed here.)

Paper Format: Papers should be *double-spaced*, with a *reasonable-sized font* (eg, 12), and *reasonable margins*. Additionally, papers should comply with the attached “Writing Guidelines” sheet.

Grading Criteria:

- Papers will be graded for responsiveness to the question, demonstrated comprehension of the material, clarity, and writing quality. While originality of ideas will also be valued (as long as those ideas are relevant to the paper topic), originality is less important than in-depth comprehension of the material, and unless specifically solicited by the paper topic is *not* a prerequisite to a high-level performance.
- Class participation will be assessed based on frequency of *quality* contributions, not on mere *quantity* of comments.

Communication: Web- and e-mail based. The course Blackboard page is available at: <http://blackboard.du.edu/>. The syllabus, paper topics, & occasional announcements or other materials will be posted there. Most announcements will also be e-mailed. Of course, feel free to e-mail me with questions, concerns, or appointment requests (see e-mail address above).

#

1/14 Introduction to Course
Introduction to Reproductive Rights – Text, 2-19

Unit I: Questioning Science: Feminist Critiques of Medical Knowledge and Practice

1/19 Medicine as a Social Practice – Text, 23-41, 57 (notes 1-3) (Ehrenreich & English; Todd)

1/21 The Social Construction of Medical Knowledge – Text, 42-57 (notes 4-5) (Martin, Chase)

Unit II: Forced Motherhood?: Legal Regulation of Pregnancy Termination

Part A: Abortion: The Legal Framework

1/26 “The Pill” – film
Social & Historical Context – Text, 63-95 (Luker, Reagan, Davis)
Sign up for mtgs to discuss research paper (Paper No.2) topics (*required* if not doing topic from list of pre-approved topics; optional for everyone else)

1/28 (cont’d)

2/2 The “Privacy” Formulation & Its Critics – Text, 99-110, 123 (notes 1-6) (*Roe v. Wade*, Petchesky), Supp., 1-11 (Ely)

2/4 Privacy and the Abortion-Funding Issue – Text, 111-24 (*Harris v. McRae*, Ehrenreich), Supp., 12-15 (*Webster*)

Research paper proposals due (for anyone not doing a topic from the list of pre-approved topics): Please submit one paragraph describing both the proposed topic and the research plan (including discussion of preliminary research suggesting that the topic is viable (no pun intended)).

2/9 The “Undue Burden” Test –Text, 127-44 (*Planned Parenthood v. Casey*, Gibbs et al.)

2/11 The Equality Approach – Text, 147-65 (Siegel, Sullivan & Estrich)

Part B: Abortion – Special Topics

2/16* Late-Term Abortion – Text, 169-98 (*Stenberg v. Carhart*, Oliveri, *Gonzales v. Carhart*)

2/18 Teen Pregnancy: Minors’ Access to Abortion and Sex Education
(a) *Context and Policy* – Text, 201-220 (Rhode, Dailard); Supp, 16-20 (Zavala)
shd move Zavala to next class

2/23 (b) *Law* – Supp, 21-49 (explanatory text, *Hodgson, Lambert, Heed, Ayotte*)

2/25 Wrongful Birth and Selective Abortion – Text, 223-39, 253 (notes 1-4) (Kowitz, Saxton)

3/2 Reproductive Rights of Women in Prison – Text, 243-54 (note 5) (Roth); Supp, 50-58 (*Roe v. Crawford*)

Paper No.1 Assigned (due 3/23)

3/4 Catchup class

Unit III: Motherhood Denied – Legal Regulation of Conception

3/9 Punitive Policies – Regulation of Conception by Low-Income Women & Women of Color

(a) *Social and historical context* – Text, 257-74, 296 (note 1) (Solinger)
“La Operación” – film

3/11 Open Discussion/Q&A re Paper No.1 Topics; Discussion of Writing Skills

[Spring Break: March 15-19]

3/23 (b) *Norplant* – Text, 275-87, 296 (note 3) (Albiston), Supp, 59-75 (*Skinner v. Okla., Oakley v. Wisconsin*)

* Note: This class has particularly heavy reading.

