
HTST 511

Topics in Gender and Sexuality in History: Reproductive Justice & Politics

Fall 2019
Wednesday, 2:00 – 4:45 SS 613

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Office Hours: Tuesday 1:00 – 3:00

Overview

The editors of *Radical Reproductive Justice* state that reproductive justice activism and theory is based on three interconnected human rights: “the right *not to have children* ...the right *to have children*; ... and the right *to parent the children we have*.” In this seminar we will learn how histories of state policies that have restricted these rights and social movements to gain and protect these rights.

Learning Outcomes

Through successful completion of this course, students will be expected to:

- Understand how reproductive justice theory has influenced historical methodology and research.
- Understand how feminist movements and theories have shaped the historiography on reproduction, sexuality, and abortion.
- Discuss and analyze the interconnections between local and national histories of reproductive politics and global movements and ideologies.

Evaluation

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|-----------------------|-----|
| • Class participation | 25% |
| • Book Review | 15% |
| • Research Proposal | 15% |
| • Paper Presentation | 10% |
| • Research Paper | 35% |

Required Texts

Erica Dyck: *Facing Eugenics: Reproduction, Sterilization, and the Politics of Choice*

Paul Saurette and Kelly Gordon, *The Changing Voice of the Anti-Abortion Movement*

Assignment Deadlines

Class Participation

Throughout semester

Research Proposal

October 25th

Book Review

November 8th

Research Paper

December 13th

ASSIGNMENTS

All assignments are to be double-spaced and written in 12-point font. Students will upload their assignments to D2L by midnight of the due date. Please submit your papers as a word document so that I can use track changes to give feedback. Even though you are submitting the papers on-line, follow the conventions of a formal paper. You need a title page.

I expect that all papers will have a clear thesis statement, be well-organized, have a logical argument, and follow the *Chicago Manual of Style*. Use footnotes, not in-text citations. Assignments that require more than one source must also include a bibliography.

Deadlines are firm, but students who ask me at least one week before the assignment is due may receive an extension if I deem the circumstances to be appropriate. Late papers will lose 0.5 of the 4.00 grade point system per day.

CLASS PARTICIPATION

Student participation and attendance is essential for a successful seminar. Take notes when you read and come to class with 2 critical questions to ask the class.

PROPOSAL AND DOCUMENT ANALYSIS (1,250 WORDS – NOT INCLUDING BIBLIOGRAPHY). DUE OCTOBER 25TH

The major research paper will be based on primary research. Students may examine the history of a topic about reproductive justice: the right to have children; the right to not have children; or the right to raise one's own children. The proposal will present the research questions, a brief discussion of the historiography, and a preliminary bibliography. This is a major research paper, so your bibliography should include at least 15 peer-reviewed secondary sources. The paper will also include a critical analysis of the primary sources for your paper that explains how the sources will help you answer your research questions and the methodological limitations of the sources.

BOOK REVIEW (650 – 750 WORDS). DUE NOVEMBER 8TH

Students will write a critical book review of one of the assigned texts. The review should consider the extent to which reproductive justice theory influences the research and analysis.

MAJOR RESEARCH PAPER

PRESENTATION & PEER REVIEW

In the last three weeks of the semester, students will present their research and provide critical feedback to each other. The draft of your e-mail is due on the Monday before your presentation and I will post it on D2L. Students who are presenting that week do not have to read the drafts. I have not attached a grade to the peer review. If you do not actively participate in the peer review, I will apply the same penalty for late papers to your participation grade. I will also provide critical feedback to help you improve the paper for final submission.

Students will prepare a 15-minute presentation based on your research paper. I expect a professional presentation – as though you are presenting at an academic conference. Do not go overtime; we need time for peer review and questions.

FINAL PAPER (4,500 WORDS). DUE DECEMBER 13TH

The final paper (4,500 not including bibliography) is due December 13th. Your final paper should address the feedback you've received from your peers and me. Even though the assignment will be submitted on D2L, include a title page and format it as you would a paper submitted in class.

DEPARTMENTAL GRADING SYSTEM

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

PLAGIARISM

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook* (http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf)

Plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works
- Using notes does not justify the sustained presentation of another author's language and ideas as one's own

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar Section K*. <https://www.ucalgary.ca/pubs/calendar/current/k.html>

LECTURE AND DISCUSSION SCHEDULE

Note: Readings marked with * are available on D2L. All other readings are available online through the library or in the assigned texts.

Week 1 (September 11): Introduction

Jessica Yee, "Reproductive justice – for real, for me, for you, for now," in *SisterSong: Women of Color Reproductive Justice Collective Anthology*. Available at: <http://jolocas.blogspot.ca/2011/11/reproductive-justice.html>.

Film: *Vessel*

PART I: THE RIGHT TO HAVE CHILDREN

Week 2 (September 18): Controlling Indigenous Fertility

*Karen Stote, "The Coercive Sterilization of Aboriginal Women in Canada," *American Indian Culture and Research Journal* 36, 3 (2012): 117 – 149.

*Sally J. Torpy, "Native American Women and Coerced Sterilization: On the Trail of Tears in the 1970s," *American Indian Culture and Research Journal* 24, 2 (2000): 1 – 22

Erica Dyck, *Facing Eugenics*, Chapter 2, "Race, Intelligence, and Consent"

Week 3 (September 25): "Feeble-mindedness" and Eugenic Policy

Dyck, *Facing Eugenics* Chaps 1, 3, & 4

Molly Ladd Taylor, "Contraception or Eugenics? Sterilization and "Mental Retardation" in the 1970s and 1980s," *Canadian Bulletin of Medical History* 31, 1 (2014): 189 – 211.

Week 4 (October 2): Resistance to Sterilization

Dyck, *Facing Eugenics* Chaps 5 & 6

Susanne Klausen, "Women's Resistance to Eugenic Birth Control in Johannesburg, 1930 – 39," *South African Historical Journal* 51, 1 (2004): 152 – 169.

PART II: THE RIGHT TO RAISE CHILDREN

Week 5 (October 9):

Margaret D. Jacobs, "Maternal Colonialism: White Women and Indigenous Child Removal in the American West and Australia, 1880 – 1940," *Western Historical Quarterly* 36 (Winter 2005): 453 – 476.

Sharon Wall, "'Not ... the Same Damaging Effects'? Unmarried Pregnancy, the State, and First Nations Communities in Early British Columbia," *Histoire Sociale/Social History* 102 (November 2017): 371 – 398.

Daniel Rivers, "'In the Best Interests of the Child': Lesbian and Gay Parenting Custody Cases, 1967 – 1985," *Journal of Social History* 43, 4 (Summer 2010): 917 – 943.

PART III: THE RIGHT TO NOT HAVE CHILDREN

Week 6 (October 16): Abortion Debates

Saurette & Gordon, *The Changing Voice of the Anti-Abortion Movement*, Part I (Don't panic! We'll skim some of this.)

Susanne Klausen, "'Reclaiming the White Daughter's Purity': Afrikaner Nationalism, Racialized Sexuality, and the 1975 Abortion and Sterilization Act in Apartheid South Africa," *Journal of Women's History* 22, 3 (Fall 2010): 39 – 63.

Week 7 (October 23): Controlling Fertility and Accessing Abortion Services in Canada

Proposal Due

Erica Dyck, *Facing Eugenics*, Chapter 3 & 7: "Sterilization Redefined"

Beth Palmer, "'Lonely, tragic, but legally necessary pilgrimages': Transnational Abortion Travel in the 1970s," *Canadian Historical Review* 92, 4 (December 2011), 637 – 664.

Week 8 (October 30): The Anti-Abortion Movement

Saurette and Gordon, *The Changing Voice of the Anti-Abortion Movement*, Part II

Katrina Ackerman, "In Defense of Reason: Religion, Science, and the Prince Edward Island Anti-Abortion Movement, 1969 -1988," *Canadian Bulletin of Medicine and Health* 31, 2 (2014): 117 – 138.

Week 9 (November 6): Reproductive Justice Theory and Practice

Critical Book Review Due

*Andrea Smith, "Beyond Pro-Choice versus Pro-Life: Women of Colour and Reproductive Justice," *NWSA Journal* 17, 1 (Spring 2005): 119 – 140.

*Loretta J. Ross, "Trust Black Women: Reproductive Justice and Eugenics" in *Radical Reproductive Justice: Foundations, Theory, Practice, Critique*, eds. Loretta J. Ross, Lynn Roberts, Erika Derkas, Whitney Peoples, and Pamela Bridgewater Toure (New York: Feminist Press, 2017): 58 – 85.

Jessica Shaw, "Abortion as a social justice issue in contemporary Canada," *Critical Social Work* 14, 2 (2013), 2 – 17.

Guest Speaker: Dr. Jessica Shaw, Board Member Women Help Women

Reading Week: November 10 - 16

Week 10 (November 20): Paper Presentations

Week 11 (November 27): Paper Presentations

Week 12 (December 4): Paper Presentations

IMPORTANT DEPARTMENTAL, FACULTY, AND UNIVERSITY INFORMATION

PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES

- **Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.**
- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>.
- For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.
- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Library Block (MLB), call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.
- Registration changes and exemption requests: <https://www.ucalgary.ca/registrar/registration/appeals>.

WRITING

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly referenced.

WRITING SUPPORT

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

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RED BOX POLICY

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: **1) course name and number, 2) instructor, 3) your name and 4) your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

UNIVERSAL STUDENT RATINGS OF INSTRUCTION (USRI)

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI surveys.

ACADEMIC ACCOMMODATIONS (IMPLEMENTED 1 JULY 2015)

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

OTHER USEFUL INFORMATION

- Department Twitter @ucalgaryhist

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk