

**PADM-GP.4452**

**US Reproductive Rights Advocacy Spring 2024 *SYLLABUS***

**Instructor Information**

* Nimra Chowdhry(she/her)
* Email: nc3461@nyu.edu
* Office Hours: On Fridays by appointment. In most cases by zoom or phone. Other times may also be available upon request. Please email to schedule.

# Course Information

* Class Meeting Times: Mondays: 4:55 p.m. – 6:35 p.m.
* Class Location: 60 Fifth Ave Room 265 Loc: Washington Square

# Course Prerequisites

* NONE

# Course Description

Reproductive rights encompass the ability of individuals to make, and exercise informed, independent decisions about their own body, sexuality, and reproduction. This includes procreation and family formation, pregnancy care, abortion, birthing, and others. These are deeply personal, often, life-changing decisions. Yet contentious legal, policy, and public debates at the national, state, and local level control who can, and cannot, access the health care services and information necessary for people to realize these rights.

This course will examine the intersection of policy issues as they relate to and impact reproductive health and rights, with a focus on reproductive justice as a lens through which policy reform can center those most impacted. Students will gain a grounding in relevant laws and policies that have defined and constrained reproductive rights in recent decades, and ways in which to envision reform. We will discuss intersections with racial, economic, and gender equality, among other inseparable rights.

This will be an interactive course and class participation is critical. We will have guest speakers, review videos, and discuss reading assignments in order to form a discourse on topics. Students will be required to engage in rich dialogue and contemporary analysis of topic areas covered.

# Course and Learning Objectives

In this course students will gain an understanding of foundational reproductive rights issues in the United States and the need and opportunities to strengthen reproductive rights, health, and justice through advocacy and policy solutions. Students will learn from multiple perspectives, including by reading, analyzing, and discussing a mix of legal, policy and advocacy materials, popular commentary, and presentations by experts in the field.

At the end of the course, students who complete it successfully will be able to

1. Articulate an intersectional reproductive justice analysis.
2. Understand the different principles and goals of the reproductive justice framework and how these can strengthen reproductive rights advocacy and laws in the United States.
3. Identify historical and contemporary obstacles and challenges to full realization of reproductive rights and health in the United States.
4. Identify and analyze reproductive rights and/or health problems that could be addressed through policymaking and effectively communicate a proposed policy solution and its impact.

Learning Assessment Table

|  |  |
| --- | --- |
| Graded Assignment | Course Objective Covered |
| Class Participation | #1, #2, #3, #4 |
| Reading reflection write-up | #2, #3 & #4 |
| Short Opinion Piece | #3 & #4 |
| Partner Project: FinalPresentation & Memo | #3 & #4 |

# Required Readings

Required readings and learning resources will inform your participation in class discussions and all assignments throughout the course.

* + Ross, Loretta and Rickie Solinger, ***Reproductive Justice: An Introduction*** (Oakland, CA: University of California Press, 2017)
	+ Other required readings and resources will be accessible free online and/or as documents provided on Brightspace.

**Assessment Assignments and Evaluation**

# Assessment

* + Active participation in class discussion & learning overall, 20%
	+ One reading reflection write-up, 15%
	+ Short Opinion Piece, 25%
	+ Partner Project, Final Policy Proposal, Presentation & Memo (PPT & Write-up), 40%

# Active Participation (20%)

Building on theory, this class is intended to provide an interactive format for learning from past and contemporary movements that have impacted the development of reproductive rights advocacy in the U.S. This depends on active and engaged participation—including with your classmates and guest lecturers. You are responsible for completing the readings for the day they are assigned and coming to class prepared to discuss them. You are expected to actively participate in every class.

Students should consider current events and how they relate to readings and discussions and feel empowered to bring those conversations to class for discussion.

\*\* Please come to class prepared to share *at least two* discussion questions and *two* reflections grounded in the readings for that day. \*\*

**One reading reflection write-up 15%**

Students will select one week from weeks 2 through week 6, to draft a reading reflection. The reflection must be submitted on Brightspace by 11:59 pm the night before class. Reflections must be 750-1000 words, size 12-font, Times New Roman.

Students signed up for a particular week will begin the discussion for that day.

Students will sign up for which day they wish to draft their reflection on the first day of class. I will pass around a sign-up sheet on the first day of class. A maximum of 4 students will be able to sign up for one day.

All students are expected to do the required readings for each class and come prepared for discussions as outlined above.

# Short Opinion Piece (25%)

You will submit an op-ed style piece (750-1000 words) expressing your opinion on one of the topics covered in our syllabus, or an intersecting issue that you can clear with the professor. The writing should be engaging and persuasive for a general audience, aim to raise awareness of and engagement on a pressing reproductive rights, health, or justice problem, and spur support for specific solutions or responses that require government or community action. This piece can explore an issue area you plan to expand on in your final policy proposal presentation but does not have to. Students will have the opportunity to workshop their ideas prior to drafting this assignment.

\*\*Come to class prepared to talk about topics you are considering writing about on week 3, the assignment will be due prior to the following class, on week 4.

* + Resources on op-ed drafting:
		- [Tips & Tricks, Getting Started](https://www.theopedproject.org/resources)
		- [How to write an op-ed or column](https://projects.iq.harvard.edu/files/hks-communications-program/files/new_seglin_how_to_write_an_oped_1_25_17_7.pdf)
	+ Themes to consider in op-ed drafting:
		- Your unique voice;
		- How you relate to a particular topic;
		- A call to action, what do you want someone to do?
	+ Examples of op-eds
		- [https://thehill.com/opinion/congress-blog/4429759-from-pain-to-power-my-journey-and-](https://thehill.com/opinion/congress-blog/4429759-from-pain-to-power-my-journey-and-our-collective-call-for-reproductive-justice/) [our-collective-call-for-reproductive-justice/](https://thehill.com/opinion/congress-blog/4429759-from-pain-to-power-my-journey-and-our-collective-call-for-reproductive-justice/)
		- [https://ncnewsline.com/2024/02/28/nc-physician-alabama-ivf-ruling-is-a-disaster-for-](https://ncnewsline.com/2024/02/28/nc-physician-alabama-ivf-ruling-is-a-disaster-for-public-health-and-reproductive-freedom/) [public-health-and-reproductive-freedom/](https://ncnewsline.com/2024/02/28/nc-physician-alabama-ivf-ruling-is-a-disaster-for-public-health-and-reproductive-freedom/)

# Op Ed must be submitted by 11:59 pm on April 14 on Brightspace

**Final Presentation: Policy Proposal, Presentation & Memo (40%):** Drawing on issues addressed throughout the course and required readings and recommended resources, students in pairs will give an ~8 minute presentation on an identified policy issue that intersects with reproductive rights in the U.S. Students in pairs, will also submit a write up of their proposal (5-6 Pages Double or 1.5 spaced, Normal Margins, Size 12 Font, Times New Roman) by the last class in addition to the presentation. Presentations will take place during the second to last class and the last class. Students will have a chance to sign up for the day they wish to present. All write-ups will be due by the last day of class.

You will be assigned partners on the first day of class. Please come prepared to sign up for which day you want to present by the second week. Half of the students will present on the first presentation day, and the remainder of students in pairs will present on the last day of class.

You should focus on a policy that can be passed or implemented at the state or local/municipal level.

The presentation should include a power point that walks classmates through an identified policy problem or barrier to reproductive autonomy:

1. Assess the problem/issue;
2. Research the problem/issue and highlight what additional research would be required in order to fully create a solution;
3. propose a solution.

The proposals should consider: 1) who is impacted and 2) challenges to expect. Challenges can include a range of questions or concerns that must be overcome in order to address the identified policy issue.

The accompanying policy memo must provide a concise summary of your identified problem or barrier to reproductive autonomy/decision-making or health access, who is most impacted, and presents a recommendation(s) on policy solutions to remedy or improve the problem. It will cover aspects of your presentation in a write up format so that in absence of the presentation, you can share the write-up in order to advocate for your issue.

Further guidance on developing and structuring the Policy Memo will be available on Brightspace.

# Memo must be submitted by 11:59pm on May 6 on Brightspace Late Submission Policy for Assignments

I accept late work (that is, having a time stamp later than the time and date on which assignments are due) after the due date only by prior arrangement.

Extensions on written assignments will be granted only in case of emergency or special circumstances. This policy is adopted out of respect to those who abide by deadlines despite equally demanding schedules.

Written Assignments handed in late without authorized extensions will be penalized by a one grade point reduction for each day after the due date (e.g., one day late, an A reduces to A-, two days late, A- reduces to a B+, so on…).

# Overview of the Semester

* + Week 1
		- Date: March 25
		- Topic: Overview of the Course & Introduction to Reproductive Rights and Reproductive Justice
	+ Week 2
		- Date: April 1
		- Topic: Abortion Rights in 2024, Interstate Shield Laws, Medication Abortion, & Ballots
		- Guest Lecturer: Elisabeth Smith (she/her), Director U.S. State Policy & Advocacy, Center for Reproductive Rights
	+ Week 3
		- Date: April 8
		- Topic: Maternal Health, Contraception, & Fertility.
		- Guest Lecturer: Bella Pori (she/her), State Legislative Counsel, Center for Reproductive Rights
		- Assignment:

During this Class students should come prepared to talk about an area of policy they hope to improve. We will use a portion of the class, working in small groups, as an opportunity to refine thinking and “workshop” tough questions or thorny issues as students think about their ideas. This thinking should support students in their Short Opinion Piece, due during week 4 and can help form their final projects as well.

* + Week 4
		- Date: April 15
		- Topic: Controlling Reproduction and Criminalization of Pregnancy
		- Guest Lecturer: Farah Diaz-Tello (she/her), Senior Counsel & Legal Director,

If/When/How: Lawyering for Reproductive Justice

* + - \*\*Assignment: Opinion Piece is due prior to class on April 14th\*\*
	+ Week 5
		- Date: April 22
		- Topic: Immigrant Communities, Gender Justice & Organizing
		- Guest Lecturer: Shivana Jorawar (she/they), Co-Executive Director, Jahajee Sisters
	+ Week 6
		- Date: April 29
		- Topic: Youth Access to Reproductive Health and Rights
		- \*\*Assignment: Day 1 of Presentations\*\*
	+ Week 7
		- Date: May 6
		- Topic: Building Stronger Protections Through Law and Policy
		- \*\*Assignments: Day 2 of Presentations and all final memos are due (one per pair)\*\*

# Letter Grades

Letter grades for the entire course will be assigned as follows:

|  |  |
| --- | --- |
| **Letter Grade** | **Points** |
| **A** | 4.0 points |
| **A-** | 3.7 points |
| **B+** | 3.3 points |
| **B** | 3.0 points |
| **B-** | 2.7 points |
| **C+** | 2.3 points |
| **C** | 2.0 points |
| **C-** | 1.7 points |
| **F** | 0.0 points |

Student grades will be assigned according to the following criteria:

* + (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
	+ (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
	+ (B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
	+ (B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.
	+ (B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
	+ (C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.
	+ (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

# Detailed Course Overview

Many readings are from the era prior to *Dobbs*—I encourage students to think about these in the context of the current landscape and think about current events and how they impact the shift in the assigned readings. For each reading, I encourage you to think about following:

* + Who these issues impact the most?
	+ What communities are missing from the conversation?
	+ How would you improve a set of issues or policy areas?
	+ How do you think the focus should shift away from the historical context?
	+ What you see coming up in current events under the current political landscape and how does that tie into the topics we are discussing?
	+ How does the analysis shift under the current post-Dobbs era? Have issues improved, stayed the same, become more difficult?

This type of critical thinking should apply to your work across the course.

WEEK 1: CLASS OVERVIEW & INTRODUCTION TO REPRODUCTIVE RIGHTS & REPRODUCTIVE JUSTICE

This first class will provide an overview of the class structure and expectations and an introduction to the difference between reproductive health, rights, and justice. Together we will review the reproductive justice timeline.

# Readings Due

1. Syllabus
2. *Reproductive Justice: An Introduction*, by Loretta Ross and Rickie Solinger
	1. “Introduction”
	2. Chapter 1, “A Reproductive Justice History”
	3. Chapter 2, “Reproductive Justice in the 21st Century”
3. [State Constitutions and Abortion Rights](https://reproductiverights.org/state-constitutions-abortion-rights/) (read website summary)

# Recommended Resources

* [Access, Autonomy, and Dignity: A Series on Reproductive Rights and Disability Justice](https://nationalpartnership.org/wp-content/uploads/2023/02/repro-disability-abortion.pdf) (National Partnership for Women & Families)
* Video: [Loretta Ross, Reproductive Justice as a Human Right](https://www.youtube.com/watch?v=mTVGGSli0mU) (Northwestern Gender & Sexuality Studies Program Webinar
* Strong Families, Reproductive Justice: [Media Reference Guide: A guide for Reporting on](https://forwardtogether.org/tools/media-guide-abortion-latinx-community/) [Abortion and the Latinx Community Introduction,](https://forwardtogether.org/tools/media-guide-abortion-latinx-community/)

WEEK 2: ABORTION RIGHTS IN 2024, INTERSTATE SHIELD LAWS, MEDICATION ABORTION, AND BALLOTS

**Guest Lecturer: Elisabeth Smith (she/her), Director, U.S. State Policy & Advocacy, Center for Reproductive Rights**. This class will provide an overview of a current topics underway in the abortion rights movement. Through the readings and presentation from our guest lecturer, we will learn how a recent

U.S. Supreme Court Case, *Alliance for Hippocratic Medicine v. FDA*, can further impact access to reproductive rights. We will also learn about proactive measures underway to create state-based protections for abortion care including ballot measures and interstate shield laws.

# Readings Due

1. [The New Abortion Battleground,](https://scholarship.law.pitt.edu/cgi/viewcontent.cgi?article=1515&context=fac_articles) David S. Cohen, Greer Donley & Rachel Rebouché
2. [Addressing Abortion Access through State Ballot Initiatives](https://www.kff.org/womens-health-policy/issue-brief/addressing-abortion-access-through-state-ballot-initiatives/)
3. *Alliance for Hippocratic Medicine v. FDA*
	* [Case overview](https://reproductiverights.org/case/alliance-for-hippocratic-medicine-v-fda/) (timeline)
	* [The Supreme Court Will Review the Fate of Medication Abortion Care,](https://www.americanprogress.org/article/the-supreme-court-will-review-the-fate-of-medication-abortion-care/) Sabrina Talukder, Center for American Progress
		+ The U.S. Supreme Court will hear oral arguments in this case on March 26, 2024.
	* [Amicus Brief Filed by Reproductive Health Rights and Justice Organizations](https://www.supremecourt.gov/DocketPDF/23/23-235/299146/20240130105347923_23-235%2023-236%20tsac%20237%20Reproductive%20Health%20Rights%20and%20Justice%20Organizations.pdf)

# Recommended Resources

* [State Legislative Wrap up 2023](https://reproductiverights.org/wp-content/uploads/2022/12/2022_StateLegWrapUp_DIGITAL.pdf)
* [After Roe Fell: Abortion Laws by State](https://reproductiverights.org/maps/abortion-laws-by-state/)
* [Abortion Shield Laws](https://deliverypdf.ssrn.com/delivery.php?ID=210112099027100071017077090068003006006053019011070090014116022123120064006065068098037057101062049011109088025122127084113067106036006035001081096071091007000067009075052118011115082087119111107070067075124088028085085070108015096025067069002106100&EXT=pdf&INDEX=TRUE)

WEEK 3: MATERNAL HEALTH, CONTRACEPTION, AND FERTILITIY.

**Guest Lecturer: Bella Pori (she/her), State Legislative Counsel, Center for Reproductive Rights**. This class will focus on the recent IVF decision out of Alabama. We will discuss how this overlaps with the maternal health crisis in the United States, give student an introduction to policies in assisted reproduction, and discuss the landscape of contraceptive access in the country.

During the second half of this class, we will break up into small group to talk about issue areas students plan to explore in their opinion pieces. \*\*Students should come prepared to talk about an area of policy they hope to improve. In small groups we will work to refine thinking and “workshop” tough questions or thorny issues as students think about ideas, they want to further research for their final project. This thinking should support students in their individual submitted Short Opinion Piece, due during week 4. \*\*

# Readings Due

1. *Reproductive Justice: An Introduction*, Chapters 3 & 4
	1. Chapter 3, “Managing Fertility”
	2. Chapter 4, “Right to Parent”
2. [The Alabama Supreme Court’s Ruling on Frozen Embryos](https://publichealth.jhu.edu/2024/the-alabama-supreme-courts-ruling-on-frozen-embryos)

# Recommended Resources

* [Birth Equity Organizations and Scholars Amicus Brief](https://www.supremecourt.gov/DocketPDF/19/19-1392/193076/20210920174752687_19-1392bsacBirthEquityOrganizationsAndScholars.pdf) to Supreme Court in *Dobbs v. Jackson Women’s Health* (Sept. 20, 2021)
* [Infertility and IVF Access in the United States](https://reproductiverights.org/fact-sheet-infertility-and-ivf-access-in-the-united-states-a-human-rights-based-policy-approach/): A Human Rights Based Policy Approach (Center for Reproductive Rights)
* [Guiding Principles for Maternal Health Policy Change](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Freproductiverights.org%2Fwp-content%2Fuploads%2F2021%2F03%2FUSPA_MH_OnePager_Principles-Center.pdf&data=04%7C01%7Cdkasdan%40reprorights.org%7C17ef7a13c30e44aa4cac08d9a46b79bd%7Ce5451579057a46829656b9548f94b665%7C0%7C0%7C637721603775928196%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=%2FdVJUKAACtPNqPctBmuCCStxxpaqkioM0HwgwobkuzM%3D&reserved=0) (Center for Reproductive Rights)

WEEK 4: CONTROLLING REPRODUCTION AND CRIMINALIZATION OF PREGNANCY

**Guest Lecturer: Farah Diaz-Tello (she/her), Senior Counsel & Legal Director, If/When/How.** In this class we will explore the criminalization of pregnancy and failure of courts to enforce protection against state efforts to control and penalize reproductive capacity. This includes a long history of coerced or forced sterilization and government efforts to prosecute and punish people for substance use during pregnancy, medical decisions or other conduct perceived as posing health risks to pregnancy and childbirth, and pregnancy outcomes.

# Readings Due

1. [Self-Care, Criminalized Special Report the Criminalization Of Self-Managed Abortion From](https://ifwhenhow.org/wp-content/uploads/2023/10/Self-Care-Criminalized-2023-Report.pdf) [2000 To 2020](https://ifwhenhow.org/wp-content/uploads/2023/10/Self-Care-Criminalized-2023-Report.pdf)
	1. Focus on the Executive Summary
2. *Ex parte Ankrom*, 152 So.3d 397 (Ala.,2013), pdf linked on Brightspace
	1. I acknowledge there is a lot of legal language involved in this reading, I encourage students to do the best they can. The case opinion starts on page 400, following “PARKER, Justice.”

Recommended

* [When Fetuses Gain Personhood: Understanding the Impact on IVF, Contraception, Medical](https://www.pregnancyjusticeus.org/wp-content/uploads/2023/05/fetal-personhood-with-appendix-UPDATED-1.pdf) [Treatment, Criminal Law, Child Support and Beyond](https://www.pregnancyjusticeus.org/wp-content/uploads/2023/05/fetal-personhood-with-appendix-UPDATED-1.pdf) read pages 1-36 and the

“Recommendations” from bottom page 45-48 (Pregnancy Justice 8/17/22)

* [Confronting Pregnancy Criminalization: A Practical Guide (](https://www.pregnancyjusticeus.org/wp-content/uploads/2023/09/9-2023-Criminalization-report.pdf)Pregnancy Justice September 2023)
* [Decriminalize Abortion — Interrupting Criminalization](https://www.interruptingcriminalization.com/decriminalize-abortion)

WEEK 5: IMMIGRANT COMMUNITIES, GENDER JUSTICE & ORGANIZING

**Guest Lecturer: Shivana Jorawar (she/they), Co-Executive Director, Jahajee Sisters.** Shaping or changing public opinion and narratives around socio-political issues is often foundational for achieving major legal and policy reforms. Through the lens of organizing, students will learn about issues at the intersection of immigration and gender-based violence, centering the voices of LGBTQ and BIPOC communities—and how through advocacy, communities are working to fight for change at the local, state, and national levels.

# Readings Due

* + *Undivided Rights: Women of Color Organize for Reproductive Justice*, Organizing by Asian and Pacific Islander Women, Immigration, Racism, and Activism, 167-173
	+ National LGBTQ Task Force, [*Queering Reproductive Justice: A Toolkit*](https://www.thetaskforce.org/app/uploads/2023/05/Queering-Reproductive-Justice-A-Toolkit-FINAL.pdf)*,* 5-38
	+ TBD

# Recommended Readings

* + *Radical Reproductive Justice*, Reproductive Justice and resistance at the US-Mexico Borderland, Anna Ochoa O’Leary and William Paul Simmons, page 306-323
	+ TBD

WEEK 6: YOUTH ACCESS TO REPRODUCTIVE HEALTH & RIGHTS; DAY 1 OF PRESENTATIONS

Young people face unique challenge to accessing reproductive health and rights. During this class we will discuss a scope of issues that distinctively impact young people, and the policies that must be addressed in order to ensure young people have access to information and services that are respectful, responsive to their unique needs and challenges, and uphold their dignity, autonomy, and rights.

Day 1 of presentations. The second part of this class will be composed of the first day of student presentations.

# Readings Due

1. [Abortion access for young people, Amicus Brief, *Matsumoto v. Labrador*](https://ifwhenhow.org/wp-content/uploads/2024/01/Matsumoto-Amicus-Brief-1.pdf)
2. *Radical Reproductive Justice* Mothering While Poor: Utilizing the Reproductive Justice Framework to Build the Capacity of Young Mothers, Benita Miller 355-360
3. [Sex Education Is a Reproductive Justice Issue](https://urge.org/wp-content/uploads/2022/01/Sex-Ed-RJ-Fact-Sheet.pdf)
4. TBD;

# Recommended Resources

* + [Sex Ed State Legislative Mid-Year Report 2023](https://siecus.org/wp-content/uploads/2024/01/Mid-Year-Report-2023-SIECUS-1.pdf)
	+ [Trans-Affirming Schools Project Resource Guide](https://www.advocatesforyouth.org/wp-content/uploads/2023/11/TASP_Resource_Guide_2023.pdf)
	+ [Young People’s Reproductive Justice Policy Agenda](https://urge.org/yppa2020/)

WEEK 7: BUILDING STRONGER PROTECTIONS THROUGH LAW AND POLICY

Day 2 of presentations followed by a discussion in the form of reflections and ideas for the future.

The readings share examples of some proactive efforts underway at the federal and state levels. Students are encouraged to think more creatively beyond these concepts. We will do a vision session followed by a discussion.

# Readings Due

* [The Pregnant Workers Fairness Act: Legal Backgrounder](https://www.abetterbalance.org/resources/the-pregnant-workers-fairness-act-legal-backgrounder/) (A Better Balance Feb. 1, 2020)
* [Statement: A Better Balance Celebrates Pregnant Workers Fairness Act & PUMP Act](https://www.abetterbalance.org/statement-a-better-balance-celebrates-pregnant-workers-fairness-act-pump-act-inclusion-in-omnibus-as-a-momentous-victory-for-moms-moms-to-be-working-families/) (Dec. 23, 2022)
* [Women’s Health Protection Act](https://actforwomen.org/wp-content/uploads/2023/05/05082023_WHPAOnePager.pdf)
* [Each Woman Act (The Equal Access to Abortion Coverage in Health Insurance Act)](https://allaboveall.org/wp-content/uploads/2021/05/EACHActFactsheet.pdf)
* [Heal Act (The Health Equity and Acccess under the Law for Immigrant Families Act of 2023)](https://www.latinainstitute.org/wp-content/uploads/2023/07/118th-HEAL-Media-Facing-Factsheet-7.25.2023.pdf)
* TBD

# Brightspace

With the exception of the required textbook, *Reproductive Justice: An Introduction*, all required and optional readings and resources, assignments, and class announcements will be delivered through the Brightspace site.

I may add or change weekly required readings, modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

All required written assignments should be submitted through the Brightspace site.

# Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code.](https://wagner.nyu.edu/portal/students/policies/code) All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

# Henry and Lucy Moses Center for Student Accessibility

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) [Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click the “Get Started” button. You can also call or email CSD (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

# NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations.

Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

# NYU’s Wellness Exchange

[NYU’s Wellness Exchange](http://www.nyu.edu/life/safety-health-wellness/wellness-exchange.html) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

# Class Policies

* + To get the most out of this class your attendance and active participation is required. Given that this course has only 7 classes, more than **one** unexcused absence will result in grade reductions. Please let me know as soon as possible if you will need to miss class due to a medical or health issue, family obligation, religious observation, or other unavoidable conflict. Because an absence will impact your contributions and participation it will only be excused due to extraordinary circumstances.
	+ Please silence cell phones and refrain from any non-emergency texting or use of cell phones during class.
	+ Please check regularly for any updates to the syllabus or planned guest lecturer schedule – notifications will go to your NYU email account and/or through the Brightspace class page.
	+ Please do not wait to the last minute to email me questions or requests related to class assignments or absences. While I will usually respond within one day, with few exceptions I will not be checking for or responding to student emails after 6pm in the evenings or on weekends
	+ If you have recommendations on readings or resources for the class I encourage you to share those with me for distribution.
	+ Please see NYU’s [incomplete policy](https://wagner.nyu.edu/portal/students/policies/incompletes) and [course withdrawal policy](https://wagner.nyu.edu/portal/students/academics/registration/add-or-drop)