COURSE # PADM-GP 4452-001 (22651)
GENDER, RACE AND REPRODUCTIVE JUSTICE IN THE UNITED STATES
Dates: Tuesdays
(Beginning March 20th - ending Tuesday, May 1st, 2018)
Time: 4:55 pm - 6:35 pm
Location: 60 5th Ave, New York, NY, 10011  (Rm C03)

SPRING 2018: 7 WEEKS

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Office Hours: By appointment

COURSE DESCRIPTION:
This course examines the intersections of gender, race and reproductive rights as it has been constructed and reinforced in the United States. It examines how gender roles, sexuality, and reproductive freedom are influenced and constrained by social, historical, and cultural forces in a race, class and gender framework. Some of the themes we will discuss in this course are gender roles in transition, sexuality, birth control, abortion, sterilization, relationships, family size, family organization and the politicalization of reproduction in the US. We will explore and discuss the ever-evolving political battle over healthcare, with particular focus on services related to pregnancy, birth control and abortion.

This will be an interactive course and class participation is critical. We will have several guest speakers and will be regularly reviewing videos as part of the course. Please keep abreast of topics related to reproductive health, rights and justice in the media to enrich the classroom discourse on subjects we will analyze. We encourage rich dialogue and a contemporary analysis of the topic areas.

REQUIRED TEXTS (Purchase is Optional; Chapters will be uploaded on NYUClasses):

4. Additional required readings will be provided

COURSE REQUIREMENTS:
Grading:
1. Class Participation (10%)
2. Each student must lead a class Discussion/Case Study (15%)
3. Weekly Reflection Briefs (five briefs at nine points each) (45%)
4. Final Paper: Policy Brief (30%)

Class Participation, Attendance and Punctuality (10%)
You are responsible for completing the readings for the day they are assigned and come to class prepared to discuss them. As well, you will need to actively participate during every class in order to receive full credit for participation. You must come to class with a discussion question or contribution for each reading of that day.

To get the most out of this class your attendance is required. An attendance sign in sheet will be circulated at the beginning of each class—sign your name in the sheet to document your attendance. Failure to sign the sheet will be considered an absence. Given that this is a seven week course, more than ONE (1) unexcused absence will result in grade reductions. If you have a documented excuse for your absence, including religious holidays, let me know as soon as possible and bring it to class. A valid documented excuse consists of a doctor’s note documenting your illness or death in the family. An absence during a scheduled day for a “student-led discussion” without documentation is unacceptable.

Student-led Discussions/Case Study (15%)
Each student, in small teams, will lead and facilitate a classroom discussion once during the semester of the topic of the week, weaving in its relevance to a current related issue in news headlines. The classroom discussion should last approximately 45 minutes. A discussion sign-up sheet will be distributed in class, where students will have the opportunity to pick the day they want to do. Your discussion grade will be determined by:
• Completing the discussion/case student preparation guide (5%)
• Leading the discussion (10%)

Weekly Reflection Briefs (45%)
DEADLINE: Each session at the beginning of class (except the first day and your assigned Student-led discussion/case study day)
Each week you are required to submit a 1-page single spaced reflection brief on your impressions on the readings for the week, including a short summary, any critiques or positions that you agree with, and any probing questions that remain after completing the readings. You are required to submit the paper in the beginning of class and utilize the ideas that emerge from the paper in the class discussion. You are NOT required to do a reflection paper the week that you are leading the class discussion (you must complete the discussion preparation guide instead).

Final Paper: Policy Brief (30%)
Choose a current issue discussed throughout the course and draft a policy brief that provides a concise summary, policy options to address the issue and present a recommendation or set of recommendations. You are welcome to choose a federal, state or local/municipal policy issue.
Please offer a critical perspective of that issue, analyzing contemporary discourse of the matter. The final paper should be no more than 5 pages, Times New Roman font, 12-point font, double-spaced, and must submitted via NYUClasses.

CLASSROOM POLICIES
- Since discussion is an essential part of this course, please come to class prepared, having read the texts and on time.
- Please silence your cell phones; also, text messaging during class is not allowed.
- Do not come into class late or leave early [late 3x = an absence]
- All work must be turned in at the beginning of class.
- School e-mails should be checked regularly for any important messages/announcements.

ACADEMIC HONESTY
This course follows NYU’s policy on plagiarism and cheating. All exams and assignments must be the sole work of the individual student. Violations of these standards will automatically result in all participating students failing the course and being remanded to the discipline committee for further action.

For more information, please review the Wagner School Academic Code at https://wagner.nyu.edu/portal/students/policies/code

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website at www.nyu.edu/csd and click on the Reasonable Accommodations and How to Register tab or call or e-mail CSD at (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.

RELIGIOUS HOLIDAYS
NYU’s Calendar Policy on Religious Holidays 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.

CLASS SCHEDULE
Session 1 - March 20th: Overview of the Course and Introduction to Reproductive Justice
- Group Agreements
- Sign-up for Student-led Discussions/Case Studies
- Reproductive Justice 101
- Cycle of Socialization and Liberation
Session 2- March 27th: Feminism and the Social Construction of Race, Gender and Sexuality
Guest Speaker: Monroe France, NYU Associate Vice President for Student Affairs and Diversity Initiatives

- **In-class video**: Trans 101 ([link](https://youtu.be/-3ZzpTxjgRw))
- **In-class video**: Ms. Foundation #MyFeminisms ([link](https://youtu.be/JbAACHpsDsM)) and #MyFeminism with Wade Davis and Mychal Denzel Smith ([link](https://youtu.be/8SpzZ_CS1Lg))
- **FIRST DAY OF STUDENT-LED DISCUSSIONS/CASE STUDIES**
  - **Reading DUE**: Bell, Castaneda, Zuniga, “Racism: Introduction” *Readings for Diversity and Social Justice, 2nd Edition*, 2010 (read only page 60 from ‘Race as a sociopolitical construction’ to page 63, stop at ‘Contexts’)

Session 3- April 3rd: Race, Neoliberalism, Population Control and the “Culture of Poverty”

- **STUDENT-LED DISCUSSIONS/CASE STUDIES**

Session 4- April 10th: Women of Color and Reproductive Justice
Guest Speaker: Shanelle Matthews, Communications Strategist and Activist-in-Residence at the New School

- **STUDENT-LED DISCUSSIONS/CASE STUDIES**
  - **In-class video**: TED: Reproductive Justice: A Different Horizon by Dr. Willie Parker ([link](https://youtu.be/aFpNJgtoCvg))
  - **Reading DUE**: Ross, Loretta and Rickie Solinger, *Reproductive Justice: An Introduction* (Chapter 1, “A Reproductive Justice History”)

**Note:** The links provided are for the in-class videos and reading materials discussed in the session.


Session 5- April 17th: Politicization of Abortion

Guest Speaker: Lourdes Rivera, Senior Vice President, U.S. Programs, Center for Reproductive Rights

- STUDENT-LED DISCUSSIONS/CASE STUDIES
  - In-Class Video: Nuestro Texas (https://youtu.be/kWL4_M2LFY0)
  - Reading DUE: Tillman, Laura, “Common but quiet: Border bring easy access to abortion ‘wonder drug’,” Brownsville Herald, February 9, 2008
  - Reading DUE: * Additional articles to be assigned
  - Documentary: Trapped (http://www.trappeddocumentary.com/)

Session 6- April 24th: Queering Reproductive Justice

Guest Speaker: Verónica Bayetti Flores, writer, reproductive justice activist & co-founder and managing director of Center for Advancing Innovative Policy

- STUDENT-LED DISCUSSIONS/CASE STUDIES
  - In-class video: TED: A Queer Vision of Love and Marriage by Tiq Milan and Kim Katrin Milan (https://www.youtube.com/watch?v=lwcYkLjF&t=28s&index=20&list=WL)

Session 7- May 1st: A Vision for Reproductive Justice: Policy, Organizing and Activism
- **FINAL STUDENT-LED DISCUSSIONS/CASE STUDIES**
- **POLICY BRIEFS DUE**
  - In-class video: How Reproductive Justice Serves as a Model for Progressive Organizing by Groundswell Fund's Naa Hammond (https://www.youtube.com/watch?v=NuEUEGCNiDo)
- Course Reflections
- **Reading DUE:** Ross, Loretta and Rickie Solinger, Reproductive Justice: An Introduction (Epilogue, “Reproductive Justice on the Ground”)

**NOTE:** Given that this is a hot-button issue, topics or readings may shift per my discretion; ample notice will be shared via email on any changes.