This capstone uses the concepts of reproductive rights and reproductive justice to analyze the role of law in American society. By focusing on reproduction we will not simply be thinking about famous cases in abortion rights, instead we will collectively (and you will in your research papers) think about the way in which the courts and the law are shaping the idea of a family and the concepts of reproduction, child rearing, adoption, surrogacy, disability, among other topics. The readings we will do together will be analyzed in light of the legal, ethical, political and philosophical issues that each highlights. These readings do two things: one, establish a kind of backdrop for the ways in which others have framed and researched the idea of reproductive rights; and two, to give each of you a broad base of readings from which your own research interests might emerge. This means that class discussion is less about highlighting any one particular kind of argument. Instead, the readings will give source material to drive our discussions on reproduction, law and politics.

This class is also a capstone – a culminating experience in the political science major (and/or the PPLW concentration). This means that we will use these debates about reproduction as a platform from which to explore your own research interests. This class is both an exploration of a particular content area and an exploration of how scholars (and then how you) pursue these questions. The assignments for the class will both allow you to demonstrate knowledge about the research process but also to follow through on that knowledge by generating your own research questions and answers and display your skills in analysis and communication.

The expectations for the course are threefold:

1) **Individual research project.** This 20-25 page paper will be broken down into component parts (proposal, annotated bibliography, literature review, rough draft) throughout the semester. The paper in its various parts accounts for 65% of your course grade. The final paper is due Tuesday, December 4.

2) **Class participation/leading discussion.** This class is a seminar and I expect our discussions to be wide ranging. These conversations will only succeed if people come to class prepared and ready to discuss. I have required student leaders for class discussion to keep everyone up to date and on top of the readings.

**Course Requirements:**

- Individual research project, 65%, composed of:
  - Brainstorming: 5%
  - Paper proposal: 5%
  - Literature Review: 10%
  - Rough draft: 10%
  - Presentation of research: 10%
  - Final draft: 25%

  - Class Participation: 10%
Leading class discussion: 15%
Reflective essay 10%

Course scale:
A (93-100)  A- (90-92)  B+ (87-89)  B (84-86)  B- (80-83)  C+ (77-79)
C (74-76)  C- (70-73)  D+ (67-69)  D (64-66)  D- (60-63)  F (0-59)

Required Books:
Nancy Ehrenreich (ed.) *The Reproductive Rights Reader* (Reader)
Laura Briggs *How all Politics Became Reproductive Politics* (Politics)
Philippa Levine *Eugenics, A Very Short Introduction* (Eugenics)
Loretta Ross *Radical Reproductive Justice*

Schedule of Readings:

January 9: Introduction

January 14: Ehrenreich, Reader, pp. 1-19; Boston Review, Merve Emre, “All Reproduction is Assisted” (http://bostonreview.net/forum/merve-emre-all-reproduction-assisted) (link is also on OAKS)
(Please note issues that emerge from these readings that fall under four categories: legal, political, ethical philosophical.)

January 16: Dov Fox, “Reproductive Negligence,” 117 Columbia Law Review 149 (2017) (link is also on OAKS)
(Please note issues that emerge from these reading that fall under four categories: legal, political, ethical philosophical. Additionally, in your reading highlight three particular issues/cases that are cited as potential places for further research.)

January 21: **Martin Luther King Day, No Class**

January 23: Reader, 23-56 and Politics, 1-18
Read and note how each author(s) does his or her research. Pay particular attention to the evidence each author uses to support her/his argument.

January 28: *Griswold v Connecticut* (OAKS)
Reflective essay due (on OAKS)

January 30: *Reader*, pp. 63-93

February 4: *Roe v Wade* (on OAKS)

February 6: Brainstorming, paper ideas due on OAKS (before class, bring a copy to class)
Work Day – Topics, Proposals, Narrowing your focus

February 11: *Reader*, 63-143

February 13: Robin West, “From Choice to Reproductive Justice” (OAKS)
February 18:  
Proposal due (on OAKS)

February 20:  
*Eugenics*, 72-119

February 25:  
Work day – from Proposal to Literature Review

February 27:  
*Reader*, 257-295

March 4:  
*Reader*, 299-330

March 6:  
*Reader*, 335-401

March 11:  
*Politics*, 19-74

March 13:  
Paper conferences  
Literature Review due (on OAKS)

March 18:  
Spring Break, No Class

March 20:  
Spring Break, No Class

March 25:  
*Politics*, 75-148

March 27:  
*Politics*, 149-212

April 1:  
Issue Discussion: TBD

April 3:  
Issue Discussion: TBD  
Rough Drafts Due There are no exceptions to this deadline.

April 8:  
Presentations

April 10:  
Presentations

April 15:  
Presentations

April 17:  
Presentations

April 22:  
Presentations

Final Papers Due:  
Saturday, April 27

College of Charleston Honor Code and Academic Integrity

I expect that the work you do for this class is entirely your own. I expect you to cite material properly and to note when you are drawing directly or indirectly on the ideas and words of others.
Students suspected of plagiarizing work will be submitted to the Honor Board. Students found to have plagiarized will fail the class.

The College policy on the Honor Code states that: “Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php”

Class Participation/Leading class discussion

Rather than do individual reading responses, we will divide the responsibilities of leading discussion. For each class fourthree students will submit to the OAKS discussion thread for that week any questions, passages and connections between the reading and contemporary debates. Other students will have done the reading and so all will participate, but the three students will help to direct the discussion based on questions about the reading, concerns or interest in the arguments of the reading and the applicability of the reading to other areas. I will circulate a sign up sheet on the first day of class.

Reflective essay

Due January 28, this essay asks you to think about your academic autobiography (and thus will hopefully help spur you to ideas for a research paper): what questions/issues have motivated your choice of courses and research topics throughout your four years (this is not only limited to your POLI classes)? Have you found that you are consistently writing on a similar set of problems or issues, or are you consistently researching using one set of methodological approaches? Look back at the papers and projects you have done over the last 4 years: where did you learn the most? (Choose 2 or 3 particular assignments from courses and talk about your process and your results.) Which ones have made you think about your future life plans? In what ways? What kinds of writing/communication do you expect you will be doing in 5 years? Are there links between those future plans and classes you have taken? Use examples from your own coursework and the papers and projects that you have produced. This essay will be 1200 words and submitted on OAKS. Come to class January 28 prepared to talk about the connections (or not!) between work you have done and your Capstone paper.

Accommodations

If you have a documented disability and have been approved to receive accommodations through the Center for Disability Services/SNAP (Students Needing Access Parity), please come and discuss this with me during my office hours.