

POLI 405/PPLW 400: Capstone: Reproduction and the law

MW 2-3:15, MYBK 316

Professor Claire Curtis

Office: JC Long, #222

Office Hours: MW 3:30-5 (on zoom, link on OAKS) or by appointment

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Masks are required in accordance with College policy

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 Friday, April 29 (in lieu of a final exam).
- 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. Because participation is such a key part of this class you should recognize that attendance is important. I will not be taking daily attendance, but you should strive to be in class (unless you are sick).

Course Requirements:

- Individual research project 65%, composed of:
 - Brainstorming 5%
 - Paper proposal 5%
 - Literature Review 10%
 - Rough draft 20%

- Presentation of research 10%
- Final draft 50%
- Class Participation: 25%, this includes leading class discussion
- 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:

Henry T. Greely *CRISPR People: The Science and Ethics of Editing Humans*
 Mary Ziegler *Abortion and the Law in America: Roe v Wade to the Present*

Philippa Levine *Eugenics, A Very Short Introduction (Eugenics)*

Schedule of Readings:

- January 12:** “Parenthood and Procreation” Stanford Encyclopedia of Philosophy (OAKS)
- January 17:** **Martin Luther King Day, No Class**
- January 19:** Dov Fox, “Reproductive Negligence,” 117 Columbia Law Review 149 (2017)
 (link is also on OAKS)
- January 24:** Suki Finn, “The Philosophy of Reproduction” (OAKS)
Reflective essay due (on OAKS)
- January 26:** Himani Bhakuni, “Reproductive Justice: Non-interference or Non-domination”
 (OAKS)
- January 31:** Ziegler, Intro, Chapter 1 and conclusion
- February 2:** Brainstorming, paper ideas due on OAKS (before class, bring a copy to class)
Work Day – Topics, Proposals, Narrowing your focus
- February 7:** *Eugenics*, 1-71
- February 9:** *Eugenics*, 72-119
- February 14:** Ziegler, Chs 2-3
Proposal due (on OAKS)
- February 16:** Ziegler, Chs 4-5
- February 21:** Work day – from Proposal to Literature Review
- February 28:** Ziegler, Chs 6-7

March 2:	CRISPR People,
March 7:	Spring Break, No Class
March 9:	Spring Break, No Class
March 14:	Paper conferences (no class meeting)
March 16:	Paper conferences (no class meeting)
March 18:	(This is a Friday!) <u>Literature Review due (on OAKS)</u>
March 21:	CRISPR People
March 23:	CRISPR People
March 28:	Leni Zumas, <i>Red Clocks</i>
March 30:	Leni Zumas, <i>Red Clocks</i>
April 4:	Leni Zumas, <i>Red Clocks</i>
April 6:	No assigned reading <u>Rough Drafts Due There are no exceptions to this deadline.</u>
April 11:	Presentations
April 13:	Presentations
April 18:	Presentations
April 20:	Presentations
April 25:	Presentations
Final Papers Due:	Friday, April 29

Class Participation/Leading class discussion

Rather than do individual reading responses, we will divide the responsibilities of leading discussion. For each class 3-4 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 24, 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 24 prepared to talk about the connections (or not!) between work you have done and your Capstone paper.

Additional Policies:

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>”

OAKS:

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted.

Accommodations: The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

Food and Housing Resources

Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and

housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (<http://studentaffairs.cofc.edu/about/salt.php>). Also, you can go to <http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php> to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need.

Weather/Illness: In the event of class being cancelled on account of the weather or a rising number of people in isolation, we will pivot online. For a weather event that requires evacuation I expect you to use OAKS and to have your books available. Every effort will be made to have discussions online during a weather event.