



Advancing Health Equity Through Reproductive Justice Syllabus 4 Credits | Residential or Online

Course Description

This 4-credit elective course will introduce graduate-level public health students to the history, theory and practice of reproductive justice within the context of the United States. Reproductive justice is a transformative, expansive and intersectional human rights framework created by Black women. It aims to eradicate all forms of reproductive oppression by securing the economic, social and political power and resources for people, families and communities to make healthy decisions about their bodies, sexuality and reproduction.¹ This course is designed to provide students with foundational knowledge and skills to become informed anti-racist and reproductive justice advocates who lead with compassion and ensure the dignity of all people. Students will critically examine how the persistent belief in false hierarchies of human value-embodied in white supremacy, heteropatriarchy, capitalism, and colonialism-perpetuate the status quo of health inequities in minoritized and peripheralized communities within the United States. They will analyze how these discriminatory beliefs shape health and public policy at the intersection of race, ethnicity, gender identity, sexuality, citizenship, ability and class. Students will hear from scholars and advocates from diverse organizations within the reproductive justice movement working to dismantle systems of oppression and untapping the wealth of wisdom, resilience, empathy and innovation in communities. Lastly, because art has been a critical component of the struggle for social justice in the U.S., "artivism"- a portmanteau word combining art and activism- is featured as an underutilized but important tool for public health professionals to consider in their reproductive justice and racial equity work.

Course Format

This course will follow a flipped-classroom format meeting three times a week, either virtually or in-person. Students will watch the asynchronous guest lecture material before class and come to class prepared for discussion. In-class discussion will be alternately facilitated by the instructor(s) and by small groups of students. Readings and resources will span interdisciplinary journal articles, books, podcasts, films, webinars and news media to provide a rich context for discussion.

Course-at-a-Glance

Module 1: Introduction to Reproductive Justice

Module 2: The Right to Bodily Autonomy and Gender Freedom

Module 3: The Right Not to Have a Child

Module 4: The Right to Have a Child

Module 5: The Right to Parent Children with Dignity in Safe, Sustainable Communities

¹ Forward Together. A New Vision for Advancing Our Movement For Reproductive Health, Reproductive Rights and Reproductive Justice. Published online 2005. <https://forwardtogether.org/tools/a-new-vision/>

Module 6: Advocacy and Anti-Oppression

Learning Objectives Mapped to Competencies

This elective course can be cross-listed between the Maternal, Child and Family Health concentration and the Health Equity, Social Justice and Human Rights concentration.

- **MCH Substantive Knowledge:** Critically analyze determinants of health among infants, children, adolescents, women, mothers, and families, including biological, behavioral, socioeconomic, demographic, cultural, and health care systems influences across the life course.
 - Interrogate and disrupt the historical and contemporary impacts of white supremacy, heteropatriarchy, capitalism and colonialism in perpetuating sexual and reproductive health disparities, inequities and human rights violations.
 - Illustrate the sexual and reproductive health consequences of existing programs and policies rooted in sociopolitical movements throughout United States history.
- **MCH Leadership:** Lead the development and implementation of MCH research, policy, and practice across levels of the socio-ecological framework by incorporating family-centered, community-based, culturally competent, and interdisciplinary/inter-professional concepts.
 - Describe the history and principles of reproductive justice as a theory and organizing framework in the U.S.
 - Identify, assess and employ key strategies employed by reproductive justice organizations to authentically engage with diverse stakeholders and build effective coalitions that advance health equity, social justice and human rights.
- **Health Equity, Social Justice and Human Rights:** Critique multilevel, structural, and systems approaches to public health research and practice using principles of health equity, social justice, and human rights framework.
 - Engage with and commit to best practices within social justice and racial equity work-including identifying power and privilege and modeling inclusive and intersectional approaches- in selecting interventions to address sexual and reproductive health inequities.

Course Materials

These books are the core grounding texts for the course but will be supplemented with other materials that are available online at no cost to students:²

- Ross L, Solinger R. *Reproductive Justice*. University of California Press; 2017.
- Ross L, Roberts L, Derkas E, Peoples W, Toure PB. *Radical Reproductive Justice*. Feminist Press; 2017.
- Gurr B. *Reproductive Justice: The Politics of Health Care for Native American Women*. Rutgers University Press; 2015.

² Films will be purchased as an educational license; there will be no additional fees for students.

Overview of Course Development

What this course offers

Despite increasing engagement with reproductive justice (RJ) within the public health sphere,³ there is currently no course at Gillings School of Global Public Health that is built around the RJ framework.⁴ However, at least three courses within the Maternal, Child and Family Health Concentration (MCFH)- including MHCH 701: Foundations in Maternal and Child Health I, MHCH 680: Global Sexual and Reproductive Health and MHCH 724: Abortion Care & Policy- discuss RJ in their content. Nationally, it appears that only one other Center of Excellence in Maternal and Child Health Education, Science and Practice currently offers a course that covers RJ for an extended portion of the course.⁵

Health inequities in the U.S. are longstanding and well-documented despite decades of public health disparities research and efforts.⁶ Moreover, the events of 2020-2021 remind us that we must maintain a syndemic perspective and apply Critical Race Theory in our work in order to dismantle the systemic and structural drivers of injustice and health inequities.^{7,8} But because most MCFH courses at Gillings include global and domestic content, it can be challenging to go in-depth on specific sexual and reproductive health equity issues in the U.S. context. A review of the MCFH core curriculum reveals an opportunity to enhance content on the following communities and topics for the U.S. specifically: anti-racism praxis, LGBTQ-GNCNB (Lesbian, Gay, Bisexual, Transgender, Queer and Gender Non-Conforming, Non-Binary) communities, BIPOC (Black, Indigenous and People of Color) communities, historical reproductive injustices in the U.S., the disability community and disability justice, and domestic policy advocacy. These opportunities also extend to elective courses such as MHCH 732: Gender-Based Violence and MHCH 724: Abortion Care & Policy.

Advancing Health Equity Through Reproductive Justice is therefore a unique and timely offering for students in the MCFH Concentration and other graduate-level public health students at Gillings seeking to gain a deeper understanding of health equity, social justice and human rights in the context of sexual and reproductive health in the U.S. RJ praxis disrupts and destabilizes power by transforming the context in which these conversations are mediated⁹ and by centering and elevating the leadership of those with lived experience. RJ also has a nuanced

³ American Public Health Association. *A Path to Reproductive Justice: Research, Practice and Policies.*; 2020. <https://www.apha.org/events-and-meetings/webinars/racial-equity/webinar-2-recording>

⁴ Upon review of the course catalogue for the Women's and Gender Studies department, Anthropology department, African, African American, and Diaspora Studies department, Public Policy department, School of Law, School of Nursing, and School of Social Work, there is no graduate-level course that is built around RJ at UNC Chapel Hill.

⁵ See WGH 201: Reproductive Health, Rights and Justice at <https://tinyurl.com/4rvf86sa>

⁶ Thomas SB, Quinn SC, Butler J, Fryer CS, Garza MA. Toward a Fourth Generation of Disparities Research to Achieve Health Equity. *Annu Rev Public Health.* 2011;32:399-416. doi:10.1146/annurev-publhealth-031210-101136

⁷ Lemke MK, Brown KK. Syndemic Perspectives to Guide Black Maternal Health Research and Prevention During the COVID-19 Pandemic. *Matern Child Health J.* Published online July 21, 2020. doi:10.1007/s10995-020-02983-7

⁸ Ford CL, Griffith DM, Bruce M, Gilbert K. *Racism: Science & Tools for the Public Health Professional.* APHA Press; 2019.

⁹ Ross L. Teaching Reproductive Justice: An Activist's Approach. In: *Black Women's Liberatory Pedagogies: Resistance, Transformation and Healing Within and Beyond the Academy.* Palgrave Macmillan; 2018:159-180. <https://link.springer.com/content/pdf/10.1007%2F978-3-319-65789-9.pdf>

understanding of the intersecting oppressions that our society's most marginalized and subjugated communities face and utilizes a comprehensive and holistic analysis to work towards their collective reproductive liberation.¹⁰ This syllabus was explicitly designed using social justice pedagogical practices and aims to model justice through a student-centered, inclusive, collaborative and equitable classroom environment.¹¹

Instructor selection

Depending on course enrollment, it would behoove the department to consider two instructors for this course, particularly given the course structure. One instructor should have subject matter expertise, such as experience in reproductive justice. The other instructor could be a co-lead who has experience with racial equity training.

Pedagogical approach

Lecture content will be delivered as asynchronous "guest lectures" (recorded webinars, films, podcasts, etc.). The decision to have lecture content delivered in this manner was four-fold. First, this design is in line with the RJ pedagogy of shifting away from the traditional academic paradigm toward a framework that centers interdependence and belonging, and teachers serve as facilitators as opposed to professors in achieving learning outcomes.¹² Second, it addresses the obstacles of both scheduling with dozens of busy guest lecturers and compensating them for their time. Third, it addresses some of the accessibility issues that some students with disabilities face, such as the need for closed-captioning and ability to control the speed of the recording as well as providing multiple forms of communication for learning.¹³ Lastly, it provides students the opportunity to step back when they need to practice self-care and/or if their schedules don't allow them to watch synchronously.

In-class time will therefore be spent in discussions that are alternately facilitated by the instructor(s) and by student caucuses based on racial identity and/or other social identities (approximately 4 students per caucus depending on course enrollment and student preference). Before the end of Module 1, caucuses will sign up to lead one class discussion in Modules 2-6 as one of the assignments for the course (see "Assignments" for more detail). They will also serve the purpose of providing each other feedback on drafts of the individual semester-long project to enhance reciprocal teaching and self-regulatory practice.¹⁴ This course purposively uses the term "caucus"-recognizing that the term was appropriated from Algonquin- in order to honor the origins of the word and ground our understanding of the value of deliberately caucusing for

¹⁰ Ibid

¹¹ Taylor SD, Veri MJ, Eliason M, Heroso JCR, Bolter ND, Van Olphen JE. The Social Justice Syllabus Design Tool: A First Step in Doing Social Justice Pedagogy. *jcscor*. 2019;5(2):132-166. doi:10.15763/issn.2642-2387.2019.5.2.132-166

¹² Ross L. Teaching Reproductive Justice: An Activist's Approach. In: *Black Women's Liberatory Pedagogies: Resistance, Transformation and Healing Within and Beyond the Academy*. Palgrave Macmillan; 2018:159-180. <https://link.springer.com/content/pdf/10.1007%2F978-3-319-65789-9.pdf>

¹³ UNC Digital Accessibility Office. Digital Accessibility Overview. Presented at the: Center for Faculty Excellence EqTI Presentation; February 15, 2021.

¹⁴ Simonsmeier BA, Peiffer H, Flaig M, Schneider M. Peer Feedback Improves Students' Academic Self-Concept in Higher Education. *Res High Educ*. 2020;61(6):706-724. doi:10.1007/s11162-020-09591-y

racial justice.¹⁵ This strategy has been shown to be an effective tool for mental wellbeing and social justice advancement in the higher education space,¹⁶ particularly for people of color who can carry the burden of educating others or being retraumatized in multi-racial spaces.¹⁷ Recognizing that there is also value in coming together to share and learn from one another, this in-class structure simultaneously uses intergroup dialogue to develop critical consciousness and increase capacity for promoting social justice across different social identity groups.¹⁸ This is in line with RJ pedagogy that aims to directly affect social relationships and achieve self-determination by providing opportunities for action and reflection in dialogical relationship.¹⁹

RJ's expansive framework requires that this course be fairly rigorous in the breadth of content covered (and thus 4 credit hours); however, emphasis should be placed on the aforementioned engagement in dialogue and not on necessarily completing all suggested readings nor on graded assignments. In fact, traditional grading-being particularly mindful in courses on social justice issues- tends to uphold hierarchical systems; Sensoy and DiAngelo quote Audre Lorde in their social justice education text: "The master's tools will never dismantle the master's house."²⁰ A transformative and holistic RJ pedagogy values students' pre-existing collective perspective, history, insights, and knowledge as a community of co-learners that does not replicate oppressive educational processes.²¹ To this end, and in line with scholarship proffered by the UNC Center for Faculty Excellence's Equity in Teaching Institute, I suggest that this course follow un-grading as a culturally-responsive mechanism to demonstrate trust in students and to center and promote equity.^{22,23,24} In addition to creating personal learning goals in relation to course objectives, the Learning Inventory and Commitment asks students to reflect on and commit to broad learning awareness practices in order to cultivate compassionate action through micropractices; this is in line with awareness pedagogy, an approach inspired by universal design and social justice.²⁵ Students will submit the Learning Inventory and Commitment the first week

¹⁵ JustLead Washington. *Caucuses as a Racial Justice Strategy: What We Have Learned*. Published online July 2019. <https://justleadwa.org/wp-content/uploads/2019/07/Caucuses-as-a-Racial-Justice-Strategy-JustLead-WA.pdf>

¹⁶ Columbia Social Work Review. *Educational Affinity Groups: The Why and How*. Published February 28, 2020. <https://journals.library.columbia.edu/index.php/cswr/announcement/view/275>

¹⁷ JustLead Washington. *Caucuses as a Racial Justice Strategy: What We Have Learned*. Published online July 2019. <https://justleadwa.org/wp-content/uploads/2019/07/Caucuses-as-a-Racial-Justice-Strategy-JustLead-WA.pdf>

¹⁸ Frantell KA, Miles JR, Ruwe AM. Intergroup Dialogue: A Review of Recent Empirical Research and Its Implications for Research and Practice. *Small Group Research*. 2019;50(5):654-695. doi:10.1177/1046496419835923

¹⁹ Ross L. Teaching Reproductive Justice: An Activist's Approach. In: *Black Women's Liberatory Pedagogies: Resistance, Transformation and Healing Within and Beyond the Academy*. Palgrave Macmillan; 2018:159-180. <https://link.springer.com/content/pdf/10.1007%2F978-3-319-65789-9.pdf>

²⁰ DiAngelo R, Sensoy O. *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education*. Second. Teachers College Press; 2017.

²¹ Ross L. Teaching Reproductive Justice: An Activist's Approach. In: *Black Women's Liberatory Pedagogies: Resistance, Transformation and Healing Within and Beyond the Academy*. Palgrave Macmillan; 2018:159-180. <https://link.springer.com/content/pdf/10.1007%2F978-3-319-65789-9.pdf>

²² Feldman J. *Grading For Equity*. Corwin; 2019.

²³ Stommel J. Why I Don't Grade. Jesse Stommel. Published October 26, 2017. <https://www.jessestommel.com/why-i-dont-grade/>

²⁴ Blinne K. "Ungrading" Communication: Awareness Pedagogy as Activist Assessment. In: *Grading Justice: Teacher-Activist Approaches to Assessment*. Lexington Books; 2021.

²⁵ Ibid

of class and then use this document to help fill out their Self-Assessment to assign themselves a final grade at the end of the semester (please see those sections for further detail). In this way, students will reflect on what they've brought to bear in their learning and the value of that effort for themselves and the class as a whole.²⁶ Although this course follows ungrading, the instructor(s) will still be responsible for providing meaningful feedback on all draft and final assignments to facilitate student learning and deepen student awareness and engagement with the course material. Lastly, a one-on-one meeting between the instructor(s) and students will be scheduled at the midpoint of the semester in order to facilitate relationship-building, discuss student progress toward their Learning Inventory and Commitment and provide further opportunity for reciprocal feedback.

Course assignments were also created with a culturally responsive lens: they are scaffolded throughout the semester, have significant flexibility built into them, and include a diversity of methods to demonstrate learning.²⁷ However, if a student is concerned about the course assignments meeting their individual learning objectives, they are encouraged to speak with the instructor(s).

Lastly, the learning objectives of this course challenge students to imagine creative strategies to eliminating all forms of reproductive oppression and achieving population-level health equity through the framework of reproductive justice. The utilization of art has been critical to reproductive justice's history and success as a movement to change dominant cultural narratives by breaking down barriers, inspiring compassion and sparking new conversations.²⁸ But for the context of public health specifically, Griffith and Semlow remark that:

Because the problem of pursuing health equity [is] not simply one of science but of translating science into narratives, beliefs, practices and policies, we have to recognize that efforts to make a moral or social justice case for eliminating health disparities and achieving health equity have been largely ineffective... the arts may help individuals and groups think more critically, connect more closely, and become and remain more confident in their ability to achieve health equity.²⁹

In fact, a recent evidence-based framework for arts and culture in public health developed at the University of Florida demonstrates that the arts influence six areas of individual and population-level health: provide direct health benefits; increase health service equity and access; create safe, inclusive and engaging environments; support social, cultural and policy change; enrich research methods and practices; and strengthen health communication.³⁰ I therefore propose "artivism" as a crucial pedagogical component to engaging with reproductive justice within public health. Students are introduced to this concept within Module 1 and are given examples of artivism to

²⁶ Reitenauer V. "A Practice of Freedom": Self-Grading for Liberatory Learning. *Radical Teacher*. 2019;113. doi:10.5195/rt.2019.612

²⁷ Montenegro E, Jankowski NA. Equity and Assessment: Moving Towards Culturally Responsive Assessment. Published online January 2017. <https://files.eric.ed.gov/fulltext/ED574461.pdf>

²⁸ Arts & Culture Programs. SisterSong. <https://www.sistersong.net/arts-culture-programs>

²⁹ Griffith DM, Semlow AR. Art, Anti-Racism and Health Equity: "Don't Ask Me Why, Ask Me How!" *Ethn Dis*. 2020;30(3):373-380. doi:10.18865/ed.30.3.373

³⁰ Sonke J, Golden T. Arts and Culture in Public Health: An Evidence-Based Framework. Published online 2020. <https://arts.ufl.edu/sites/creating-healthy-communities/resources/evidence-based-framework/>

engage with for each class topic throughout the rest of the course. Several classes also feature documentary films as the asynchronous lecture content. Lastly, activism is incorporated into a component of the capstone project.

Student well-being

This course explores many difficult topics, including racial and sexual violence, in a mixed-race space. An anonymous optional Qualtrics survey will be made available at the end of each class to act as a check-in for students and get a pulse on students' mental health, as well as allow them to evaluate that day's class and submit feedback on any aspect of the class. In this survey, students can also select how they would like the instructor to follow-up about their feedback (no further action/just an fyi, schedule a time to meet one-on-one, discuss in class, etc.). The instructor will commit to reviewing that day's evaluations within 24-48 hours after the class. Additionally, three "Wellness Days" are strategically built into the course schedule surrounding particularly challenging topics, and students are free to use the time as they wish. The instructor(s) can also consider bringing in UNC CAPS or other external experts to provide self-care and mindfulness tips to students on these days.

External Syllabus Review

This syllabus should be externally reviewed by reproductive justice advocates and leaders as subject matter experts; this in line with recent research that utilized a Delphi method to consider critical components of a reproductive justice curriculum for medical students.³¹ Social justice pedagogy experts should also be consulted to ensure best practices are infused throughout the course.

³¹ Loder CM, Minadeo L, Jimenez L, et al. Bridging the Expertise of Advocates and Academics to Identify Reproductive Justice Learning Outcomes. *Teaching and Learning in Medicine*. 2020;32(1):11-22. doi:10.1080/10401334.2019.1631168

Course Schedule

The instructor reserves the right to make changes to the syllabus, including topics, readings, assignments, and due dates. Any changes will be announced as early as possible.

Class	1
Module	1
Topic	Engaging in social justice conversations
Learning objectives	<ul style="list-style-type: none"> • Co-create shared expectations for engaging with one another throughout the course • Commit to holding a brave and compassionate space for solidarity and co-conspiratorship
Asynchronous lecture	Course instructor
Readings	PP 103-126, 141-162 of Magee R, Kabat-Zinn J. <i>The Inner Work of Racial Justice: Healing Ourselves and Transforming Our Communities Through Mindfulness</i> . Tarcher Perigee; 2019.
Optional resources	PP 38-78 of DiAngelo R, Sensoy O. <i>Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education</i> . Second. Teachers College Press; 2017.

Class	2
Module	1
Topic	Engaging in social justice conversations
Learning objectives	<ul style="list-style-type: none"> • Explore best practices for effectively engaging in intra-and inter-personal racial justice work • Commit to utilizing these best practices throughout this course
Asynchronous guest lecture	Ross L. <i>Calling in the Call Out Culture</i> ; 2020. https://www.youtube.com/watch?v=iT13ClS_Cgyl&feature=emb_logo&ab_channel=ABISocialJustice
Readings	PP 163-188, 216-228, 250-264 of Magee R, Kabat-Zinn J. <i>The Inner Work of Racial Justice: Healing Ourselves and Transforming Our Communities Through Mindfulness</i> . Tarcher Perigee; 2019.

Optional resources	PP 130-173 of DiAngelo R, Sensoy O. <i>Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education</i> . Second. Teachers College Press; 2017.
---------------------------	--

Class	3
Module	1
Topic	Introduction to and history of reproductive justice
Learning objectives	<ul style="list-style-type: none"> Analyze reproductive justice as a radical paradigm that disrupts dehumanizing, intersectional oppressions that maintain the status quo of the reproductive landscape Contrast the reproductive justice framework to the frameworks that have historically guided public health
Asynchronous guest lecture	Museum of Contemporary Photography. <i>A Photo History of Reproductive Justice: Special Presentation by Loretta J. Ross</i> ; 2021. https://www.mocp.org/events/event?id=35405426831393
Readings	Pages 11-29, 39-49, 172-190 of <i>Radical Reproductive Justice</i>
Optional resources	<p>Forward Together. A New Vision for Advancing Our Movement For Reproductive Health, Reproductive Rights and Reproductive Justice. Published online 2005. https://forwardtogether.org/tools/a-new-vision/</p> <p>PP 7-25 of Silliam J, Fried MG, Ross L, Gutiérrez E. <i>Undivided Rights: Women of Color Organize for Reproductive Justice</i>. Second. Haymarket Books; 2016.</p> <p>PP 53-65 of Ross L. The Color of Choice: White Supremacy and Reproductive Justice. In: <i>Color of Violence: The INCITE! Anthology</i>. Duke University Press; 2016.</p> <p>CityMatCH. <i>Reproductive Justice</i>; 2017. https://www.youtube.com/watch?v=UMKwjQw3YNk&ab_channel=CityMatCHUNMC</p>

Class	4
Module	1
Topic	Reproductive justice as a human rights framework

Learning objectives	<ul style="list-style-type: none"> • Reconcile the role of the US as a nation-state in supporting or denying reproductive justice to certain communities • Recognize the power of framing public health work within the intersectional and organizing human rights framework of reproductive justice
Asynchronous guest lecture	Perinatal Foundation. <i>Loretta Ross Keynote Address: Reproductive Justice as Human Rights</i> ; 2019. https://www.youtube.com/watch?v=stBH8BfBqw8&ab_channel=PerinatalFoundation
Readings	PP 58-72, 78-96, 106-116 of <i>Reproductive Justice</i> PP 212-219 of <i>Radical Reproductive Justice</i>
Optional resources	<p>RHEDI, SisterSong. <i>Reproductive Justice 101</i>; 2018. https://www.innovating-education.org/2018/10/reproductive-justice-101-webinar/</p> <p>Ross L. Teaching Reproductive Justice: An Activist’s Approach. In: <i>Black Women’s Liberatory Pedagogies: Resistance, Transformation and Healing Within and Beyond the Academy</i>. Palgrave Macmillan; 2018:159-180. https://link.springer.com/content/pdf/10.1007%2F978-3-319-65789-9.pdf</p> <p><i>National Maternal Health Innovation Symposium Session with Loretta Ross</i>; 2020. https://www.youtube.com/watch?v=Qra_8xt5rMA&feature=youtu.be&ab_channel=MaternalHealthLearningInnovationCenter</p>

Class	5
Module	1
Topic	Complementary conceptual frameworks and organizing movements
Learning objectives	<ul style="list-style-type: none"> • Connect shared components of intersectionality, Critical Race Theory, Black Feminism, LGBT Liberation and Disability Justice with reproductive justice theory and practice • Analyze the historic and current harms caused by white feminism towards achieving reproductive justice

Asynchronous lecture	Course instructor
Readings	<p>PP of 197-203, 209-212, 219-228, 241-250, 272-282, 302-305, 347-354 of <i>Radical Reproductive Justice</i></p> <p>PP 73-78 of <i>Reproductive Justice</i></p> <p>Berne P. Disability Justice - a working draft. Sins Invalid. Published June 9, 2015. https://www.sinsinvalid.org/blog/disability-justice-a-working-draft-by-patty-berne</p> <p>PP 6-15 of National LGBTQ Task Force. Queering Reproductive Justice: A Toolkit. Published online 2017. https://www.thetaskforce.org/wp-content/uploads/2017/03/Queering-Reproductive-Justice-A-Toolkit-FINAL.pdf</p>
Optional resources	<p><i>Skin, Tooth and Bone: The Basis of Movement Is Our People</i>. Second. Sins Invalid; 2019. https://www.sinsinvalid.org/disability-justice-primer</p> <p>Ross LJ. Reproductive Justice as Intersectional Feminist Activism. <i>Souls</i>. 2017;19(3):286-314. doi:10.1080/10999949.2017.1389634</p> <p>Baker B. Women of Color Speak Out Against the Whitewashing of Reproductive Justice. ELLE. Published July 9, 2020. https://www.elle.com/culture/career-politics/a33251077/intersectional-reproductive-justice-movement/</p>

Caucus Class Discussion Sign-up due
Learning Inventory and Commitment due

Class	6
Module	1
Topic	Artivism
Learning objectives	<ul style="list-style-type: none"> Recognize the value of artivism in social justice work to dismantle systems of oppression

	<ul style="list-style-type: none"> Discover ways for public health to incorporate the use of activism in reproductive justice work
Asynchronous guest lecture	Please watch the first hour of: UNC Office of the Provost Diversity and Inclusion, UNC School of Social Work Jordan Institute for Families. <i>ARTivism: Using Arts-Based Scholarship to Interrogate and Dismantle Racism</i> ; 2021. https://www.youtube.com/watch?v=LK-0hDL2yuA&feature=youtu.be&ab_channel=UNCDiversity
Readings	<p>PP 397-403 of <i>Radical Reproductive Justice</i></p> <p>Griffith DM, Semlow AR. Art, Anti-Racism and Health Equity: "Don't Ask Me Why, Ask Me How!" <i>Ethn Dis.</i> 2020;30(3):373-380. doi:10.18865/ed.30.3.373</p> <p>Sonke J, Golden T. Arts and Culture in Public Health: An Evidence-Based Framework. Published online 2020. https://arts.ufl.edu/sites/creating-healthy-communities/resources/evidence-based-framework/</p> <p>Stuckey HL, Nobel J. The connection between art, healing, and public health: a review of current literature. <i>Am J Public Health.</i> 2010;100(2):254-263. doi:10.2105/AJPH.2008.156497</p>
Optional resources	<p>UNC Center for Maternal and Infant Health. <i>Artivism: A Strategy for Shifting Culture of Maternal & Child Health</i>; 2017. https://www.youtube.com/watch?v=Z8-QKQ9oSjU&ab_channel=UNCCenterforMaternalandInfantHealthCMIH</p> <p>Institute of Contemporary Art. <i>ICA Forum: Racism, Public Health, and Contemporary Art II</i>; 2020. https://www.youtube.com/watch?v=oFeATKNMJuc&ab_channel=ICABoston</p> <p>Sins Invalid. <i>Crip Bits: Creating Art as Resistance to Ableism</i>; 2019. https://www.youtube.com/watch?v=ACBRwEk60aw&ab_channel=SinsInvalid</p>

Class	7
Module	2
Topic	Sex education

<p>Learning objectives</p>	<ul style="list-style-type: none"> • Describe at least four key aspects of medically accurate, comprehensive sexual health education, its downstream consequences and its importance for achieving the goals of reproductive justice • Illustrate how public health organizations can effectively advocate for state and federal policies that promote medically accurate and comprehensive sexual health education
<p>Asynchronous guest lecture</p>	<p>Please watch the first 30 minutes of: SIECUS. <i>Let's Talk About Sex: Advocating for Comprehensive and Medically Accurate Sex Education</i>; 2020. https://www.youtube.com/watch?v=8YOrBo3kR6U&t=3931s&ab_channel=AmericanAtheists</p>
<p>Readings</p>	<p>PP 332-339 of <i>Radical Reproductive Justice</i></p> <p>143-145 of <i>Reproductive Justice: The Politics of Health Care for Native American Women</i></p> <p>SIECUS. On Our Side: Public Support for Sex Education. Published online 2018. https://siecus.org/wp-content/uploads/2018/08/On-Our-Side-Public-Support-for-Sex-Ed-2018-Final.pdf</p> <p>Proulx CN, Coulter RWS, Egan JE, Matthews DD, Mair C. Associations of LGBTQ-inclusive sex education with mental health outcomes and school-based victimization in U.S. high school students. <i>J Adolesc Health</i>. 2019;64(5):608-614. doi:10.1016/j.jadohealth.2018.11.012</p>
<p>Optional resources</p>	<p>In Our Own Voice: National Black Women's Reproductive Justice Agenda. Black Youth Deserve Comprehensive Approaches to Sexual Health Education. Published online 2020. http://blackrj.org/wp-content/uploads/2020/04/6217-IOOV_SexEd.pdf</p> <p>Cadena M, Rivera R, Esparza T, Cadena D. <i>Dismantling Teen Pregnancy Prevention</i>. Young Women United; 2016. https://forwomen.org/wp-content/uploads/2016/06/Dismantling-Teen-Pregnancy-Prevention.pdf</p> <p>Barcelos C. <i>Distributing Condoms and Hope: The Racialized Politics of Youth Sexual Health</i>. University of California Press; 2020.</p>

Artivism	Artist and activist Sonya Renee Taylor’s 2010 poem “The Body is Not An Apology” , based off this conversation she had with a friend , also inspired a 2018 book and digital media campaign by the same name.
-----------------	--

Class	8
Module	2
Topic	Violence Against Women and Girls
Learning objectives	<ul style="list-style-type: none"> • Communicate at least four key dimensions of physical and sexual violence perpetrated against Black and Indigenous women, people with disabilities and birthing people • Explain at least four ways public health organizations can effectively dismantle structural violence against women and advocate for practices and policies that enhance human dignity
Asynchronous guest lecture	Arizona Coalition to End Sexual & Domestic Violence. <i>Working with Rural Black Survivors of Sexual Violence</i> ; 2020. https://www.youtube.com/watch?v=9rmuqrked_0&ab_channel=ArizonaCoalitiontoEndSexualandDomesticViolence
Readings	<p>PP 203-208 of <i>Radical Reproductive Justice</i></p> <p>PP 105-118 of <i>Reproductive Justice: The Politics of Health Care for Native American Women</i></p> <p>Pérez MZ. What Would it Take to Actually End Intimate Violence? Transformative Justice activist Mia Mingus reflects on responding to sexual assault without creating more harm. Colorlines. Published November 28, 2017. https://www.colorlines.com/articles/what-would-it-take-actually-end-intimate-violence</p> <p>Thompson V, Ellmann N, Cokley R, Allsbrook JF. Sexual Violence and the Disability Community. Center for American Progress. Published February 12, 2021. https://www.americanprogress.org/issues/disability/news/2021/02/12/495746/sexual-violence-disability-community/</p> <p>Wallace ME, Friar N, Herwehe J, Theall KP. Violence As a Direct Cause of and Indirect Contributor to Maternal Death. <i>J Womens Health (Larchmt)</i>. 2020;29(8):1032-1038. doi:10.1089/jwh.2019.8072</p>

<p>Optional resources</p>	<p>Survived and Punished. <i>Marissa Alexander: Survived and Punished</i>; 2017. https://www.youtube.com/watch?v=2gTCi6_Wqh8&ab_channel=BarnardCenterforResearchonWomen</p> <p>Campbell J, Matoff-Stepp S, Velez ML, Cox HH, Laughon K. Pregnancy-Associated Deaths from Homicide, Suicide, and Drug Overdose: Review of Research and the Intersection with Intimate Partner Violence. <i>Journal of Women's Health</i>. 2020;30(2):236-244. doi:10.1089/jwh.2020.8875</p> <p>Kaba M. Criminalizing Domestic Violence: A Curriculum. Published online 2018. https://survivedandpunished.org/criminalizing-survival-curricula/</p> <p>Walker C. Stolen: The Search for Jermain. https://gimletmedia.com/shows/stolen</p> <p>McCauley HL, Campbell R, Buchanan NT, Moylan CA. Advancing Theory, Methods, and Dissemination in Sexual Violence Research to Build a More Equitable Future: An Intersectional, Community-Engaged Approach. <i>Violence Against Women</i>. 2019;25(16):1906-1931. doi:10.1177/1077801219875823</p>
<p>Artivism</p>	<p>All My Relations Art Gallery. <i>Bring Her Home: Sacred Womxn of Resistance Exhibition</i>; 2020. https://www.youtube.com/watch?v=cvLOclyw4sw&ab_channel=NativeAmericanCommunityDevelopmentInstitute</p>

<p>Class</p>	<p>9</p>
<p>Module</p>	<p>2</p>
<p>Topic</p>	<p>HIV justice</p>
<p>Learning objectives</p>	<ul style="list-style-type: none"> • Enumerate at least three best practices for public health advocates working at the intersection of HIV justice and Intimate Partner Violence for Black women and trans women • Identify at least four state and federal policy changes that public health organizations can advocate for that would reduce structural harm against women living with HIV
<p>Asynchronous guest lecture</p>	<p>Missouri HIV Justice Coalition. <i>Examining Black Women's Health: HIV, IPV and the Criminal-Legal System</i>; 2020. https://www.youtube.com/watch?v=WWNc2H58oBA&ab_channel=MOHIVJusticeCoalition</p>

<p>Readings</p>	<p>PP 249-253 of <i>Reproductive Justice</i></p> <p>PP 340-346 of <i>Radical Reproductive Justice</i></p> <p>Positive Women’s Network. National Day of Action to End Violence Against Women Living with HIV. Published online 2015. https://pwnusa.files.wordpress.com/2015/10/day-of-action-fact-sheet-2015-final1.pdf</p> <p>PP 30-33 of National LGBTQ Task Force. Queering Reproductive Justice: A Toolkit. Published online 2017. https://www.thetaskforce.org/wp-content/uploads/2017/03/Queering-Reproductive-Justice-A-Toolkit-FINAL.pdf</p> <p>Adimora AA, Ramirez C, Poteat T, et al. HIV and women in the USA: what we know and where to go from here. <i>The Lancet</i>. 2021; doi:10.1016/S0140-6736(21)00396-2</p>
<p>Optional resources</p>	<p>Poteat T, Aqil A, Corbett D, Evans D, Dubé K. “I would really want to know that they had my back”: Transgender women’s perceptions of HIV cure-related research in the United States. <i>PLoS One</i>. 2020;15(12). doi:10.1371/journal.pone.0244490</p> <p>Centers for Disease Control and Prevention. HIV and STD Criminalization Laws. Published December 21, 2020. https://www.cdc.gov/hiv/policies/law/states/exposure.html</p> <p>Download PrEp 101 and other advocacy resources at: Policy and Advocacy Program. SisterLove. Published 2018. https://www.sisterlove.org/pap</p> <p>Read about this advocacy partnership: SisterReach, The Positive Experience. YouMeHIV. SisterReach. Published 2020. https://www.sisterreach.org/you-me-hiv.html</p>
<p>Artivism</p>	<p>Visual AIDS: Projects. Published 2021. https://visualaids.org/projects</p>

Class	10
Module	2
Topic	Gender-based violence and criminalization of LGBTQ-GNCNB communities
Learning objectives	<ul style="list-style-type: none"> • Demonstrate how intersecting systems of oppression and violence leads to a high burden of gender-based violence and police violence against transgender and gender nonconforming people • Name at least five examples of research, interventions and/or policies public health can effectively advocate for that center the voices of LGBTQ-GNCNB communities and reframes how gender-based violence harm and accountability are addressed
Asynchronous guest lecture	Ophelian A. <i>MAJOR!</i> ; 2015. https://www.missmajorfilm.com/
Readings	<p>PP 196-201 of <i>Reproductive Justice</i></p> <p>PP 127-143 of Ritchie A. <i>Invisible No More: Police Violence Against Black Women and Women of Color</i>. Beacon Press; 2017</p> <p>Please peruse: Movement Advancement Project. <i>Why We All Need the Equality Act Now</i>. Center for American Progress, Lawyers for Civil Rights, National Center for Transgender Equality, National Partnership for Women & Families, National Women’s Law Center; 2021. https://www.lgbtmap.org/file/2021-report-equality-act.pdf</p>
Optional resources	<p>Wirtz AL, Poteat TC, Malik M, Glass N. Gender-Based Violence Against Transgender People in the United States: A Call for Research and Programming. <i>Trauma Violence Abuse</i>. 2020;21(2):227-241. doi:10.1177/1524838018757749</p> <p>Jones I. TransLash. https://translash.org/podcast/</p> <p>Bethune-Brown C. Day 25: “Pay It No Mind - The Life and Times of Marsha P. Johnson.” <i>Anti-Racism Daily</i>. Published 2021. https://us19.campaign-archive.com/?u=703343a41412296f774409bde&id=fedc723f74</p> <p>dorosh-walther blair. <i>Out in the Night</i>. New Day Films; 2014. http://www.outinthenight.com/</p>

	Padilla M. Advocates react to the repeal of New York’s ‘walking while trans’ ban. The 19th. Published February 3, 2021. https://19thnews.org/2021/02/walking-while-trans-ban-advocates/
Artivism	Wong CM. Black Trans Artists Honor Victims Of Transphobic Violence In Powerful Music Video. HuffPost. Published November 20, 2020. https://www.huffpost.com/entry/music-video-victims-transphobic-violence_n_5fb66adec5b66cd4ad423e9a

Class	11
Module	3
Topic	Historical context of family planning: Eugenics
Learning objectives	<ul style="list-style-type: none"> • Describe at least six key dimensions of the history of eugenics and sterilization abuse • Illustrate how this history of reproductive oppression affects how women of color interact with sexual and reproductive health care systems today
Asynchronous guest lecture	<p>Please watch one of the below films:</p> <p>Tucker L. <i>Amá</i>. Dartmouth Films; 2018. https://amamovie.com</p> <p>Tajima-Peña R. <i>No Más Bebés</i>; 2015. http://www.nomasbebesmovie.com/film</p>
Readings	<p>PP 30-37, 49-54, 205-212 of <i>Reproductive Justice</i></p> <p>PP 58-70, 381-386 of <i>Radical Reproductive Justice</i></p> <p>PP 79-88 of Smith A. <i>Conquest: Sexual Violence and American Indian Genocide</i>. Second. Duke University Press; 2015.</p> <p>PP 89-103 of Roberts D. <i>Killing the Black Body: Race, Reproduction and the Meaning of Liberty</i>. Vintage; 1998</p>
Optional resources	<p>PP 23-26 of Goodwin M. <i>Policing the Womb</i>. Cambridge University Press; 2020.</p> <p>Davis A. Racism, Birth Control and Reproductive Rights. In: <i>Women, Race and Class</i>. Random House; 1981.</p>

	<p>Chapter 8 of Washington H. <i>Medical Apartheid: The Dark History of Medical Experimentation on Black Americans from Colonial Times to the Present</i>. Anchor; 2006.</p> <p>North Carolina Museum of History. <i>Community Class: Black Maternal Health and the History of Eugenics in North Carolina</i>; 2021. https://www.youtube.com/watch?v=zcyCX_21DNw&ab_channel=NCMuseumofHistory</p> <p>The Right to Self-Determination: Freedom from Involuntary Sterilization. Disability Justice. Published 2021. https://disabilityjustice.org/right-to-self-determination-freedom-from-involuntary-sterilization/</p>
Artivism	<p>Remsberg R. Found In The Archives: America’s Unsettling Early Eugenics Movement: The Picture Show. NPR. Published June 1, 2011. https://www.npr.org/sections/pictureshow/2011/06/01/136849387/found-in-the-archives-americas-unsettling-early-eugenics-movement</p>

Class	12
Module	3
Topic	Historical context of family planning: Contraception
Learning objectives	<ul style="list-style-type: none"> • Identify at least six key facts and figures of the history of contraceptive coercion with the birth control pill, Norplant, and Depo • Reflect on ways in which these historical traumas and injustices affect how women of color interact with sexual and reproductive health care systems today
Asynchronous lecture	Course instructor
Readings	<p>PP 221-235 of Silliam J, Fried MG, Ross L, Gutiérrez E. <i>Undivided Rights: Women of Color Organize for Reproductive Justice</i>. Second. Haymarket Books; 2016.</p> <p>PP 103-112, 127-138 of Roberts D. <i>Killing the Black Body: Race, Reproduction and the Meaning of Liberty</i>. Vintage; 1998</p>

	PP 88-96 of Smith A. <i>Conquest: Sexual Violence and American Indian Genocide</i> . Second. Duke University Press; 2015.
Optional resources	<p>PP 125-127 of <i>Reproductive Justice: The Politics of Health Care for Native American Women</i></p> <p>PP 139-149 of Roberts D. <i>Killing the Black Body: Race, Reproduction and the Meaning of Liberty</i>. Vintage; 1998</p> <p>Lopez I. <i>Matters of Choice: Puerto Rican Women's Struggle for Reproductive Freedom</i>. First. Rutgers University Press; 2008.</p>
Artivism	Here is a bio of Audre Lorde, and here is her 1978 poem, "A Litany for Survival."

Class	13
Module	Wellness Day
Topic	
Learning objectives	
Asynchronous guest lecture	
Reeadings	
Optional resources	
Artivism	

Class	14
Module	3
Topic	Contraceptive justice
Learning objectives	<ul style="list-style-type: none"> • Identify at least three current barriers to the tenants of accessibility, awareness, and/or acceptability with current contraceptive options and policies • Describe at least four key aspects of person-centered contraceptive care and how public heath can promote this framework

<p>Asynchronous guest lecture</p>	<p>SPARK Reproductive Justice NOW. <i>Contraceptive Justice: Contraceptive Safety, Acceptability and Access</i>; 2021. https://www.youtube.com/watch?v=HZnkvtXblkQ&ab_channel=SPARKReproductiveJusticeNOW</p>
<p>Readings</p>	<p>PP 149-157 of <i>Reproductive Justice</i></p> <p>119-124 of <i>Reproductive Justice: The Politics of Health Care for Native American Women</i></p> <p>National Asian Pacific Women’s Forum. Supreme Court Allows Employers to Deny Birth Control Coverage, Disproportionately Harming Women of Color. Published July 8, 2020. https://www.napawf.org/press-releases/070820</p> <p>Holt K, Reed R, Crear-Perry J, Scott C, Wulf S, Dehlendorf C. Beyond same-day long-acting reversible contraceptive access: a person-centered framework for advancing high-quality, equitable contraceptive care. <i>American Journal of Obstetrics & Gynecology</i>. 2020;222(4):S878.e1-S878.e6. doi:10.1016/j.ajog.2019.11.1279</p> <p>Wu J, Braunschweig Y, Harris LH, Horner-Johnson W, Ernst SD, Stevens B. Looking back while moving forward: a justice-based, intersectional approach to research on contraception and disability. <i>Contraception</i>. 2019;99(5):267-271. doi:10.1016/j.contraception.2019.01.006</p>
<p>Optional resources</p>	<p>Harper KD, Loper AC, Louison LM, Morse JE. Stage-based implementation of immediate postpartum long-acting reversible contraception using a reproductive justice framework. <i>American Journal of Obstetrics & Gynecology</i>.2020;222(4S):S893-S905. doi:10.1016/j.ajog.2019.11.1273</p> <p>SisterSong, National Women’s Health Network. Long-Acting Reversible Contraception Statement of Principles. Published online 2016. https://www.nwhn.org/wp-content/uploads/2017/02/LARCStatementofPrinciples.pdf</p> <p>American College of Obstetricians and Gynecologists. Over-the-Counter Access to Hormonal Contraception: ACOG Committee Opinion, Number 788. 2019;134(4). doi:10.1097/AOG.0000000000003473</p>

	<p>What Federal Policymakers Must Do to Restore and Strengthen a Title X Family Planning Program That Serves All. Guttmacher Institute. Published February 26, 2021. https://www.guttmacher.org/gpr/2021/03/what-federal-policymakers-must-do-restore-and-strengthen-title-x-family-planning-program</p>
Artivism	<p>Webster ES. These Teen Poets Are Speaking Up for Your Reproductive Rights in a Powerful Way. Teen Vogue. Published February 16, 2016. https://www.teenvogue.com/story/get-lit-reproductive-rights-draw-the-line</p>

Case Study Reflection due

Class	15
Module	3
Topic	Historical context and evolution of the abortion debate
Learning objectives	<ul style="list-style-type: none"> • Illustrate three key aspects of the evolution of reproductive rights and the choice paradigm • Identify three key aspects of SisterSong’s successful Trust Black Women campaign that could be replicated in further abortion advocacy efforts
Asynchronous guest lecture	SisterSong. <i>We Always Resist: Trust Black Women</i> ; 2011.
Readings	<p>PP 117-128, 256-261 of <i>Reproductive Justice</i></p> <p>PP 70-85, 139-168 of <i>Radical Reproductive Justice</i></p>
Optional resources	<p>PP 31-50 of Silliam J, Fried MG, Ross L, Gutiérrez E. <i>Undivided Rights: Women of Color Organize for Reproductive Justice</i>. Second. Haymarket Books; 2016.</p> <p>Vasquez T. How the anti-abortion movement fed the Capitol insurrection. Prism. Published January 22, 2021. https://www.prismreports.org/article/2021/1/22/how-the-antiabortion-movement-fed-the-capitol-</p>

	<p>insurrection?utm_source=The+19th&utm_campaign=cbb3db9e18-19th-newsletters-daily&utm_medium=email&utm_term=0_a35c3279be-cbb3db9e18-359933472</p> <p>Randall Balmer. The Real Origins of the Religious Right. POLITICO Magazine. Published May 27, 2014. https://politi.co/2JsQoNr</p> <p>PP 86-109 of <i>Radical Reproductive Justice</i></p>
Artivism	<p>Crawford M. 50 Artists Remind Us That "Abortion Is Normal." Hyperallergic. Published January 24, 2020. https://hyperallergic.com/539075/an-art-exhibition-reminds-us-that-abortion-is-normal/</p>

Class	16
Module	3
Topic	Abortion policy: The Hyde Amendment
Learning objectives	<ul style="list-style-type: none"> • Describe at least four harmful impacts of the Hyde Amendment • Identify at least two ways public health can help change the narrative about abortion access for low-income birthing people
Asynchronous guest lecture	<p>If/When/How, All Above All, National Network of Abortion Funds, New Voices for Reproductive Justice. <i>Tearing Down Hyde: How Harris v. McRae Shores Up Abortion Coverage Bans</i>; 2021. https://ifwhenhow.app.box.com/s/h3dj94vr5olp0vcxue26itz7cw4s1xqd</p>
Readings	<p>PP 128-139 of <i>Reproductive Justice</i></p> <p>PP 128-133 of <i>Reproductive Justice: The Politics of Health Care for Native American Women</i></p> <p>PP 16-18 of National LGBTQ Task Force. <i>Queering Reproductive Justice: A Toolkit</i>. Published online 2017. https://www.thetaskforce.org/wp-content/uploads/2017/03/Queering-Reproductive-Justice-A-Toolkit-FINAL.pdf</p>

	<p>Congressional Hearing on the Hyde Amendment: Written Statement of Dr. Herminia Palacio. Guttmacher Institute. Published December 3, 2020. https://www.guttmacher.org/article/2020/12/congressional-hearing-hyde-amendment-written-statement-dr-herminia-palacio</p> <p>Foster DG, Biggs MA, Ralph L, Gerdts C, Roberts S, Glymour MM. Socioeconomic Outcomes of Women Who Receive and Women Who Are Denied Wanted Abortions in the United States. <i>Am J Public Health</i>. 2018;108(3):407-413. doi:10.2105/AJPH.2017.304247</p>
<p>Optional resources</p>	<p>EACH Woman Act. All* Above All. Published 2021. https://allaboveall.org/campaign/each-woman-act/</p> <p>Salganicoff A, Sobel L, Ramaswamy A. The Hyde Amendment and Coverage for Abortion Services. Kaiser Family Foundation. Published September 10, 2020. https://www.kff.org/womens-health-policy/issue-brief/the-hyde-amendment-and-coverage-for-abortion-services/</p> <p>New Voices for Reproductive Justice, In Our Own Voice: National Black Women’s Reproductive Justice Agenda. Amicus Brief: Allegheny Reproductive Health Center vs. Pennsylvania Department of Human Services. Published online May 15, 2020. https://g94.b26.myftpupload.com/wp-content/uploads/2020/05/RJ-Amicus-Brief-51520.pdf</p> <p>Baker C. Telemedicine Is Revolutionizing Abortion Health Care—in Ways Likely To Persist Long Past COVID. <i>Ms. Magazine</i>. Published January 4, 2021. https://msmagazine.com/2021/01/04/telemedicine-is-revolutionizing-abortion-health-care-in-ways-likely-to-persist-long-past-covid/</p> <p>Upadhyay UD, McCook AA, Bennett AH, Cartwright AF, Roberts SCM. State abortion policies and Medicaid coverage of abortion are associated with pregnancy outcomes among individuals seeking abortion recruited using Google Ads: A national cohort study. <i>Soc Sci Med</i>. Published online February 6, 2021:113747. doi:10.1016/j.socscimed.2021.113747</p>
<p>Artivism</p>	<p>Smith MJ. Repeal Hyde Art Project. https://designyoutrust.com/2015/12/these-images-beautifully-explain-why-reproductive-justice-affects-all-of-us/</p>

More images available at: <https://www.repealheartproject.org>

Class	17
Module	3
Topic	Abortion advocacy: Storytelling
Learning objectives	<ul style="list-style-type: none"> Engage with storytelling as an effective mechanism for abortion advocacy in public health Provide examples of at least three best practices in storytelling in the abortion advocacy space
Asynchronous guest lecture	She+. Renee Bracey Sherman. https://www.shepluspodcast.com/episodes/renee-bracey-sherman
Readings	<p>Sherman RB. Saying Abortion Aloud: Research and Recommendations for Organizations on How to Support Abortion Storytellers. Published online 2014. https://www.reneebraceysherman.com/wp-content/uploads/2015/05/Saying-Abortion-Aloud-Organization-Recommendations.pdf</p> <p>Please peruse this website, which was a 2017 campaign by the National Latina Institute for Reproductive Justice to disrupt the narrative surrounding abortion in the Latino community</p> <p>Sherman RB. Sharing abortion stories means investing in storytellers as leaders. National Committee For Responsive Philanthropy. Published March 10, 2021. http://www.ncrp.org/publication/sharing-abortion-stories-means-investing-in-storytellers-as-leaders</p>
Optional resources	<p>Advancing New Standards in Reproductive Health, CityMatCH. Envisioning a 21st Century Public Health Approach to Abortion: A Convening of Maternal and Child Health Professionals. Published online 2020. https://www.ansirh.org/sites/default/files/field/page-files/ansirh-execsummary-r4_1.pdf</p> <p>Reproductive Justice Media Reference Guide. Forward Together. Published December 21, 2017. https://forwardtogether.org/tools/media-guide-abortion-latinx-community/</p> <p>Rocca CH, Samari G, Foster DG, Gould H, Kimport K. Emotions and decision rightness over five years following an abortion: An examination of decision difficulty and abortion stigma. <i>Social Science & Medicine</i>. 2020;248:112704. doi:10.1016/j.socscimed.2019.112704</p>

	Abortion Stories. Shout Your Abortion. Published 2021. https://shoutyourabortion.com/
Artivism	Here is a video of artist Viva Ruiz speaking about her Thank God for Abortion project . She is the first artist-in-residence for Shout Your Abortion .

Class	18
Module	4
Topic	The right to parent: Historic and contemporary narratives
Learning objectives	<ul style="list-style-type: none"> • Commit to recognizing and dismantling discriminatory narratives about parenthood that shape health and public policy • Recognize at least three ways public health can engage with creative advocacy efforts that center the voices of marginalized mothers
Asynchronous guest lecture	Course instructor
Readings	<p>PP 167-196 of <i>Reproductive Justice</i></p> <p>PP 137-163 of Patton-Imani S. <i>Queering Family Trees: Race, Reproductive Justice, and Lesbian Motherhood</i>. New York University Press; 2020.</p>
Optional resources	<p>PP 355-360, 381-383, 388-395 of <i>Radical Reproductive Justice</i></p> <p>Chapter 5 of Roberts D. <i>Killing the Black Body: Race, Reproduction and the Meaning of Liberty</i>. Vintage; 1998.</p> <p>Gumbs AP, Martens C, Williams M. <i>Revolutionary Mothering: Love on the Front Lines</i>. PM Press; 2016.</p> <p>Frederick A. Visibility, respectability, and disengagement: The everyday resistance of mothers with disabilities. <i>Social Science & Medicine</i>. 2017;181:131-138. doi:10.1016/j.socscimed.2017.03.030</p>

Artivism	Mamas of Color Rising, Young Women United. <i>Revolutionary Motherhood</i> . https://mamasofcolorrising.files.wordpress.com/2009/07/rmh-consolidated.pdf
Class	19
Module	4
Topic	Historical context of Black maternal health
Learning objectives	<ul style="list-style-type: none"> • Illustrate how multilevel systems and structures have sought to control Black women’s reproduction throughout history • Acknowledge how the historical trauma of chattel slavery, Reconstruction and Jim Crow affects Black maternal health and how Black women interact with the health care system today
Asynchronous guest lecture	Owens DC, Porchia-Albert C, Roberts L. Black Maternal Health: Historical and Reproductive Justice Reckonings. New York Academy of Medicine. October 1, 2020. https://www.nyam.org/events/event/black-maternal-health-historical-and-reproductive-justice-reckonings/
Readings	<p>PP 18-29, 38-49 of <i>Reproductive Justice</i></p> <p>PP 8-36 of Roberts D. <i>Killing the Black Body: Race, Reproduction and the Meaning of Liberty</i>. Vintage; 1998.</p>
Optional resources	<p>Chapter 1 of Ritchie A. <i>Invisible No More: Police Violence Against Black Women and Women of Color</i>. Beacon Press; 2017.</p> <p>Taylor JK. Structural Racism and Maternal Health Among Black Women. <i>J Law Med Ethics</i>. 2020;48(3):506-517. doi:10.1177/1073110520958875</p> <p>Owens DC, Fett SM. Black Maternal and Infant Health: Historical Legacies of Slavery. <i>Am J Public Health</i>. 2019;109(10):1342-1345. doi:10.2105/AJPH.2019.305243</p> <p>Hall Center for the Humanities, Kansas Public Radio. <i>Medical Bondage: Race, Gender, and the Origins of American Gynecology with Deirdre Cooper Owens</i>; 2020. https://www.youtube.com/watch?v=op12iUfBFXo&ab_channel=HallCenter</p>

	Murray-Garcia J. <i>Cultural Humility and Black Maternal Health in Historical Context.</i> ; 2020. https://www.youtube.com/watch?v=NEqWwbfMQf4&ab_channel=MaternalHealthLearningInnovationCenter
Artivism	This article provides background to the 1966 song 'Four Women' by Nina Simone and discusses a recent play based around the song.

Capstone Assignment #1 draft due

Class	20
Module	4
Topic	Etiology and prevention of obstetric violence in the US
Learning objectives	<ul style="list-style-type: none"> Define obstetric violence and describe at least three root causes Identify at least four opportunities for public health to engage in multilevel strategies to prevent obstetric violence
Asynchronous lecture	Ariel Lewis. <i>Etiology and Prevention of Obstetric Violence in the US</i> ; 2021. https://uncch.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=b4f9152a-7f7d-4e45-94e1-ad080137996a
Readings	<p>PP 39-50 of <i>Reproductive Justice: The Politics of Health Care for Native American Women</i></p> <p>Vedam S, Stoll K, Taiwo TK, et al. The Giving Voice to Mothers study: inequity and mistreatment during pregnancy and childbirth in the United States. <i>Reprod Health</i>. 2019;16(1):77. doi:10.1186/s12978-019-0729-2</p> <p>Diaz-Tello F. Invisible wounds: obstetric violence in the United States. <i>Reprod Health Matters</i>. 2016;24(47):56-64. https://doi.org/10.1016/j.rhm.2016.04.004</p>
Optional resources	<p>Borges MTR. A Violent Birth: Reframing Coerced Procedures during Childbirth as Obstetric Violence Notes. <i>Duke LJ</i>. 2017;67(4):827-862.</p> <p>White Ribbon Alliance. Brave Voices, Bold Actions. https://www.whiteribbonalliance.org/bravevoicespodcast/</p> <p>Declercq ER, Sakala C, Corry MP, Applebaum S, Herrlich A. Listening to Mothers III: Pregnancy and Birth. <i>Childbirth Connection</i>; 2013.</p>

	<p>Šimonović D. <i>A Human Rights-Based Approach to Mistreatment and Violence against Women in Reproductive Health Services with a Focus on Childbirth and Obstetric Violence</i>. United Nations General Assembly; 2019. http://undocs.org/A/74/137</p> <p>Birth Rights Bar Association, National Advocates for Pregnant Women. Birth Rights. Published online 2020. https://birthrightsbar.org/resources/Documents/BIRTH%20RIGHTS-%20A%20resource%20for%20everyday%20people%20to%20defend%20human%20rights%20during%20labor%20and%20birth.pdf</p>
Artivism	<p>Illustrations found in: Grant R. "Assault" in the delivery room: The disturbing trend of "obstetric violence." Quartz. Published January 12, 2018. https://qz.com/1177627/assault-and-battery-in-the-delivery-room-the-disturbing-trend-of-obstetric-violence/</p>

Class	21
Module	4
Topic	Obstetric racism and the maternal health crisis in the U.S.
Learning objectives	<ul style="list-style-type: none"> • Illustrate key dimensions of obstetric racism as the root cause of racial/ethnic disparities in maternal morbidity and mortality • Describe the responsibility of public health to shift the maternal health paradigm to focusing on obstetric racism to achieve maternal health equity
Asynchronous guest lecture	<p>American Public Health Association. <i>A Path to Reproductive Justice: Research, Practice and Policies</i>; 2020. https://www.apha.org/events-and-meetings/webinars/racial-equity/webinar-2-recording</p>
Readings	<p>Davis D-A. Obstetric Racism: The Racial Politics of Pregnancy, Labor and Birthing. <i>Medical Anthropology</i>. 2019;38(7):560-573. doi:https://doi.org/10.1080/01459740.2018.1549389</p> <p>Scott KA, Britton L, McLemore MR. The Ethics of Perinatal Care for Black Women: Dismantling the Structural Racism in "Mother Blame" Narratives. <i>The Journal of Perinatal & Neonatal Nursing</i>. 2019;33(2):108–115. doi:10.1097/JPN.0000000000000394</p>

	<p>Hardeman RR, Karbeah J, Kozhimannil KB. Applying a critical race lens to relationship-centered care in pregnancy and childbirth: An antidote to structural racism. <i>Birth</i>. 2020;47(1):3-7. doi:10.1111/birt.12462</p> <p>Crear-Perry J, Correa-de-Araujo R, Lewis Johnson T, McLemore MR, Neilson E, Wallace M. Social and Structural Determinants of Health Inequities in Maternal Health. <i>Journal of Women's Health</i>. Published online November 12, 2020. doi:10.1089/jwh.2020.8882</p>
Optional resources	<p>Julian Z, Mengesha B, McLemore MR, Steinauer J. Community-Engaged Curriculum Development in Sexual and Reproductive Health Equity: Structures and Self. <i>Obstetrics & Gynecology</i>. 2021. doi:10.1097/AOG.0000000000004324</p> <p>Bridges K. <i>Reproducing Race: An Ethnography of Pregnancy as a Site of Racialization</i>. University of California Press; 2011.</p> <p>Davis D-A. Reproducing while Black: The crisis of Black maternal health, obstetric racism and assisted reproductive technology. <i>Reprod Biomed Soc Online</i>. 2020;11:56-64. doi:10.1016/j.rbms.2020.10.001</p> <p>Altman MR, McLemore MR, Oseguera T, Lyndon A, Franck LS. Listening to Women: Recommendations from Women of Color to Improve Experiences in Pregnancy and Birth Care. <i>Journal of Midwifery & Women's Health</i>. 2020;65(4):466-473. doi:https://doi.org/10.1111/jmwh.13102</p> <p>Dr. Shalon's Maternal Action Project. <i>Hear Us: Grandmothers' Perspectives on the Black Maternal Health Crisis</i>; 2020. https://www.facebook.com/DrShalonsMAP/videos/vb.103708414625005/3114658678656736/?type=2&theater</p>
Artivism	<p>Collins T. The Forgotten Black Mother. Published online September 10, 2020. https://drive.google.com/file/d/11pIKgOu_Lv9yMpUKmJuT-tOUPHgAPAU/view</p>

Class	22
Module	4
Topic	Birth justice and community-informed models of perinatal care in the U.S.

<p>Learning objectives</p>	<ul style="list-style-type: none"> • Explain at least four key features of community-informed, ethical and holistic perinatal care models • Recognize at least three ways that public health organizations can center relationship-building and advocate for community-informed models as the standard of care to promote maternal health equity
<p>Asynchronous guest lecture</p>	<p>Black Mamas Matter Alliance. <i>Improving Health Outcomes For Black Mamas Through Holistic Midwifery Care</i>; 2020. https://www.youtube.com/watch?v=8AGmng8ZxpQ&t=8s&ab_channel=BlackMamasMatterAllianceBMMA</p>
<p>Readings</p>	<p>Black Mamas Matter Alliance. Setting the Standard for Holistic Care of and for Black Women. Published online 2018. http://blackmamasmatter.org/wp-content/uploads/2018/04/BMMA_BlackPaper_April-2018.pdf</p> <p>Moseson H, Zazanis N, Goldberg E, et al. The Imperative for Transgender and Gender Nonbinary Inclusion. <i>Obstet Gynecol</i>. 2020;135(5):1059-1068. doi:10.1097/AOG.0000000000003816</p> <p>Julian Z, Robles D, Whetstone S, et al. Community-informed models of perinatal and reproductive health services provision: a justice-centered paradigm toward equity among Black birthing communities. <i>Seminars in Perinatology</i>. Published online June 19, 2020:151267. doi:10.1016/j.semperi.2020.151267</p> <p>Hardeman RR, Karbeah J, Almanza J, Kozhimannil KB. Roots Community Birth Center: A culturally-centered care model for improving value and equity in childbirth. <i>Healthcare</i>. 2020;8(1):100367. doi:10.1016/j.hjdsi.2019.100367</p>
<p>Optional resources</p>	<p>Ancient Song Doula Services, Village Birth International, Every Mother Counts. Advancing Birth Justice: Community-Based Doula Models as a Standard of Care for Ending Racial Disparities. Published online March 25, 2019. https://b5c19f22-2ef4-49b4-94b0-7621fdb5dbba.filesusr.com/ugd/f36f23_7d936f97617a4e34aadd8a052ac1de6.pdf</p> <p>Greenwood BN, Hardeman RR, Huang L, Sojourner A. Physician–patient racial concordance and disparities in birthing mortality for newborns. <i>PNAS</i>. 2020;117(35):21194–21200. doi:10.1073/pnas.1913405117</p>

	<p>Ranchoff BL, Declercq ER. The Scope of Midwifery Practice Regulations and the Availability of the Certified Nurse-Midwifery and Certified Midwifery Workforce, 2012-2016. <i>Journal of Midwifery & Women's Health</i>. 2020;65(1):119-130. doi:https://doi.org/10.1111/jmwh.13007</p> <p>National Birth Equity Collaborative, Reaching Our Sisters Everywhere, UNC Department of Maternal and Child Health. Community Assessment Listening Sessions. Published online September 2020. https://maternalhealthlearning.org/wp-content/uploads/2020/11/Listening-Session-ES_10-14_FINAL.pdf</p> <p>Scheier R. Black Women Turn to Midwives to Avoid COVID and 'Feel Cared For.' Kaiser Health News. Published September 17, 2020. https://khn.org/news/black-women-turn-to-midwives-to-avoid-covid-and-feel-cared-for/</p>
Artivism	Marshall K. <i>Birthing of a Nation</i> . https://birthingofanation.com/birthing-of-a-nation

Capstone Assignment #1 Final Due

Class	23
Module	4
Topic	Infant feeding
Learning objectives	<ul style="list-style-type: none"> • Reflect on the historical context of infant feeding for Black birthing people and how this historical trauma continues to impact maternal and child health • Demonstrate how public health can lift up the work of women of color-centered breastfeeding community organizations to achieve national breastfeeding goals
Asynchronous guest lecture	Black Mamas Matter Alliance. <i>Centering Black Mamas to Revive, Restore & Reclaim Their Breastfeeding Power</i> ; 2020. https://www.youtube.com/watch?v=kb94d6mMWcw&ab_channel=BlackMamasMatterAllianceBMMA
Readings	Reaching Our Sisters Everywhere, Health Connect One. Saving Tomorrow Today: An African American Breastfeeding Blueprint. http://www.breastfeedingrose.org/wp-content/uploads/2019/09/ROSE-Blueprint-PDF.pdf

	Woods Barr AL, Miller E, Smith JL, Cummings SM, Schafer EJ. #EveryGenerationMatters: Intergenerational Perceptions of Infant Feeding Information and Communication Among African American Women. <i>Breastfeeding Medicine</i> . 2021;16(2):131-139. doi:10.1089/bfm.2020.0308
Optional resources	<p>Allers KS. <i>The Big Letdown: How Medicine, Big Business, and Feminism Undermine Breastfeeding</i>. St. Martin's Press; 2017.</p> <p>Green VL, Killings NL, Clare CA. The Historical, Psychosocial, and Cultural Context of Breastfeeding in the African American Community. <i>Breastfeeding Medicine</i>. 2021;16(2):116-120. doi:10.1089/bfm.2020.0316</p> <p>Southeast Michigan IBCLCs of Color. <i>Breastfeeding While Black: Engaging Community to Support and Uplift Maternal-Infant Care During the Pandemic and Beyond</i>; 2021. https://www.youtube.com/watch?v=PruWGsIQ8MU&ab_channel=hriaction</p> <p>Breastfeeding State Laws. National Council of State Legislators. Published July 9, 2020. https://www.ncsl.org/research/health/breastfeeding-state-laws.aspx</p>
Artivism	Edelman A. These Gorgeous Photos of Black Mothers Breastfeeding Are Revolutionary. SheKnows. Published August 26, 2020. https://www.sheknows.com/parenting/slideshow/2340588/black-breastfeeding-photos/

Class	24
Module	4
Topic	Affordable Care Act and Medicaid
Learning objectives	<ul style="list-style-type: none"> Describe at least five ways the Affordable Care Act and Medicaid improve maternal and child health equity Illustrate how public health an effectively advocate for the strengthening and expansion of these policies
Asynchronous guest lecture	Johnson K. Overview of Publicly Financed Health Care Coverage for Women and Infants: The Role of ACA and Medicaid in Advancing Health Equity. January 27, 2021. https://uic.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=813ac0fb-5646-4824-91e3-acbf0112a856

<p>Readings</p>	<p>PP 139-144 of <i>Reproductive Justice</i></p> <p>Equitable Maternal Health Coalition. Making the Case for Extending Medicaid Coverage Beyond 60 Days Postpartum: A Toolkit for State Advocates. Published online June 2020. https://static1.squarespace.com/static/5ed4f5c9127dab51d7a53f8e/t/5ee12b312ecd4864f647fe67/1591814991589/State+White+Paper+061020-V6.pdf</p> <p>Bakst C, Moore J, George K, Shea K. Community-Based Maternal Support Services: The Role of Doulas and Community Health Workers in Medicaid. Published online May 2020. https://www.medicaidinnovation.org/images/content/2020-IMI-Community_Based_Maternal_Support_Services-Report.pdf</p> <p>Luthra S. Brooks-LaSure, Biden’s pick to oversee CMS, would be first Black woman in role. The 19th. Published February 19, 2021. https://19thnews.org/2021/02/chiquita-brooks-lasure-bidens-pick-to-oversee-medicare-and-medicaid-would-be-first-black-woman-in-the-role/</p>
<p>Optional resources</p>	<p>Brown CC, Adams CE, Moore JE. Race, Medicaid Coverage, and Equity in Maternal Morbidity. <i>Women’s Health Issues</i>. Published online January 21, 2021. doi:10.1016/j.whi.2020.12.005</p> <p>Platt T, Kaye N. Four State Strategies to Employ Doulas to Improve Maternal Health and Birth Outcomes in Medicaid. National Academy for State Health Policy. Published July 13, 2020. https://www.nashp.org/four-state-strategies-to-employ-doulas-to-improve-maternal-health-and-birth-outcomes-in-medicaid/</p> <p>Crear-Perry J, Sankofa N, Stewart S. <i>Expecting More: Addressing America’s Maternal and Infant Health Crisis</i>; 2020. https://www.youtube.com/watch?v=Y8SHB7Zo6zs&feature=youtu.be&ab_channel=HouseCommitteeonEducationandLabor</p> <p>Daw JR, Winkelman TNA, Dalton VK, Kozhimannil KB, Admon LK. Medicaid Expansion Improved Perinatal Insurance Continuity For Low-Income Women. <i>Health Aff (Millwood)</i>. 2020;39(9):1531-1539. doi:10.1377/hlthaff.2019.01835</p>

	Luthra S. Xavier Becerra confirmed as nation’s first Latinx health secretary. The 19th. Published March 18, 2021. https://19thnews.org/2021/03/xavier-becerra-confirmed-as-nations-first-latinx-health-secretary/
Artivism	Here is a bio on the poet Ama Codjoe, and here is her poem , “Of Being Sick and Tired.”

Class	25
Module	Wellness Day
Topic	
Learning objectives	
Asynchronous guest lecture	
Readings	
Optional resources	
Artivism	

Class	26
Module	4
Topic	Historical context of Native American maternal and child health
Learning objectives	<ul style="list-style-type: none"> • Illustrate how multilevel systems and structures have sought to control Native women’s reproduction • Acknowledge how the historical trauma of the genocide of Native people and white settler colonialism affects Native maternal and child health today
Asynchronous guest lecture	Rawal S. <i>Gather</i> . Monument Releasing; 2020. https://gather.film/
Readings	<p>PP 26-36 of <i>Reproductive Justice: The Politics of Health Care for Native American Women</i></p> <p>PP 111-123 of Silliam J, Fried MG, Ross L, Gutiérrez E. <i>Undivided Rights: Women of Color Organize for Reproductive Justice</i>. Second. Haymarket Books; 2016.</p>
Optional resources	PP 51-67 of <i>Reproductive Justice: The Politics of Health Care for Native American Women</i>

	<p>PP 15-29 of Saroj Bakhru T, ed. <i>White Property Interests in Native Women’s Reproductive Freedom: Slavery to Transracial Adoption</i>. In: <i>Reproductive Justice and Sexual Rights</i>. Routledge; 2019.</p> <p>Goldhammer CJ. <i>Listening to Understand and Not to Respond Across Different Cultural Contexts</i>; 2020. https://www.youtube.com/watch?v=XN8SjTZC7Ho&ab_channel=MaternalHealthLearningInnovationCenter</p> <p>Religious Coalition for Reproductive Choice. <i>Racist Benevolence: Repro Oppression of Indigenous Communities</i>; 2021. https://www.youtube.com/watch?v=kDIBUAlVn2E&ab_channel=ReligiousCoalitionforReproductiveChoice</p>
Artivism	<p>Minneapolis Institute of Art. <i>Fringe</i>, 2007: Rebecca Belmore. Published 2021. http://collections.artsmia.org/art/109315/fringe-rebecca-belmore</p>
Class	27
Module	4
Topic	The Indian Health Service
Learning objectives	<ul style="list-style-type: none"> • Critically analyze the ruling relations between the Indian Health Service and Native women and families • Identify opportunities for public health to advocate for policies and practices that enhance Native women’s reproductive health equity within and beyond the IHS
Asynchronous guest lecture	<p>Reproaction. <i>A Year of Standing with Standing Rock: Checking in With Native Women and Two Spirit Activists</i>; 2017. https://www.youtube.com/watch?v=BO_KtTZAPqE&ab_channel=Reproaction</p>
Readings	<p>PP 68-104 of <i>Reproductive Justice: The Politics of Health Care for Native American Women</i></p> <p>PP 149-160 of Silliam J, Fried MG, Ross L, Gutiérrez E. <i>Undivided Rights: Women of Color Organize for Reproductive Justice</i>. Second. Haymarket Books; 2016.</p>

Optional resources	<p>The Road to Reproductive Justice: Native Americans in New Mexico. Forward Together. Published September 24, 2020. https://forwardtogether.org/tools/the-road-to-reproductive-justice-native-americans-in-new-mexico/</p> <p>PP 137-157 of <i>Reproductive Justice: The Politics of Health Care for Native American Women</i></p> <p>della Cava M, Berry DB. Deb Haaland could make history for Native Americans with Cabinet post. <i>USA Today</i>. https://www.usatoday.com/story/news/nation/2021/02/07/deb-haaland-could-make-history-native-americans-cabinet-post/4358588001/.</p>
Artivism	<p>Here is poet Layli Long Soldier’s poem, “WHEREAS.” This poem was in response to the U.S. government’s 2009 official apology to Native Americans; here is an interview with her about the poem.</p>

Capstone Assignment #2 Draft due

Class	28
Module	4
Topic	Im/migration and reproductive injustice
Learning objectives	<ul style="list-style-type: none"> • Demonstrate how im/migrant women are subjected to intersecting human rights violations, including multiple levels of violence • Name at least three state or federal policies that could increase accessibility to and equity in reproductive health care for im/migrant women and their families, and how public health can shape the narrative for those policies
Asynchronous guest lecture	<p>National Asian Pacific American Women’s Forum, National Latina Institute for Reproductive Justice. The U.S. Needs to Make it Easier for Immigrants to Access Healthcare. https://www.reprosfightback.com/episodes-blog/the-us-needs-to-make-it-easier-for-immigrants-to-access-healthcare-2mymz</p>
Readings	<p>PP 144-149, 212-215 of <i>Reproductive Justice</i></p> <p>PP 306-323 of <i>Radical Reproductive Justice</i></p>

	<p>PP 163-176 of Silliam J, Fried MG, Ross L, Gutiérrez E. <i>Undivided Rights: Women of Color Organize for Reproductive Justice</i>. Second. Haymarket Books; 2016.</p> <p>National Health Law Program, National Latina Institute for Reproductive Justice, National Asian Pacific American Women’s Forum, In Our Own Voice: National Black Women’s Reproductive Justice Agenda. What Public Charge Means for Reproductive Justice. Published online October 19, 2020. https://healthlaw.org/resource/what-public-charge-means-for-reproductive-justice/</p> <p>Messing AJ, Fabi RE, Rosen JD. Reproductive Injustice at the US Border. <i>Am J Public Health</i>. 2020;110(3):339-344. doi:10.2105/AJPH.2019.305466</p>
Optional resources	<p>Bragg K. The legacy of U.S. policy, violence against Asian American women. The 19th. Published March 18, 2021. https://19thnews.org/2021/03/legacy-us-policy-violence-against-asian-american-women/</p> <p>Lopez W. <i>Separated: Family and Community in the Aftermath of an Immigration Raid</i>. Johns Hopkins University Press; 2019.</p> <p>Smith W. Episode 6: Promise. <i>Amend: The Fight for America</i>. 2021. https://www.netflix.com/watch/80994605?trackId=14277283&tctx=-97%2C-97%2C%2C%2C%2C</p> <p>Center for Reproductive Rights. Pregnant Immigrants and Asylum Seekers During COVID-19. Published online September 14, 2020. https://reproductiverights.org/sites/default/files/documents/Pregnant%20Immigrants%20and%20Asylum%20Seekers%20During%20COVID-19.pdf</p> <p>Vasquez T. Immigrants allege mistreatment by Georgia doctor and whistleblower. Prism. https://www.prismreports.org/article/2020/9/17/immigrants-allege-mistreatment-by-georgia-doctor-and-whistleblower. Published September 17, 2020.</p>

Artivism	Brooks K. "Migration is Beautiful" Documentary: Artist Favianna Rodriguez Talks Immigrant Rights and Art's Role in Politics. HuffPost. Published January 26, 2013. https://www.huffpost.com/entry/migration-is-beautiful-artist-favianna-rodriguez-documentary_n_2535690
-----------------	--

Class	29
Module	4
Topic	Women involved in the criminal-legal system
Learning objectives	<ul style="list-style-type: none"> • Illustrate the structural and systemic drivers leading to the disproportionate representation of women of color involved in the criminal-legal system • Explain how public health organizations can dismantle structural violence against pregnant and parenting people and advocate for practices and policies that enhance human dignity and strengthen families and communities
Asynchronous guest lecture	Ford Foundation. <i>Becoming Ms. Burton: In Conversation with Susan Burton</i> ; 2017. https://nb-no.facebook.com/FordFoundation/videos/becoming-ms-burton-in-conversation-with-susan-burton/1719478501429513/
Readings	<p>PP 104-106, 215-227 of <i>Reproductive Justice</i></p> <p>PP 43-47, 51-59, 165-168, 172-176 of Ritchie A. <i>Invisible No More: Police Violence Against Black Women and Women of Color</i>. Beacon Press; 2017.</p> <p>PP 33-45 of Goodwin M. <i>Policing the Womb</i>. Cambridge University Press; 2020.</p>
Optional resources	<p>PP 150-201 of Roberts D. <i>Killing the Black Body: Race, Reproduction and the Meaning of Liberty</i>. Vintage; 1998</p> <p>SisterReach, Ibis Reproductive Health, National Advocates for Pregnant Women. Tennessee's Fetal Assault Law: Understanding its impact on marginalized women. Published online 2018. https://www.sisterreach.org/uploads/1/3/3/2/133261658/full_fetal_assault_rpt_1.pdf</p>

	<p>Hayes CM, Sufrin C, Perritt JB. Reproductive Justice Disrupted: Mass Incarceration as a Driver of Reproductive Oppression. <i>Am J Public Health</i>. 2020;110(S1):S21-S24. doi:10.2105/AJPH.2019.305407</p> <p>Given the significant public discourse around policing, detention, imprisonment, sentencing, and surveillance, there are a large number of resources available on mass incarceration and the prison-industrial complex. One excellent starting place is the Abolition Journal's Study Group Guide.</p>
Artivism	<p>Pogrebin R. Amy Sherald Directs Her Breonna Taylor Painting Toward Justice. <i>The New York Times</i>. https://www.nytimes.com/2021/03/07/arts/design/amy-sherald-breonna-taylor-painting.html. Published March 7, 2021.</p>

Class	30
Module	4
Topic	Reproductive injustice inside the carceral system
Learning objectives	<ul style="list-style-type: none"> Describe at least five ways carceral institutions deny access to safe, quality reproductive and perinatal health care Recognize opportunities for public health to promote constructive dialogue about the harm caused by the eugenic belief in a hierarchy of human value and who is worthy of parenthood
Asynchronous guest lecture	Cohn E. <i>Belly of the Beast</i> ; 2020. https://www.bellyofthebeastfilm.com/020420212
Readings	<p>PP 285-300 of <i>Radical Reproductive Justice</i></p> <p>Golembeski CA, Sufrin CB, Williams B, et al. Improving Health Equity for Women Involved in the Criminal Legal System. <i>Womens Health Issues</i>. 2020;30(5):313-319. doi:10.1016/j.whi.2020.06.007</p>
Optional resources	Kuhlik L, Sufrin C. Pregnancy, Systematic Disregard and Degradation, and Carceral Institutions. <i>Harvard Law & Policy Review</i> . 2020;14(1):417-449.

	<p>Johns Hopkins Center for Public Health and Human Rights, From Prison Cells to PhD. <i>Dignity for Incarcerated Women</i>; 2021. https://www.youtube.com/watch?v=belqYwoZuC4&ab_channel=JHSPHCenterforPublicHealth%26HumanRights</p> <p>Sufrin C. <i>Jailcare: Finding the Safety Net for Women Behind Bars</i>. University of California Press; 2017.</p>
Artivism	<p>Newcomb Art Museum. Per(Sister): Incarcerated Women of Louisiana. Issuu. Published March 2019. https://issuu.com/newcombartmuseum/docs/persisterehibitionbrochure</p>

Class	31
Module	4
Topic	The child welfare system
Learning objectives	<ul style="list-style-type: none"> • Illustrate how the history of family separation has led to racial disparities and the persistence of ableism in the current child welfare system • Consider how public health can help reimagine what family support looks like, how harm and accountability are framed and addressed, and who should be leading the way forward
Asynchronous guest lecture	<p>Shriver Center on Poverty and Law. <i>Moving From Why to How: Parent Leaders' Perspectives on the Movement for Child Welfare Justice</i>; 2020. https://www.povertylaw.org/article/webinar-moving-from-why-to-how-parent-leaders-perspectives-on-the-movement-for-child-welfare-justice/</p>
Readings	<p>PP 42-52 of INCITE! Women of Color Against Violence. <i>Color of Violence: The INCITE! Anthology</i>. Duke University Press; 2016.</p> <p>Please read Chapter 5 of National Council on Disability. <i>Rocking the Cradle: Ensuring the Rights of Parents with Disabilities and Their Children</i>; 2012. https://www.ncd.gov/publications/2012/Sep272012/Ch5</p> <p>Miles Cloud E. Toward the Abolition of the Foster System. <i>Scholar & Feminist Online</i>. 2019;15(3). http://sfonline.barnard.edu/unraveling-criminalizing-webs-building-police-free-futures/toward-the-abolition-of-the-foster-system/</p>

	<p>Movement for Family Power. "Whatever They Do, I'm Her Comfort, I'm Her Protector": How the Foster Care System Has Become Ground Zero for the U.S. Drug War. Published online June 2020. https://static1.squarespace.com/static/5be5ed0fd274cb7c8a5d0cba/t/5eead939ca509d4e36a89277/1592449422870/MFP+Drug+War+Foster+System+Report.pdf</p>
Optional resources	<p>Roberts D. <i>Shattered Bonds: The Color of Child Welfare</i>. Civitas Books; 2002.</p> <p>Center for the Study of Social Policy, University of Houston Graduate College of Social Work. <i>UpENDING the Child Welfare System: The Road to Abolition Day 1</i>; 2020. https://cssp.org/resource/upending-the-child-welfare-system-the-road-to-abolition-day-1/</p> <p>Greensemith H. Best Interests: How Child Welfare Serves as a Tool of White Supremacy. Political Research Associates. Published November 26, 2019. https://www.politicalresearch.org/2019/11/26/best-interests-how-child-welfare-serves-tool-white-supremacy</p> <p>Abdurahman JK, Munoz S. Black Families Matter: Ending Family Regulation Systems, with Dorothy Roberts and Lisa Sangoi. https://americanassembly.org/wbi-podcast/black-families-matter-ending-family-regulation-systems-with-dorothy-roberts-and-lisa-sangoi</p>
Artivism	<p>Estiler K. Titus Kaphar Presents Haunting Narrative of Black Motherhood in New Paintings. HYPEBEAST. Published October 30, 2020. https://hypebeast.com/2020/10/titus-kaphar-from-a-tropical-space-gagosian-exhibition</p>

Capstone Assignment #2 Final Due

Class	32
Module	4
Topic	Abolition of the prison-industrial complex
Learning objectives	<ul style="list-style-type: none"> Effectively critique systems of organized violence, including the prison-industrial complex Imagine creative alternatives to criminalization and how to frame these in public health work

Asynchronous guest lecture	Kumanyika C. Ruth Wilson Gilmore Makes the Case for Abolition. https://theintercept.com/2020/06/10/ruth-wilson-gilmore-makes-the-case-for-abolition/
Readings	Chapter 6 of Davis A. <i>Are Prisons Obsolete?</i> Seven Stories Press; 2011.
Optional resources	<p>Kaba M. <i>We Do This 'til We Free Us: Abolitionist Organizing and Transforming Justice</i>. Haymarket Books; 2021.</p> <p>Kim ME. From carceral feminism to transformative justice: Women-of-color feminism and alternatives to incarceration. <i>Journal of Ethnic & Cultural Diversity in Social Work</i>. 2018;27(3):219-233. doi:10.1080/15313204.2018.1474827</p> <p>Purnell D. How I Became a Police Abolitionist. The Atlantic. Published July 6, 2020. https://www.theatlantic.com/ideas/archive/2020/07/how-i-became-police-abolitionist/613540/</p> <p>The activist scholar Mariame Kaba has curated an excellent website of resources on transformative justice, including disability justice, restorative justice, healing justice, community accountability, carceral feminism and abolition.</p>
Artivism	Racial Capitalism and Prison Abolition. Published online October 14, 2020. https://issuu.com/racialcapitalism/docs/racial_capitalism__prison_abolition_lr

Class	33
Module	Wellness Day
Topic	
Learning objectives	
Asynchronous guest lecture	
Readings	

Optional resources	
Artivism	

Class	34
Module	5
Topic	Economic Justice is RJ: Gender and poverty
Learning objectives	<ul style="list-style-type: none"> Describe at least five key historic and contemporary root causes of the wage and wealth gap for women of color Highlight opportunities for public health organizations to use reproductive justice to change the poverty narrative and engage with creative solutions to combat poverty
Asynchronous guest lecture	<p>Expecting Justice. <i>The Abundant Birth Project</i>; 2020. https://www.youtube.com/watch?v=L9h6bJlp1Pw&ab_channel=ExpectingJustice</p>
Readings	<p>PP 96-103, 157-167 of <i>Reproductive Justice</i></p> <p>PP 190-192 of <i>Radical Reproductive Justice</i></p> <p>Haider A. The Basic Facts About Children in Poverty. Center for American Progress. Published January 12, 2021. https://www.americanprogress.org/issues/poverty/reports/2021/01/12/494506/basic-facts-children-poverty/</p> <p>Chapter 16 of Leah Lakshmi Piepzna-Samarsinha. <i>Care Work: Dreaming Disability Justice</i>. Arsenal Pulp Press; 2018.</p>
Optional resources	<p>National Disability Institute. <i>Financial Inequality: Disability, Race and Poverty in America</i>. https://www.nationaldisabilityinstitute.org/wp-content/uploads/2019/02/disability-race-poverty-in-america.pdf</p> <p>Alexander M. Tipping Is a Legacy of Slavery. <i>The New York Times</i>. https://www.nytimes.com/2021/02/05/opinion/minimum-wage-racism.html. Published February 5, 2021.</p>

	<p>Mason CN, Flynn A, Sun S. Building the Future: Bold Policies for a Gender-Equitable Recovery. Published online 2020. https://iwpr.org/wp-content/uploads/2020/11/Policies-for-a-Gender-Equitable-Recovery-Finalsm2.pdf</p> <p>Derenoncourt E, Montialoux C, Bahn K. Why minimum wages are a critical tool for achieving racial justice in the U.S. labor market. Washington Center for Equitable Growth. Published October 29, 2020. https://equitablegrowth.org/why-minimum-wages-are-a-critical-tool-for-achieving-racial-justice-in-the-u-s-labor-market/</p> <p>Carrazana C. On AAPI Women’s Equal Pay Day, the numbers only tell part of real story. <i>The 19th</i>. https://19thnews.org/2021/03/aapi-womens-equal-pay-day-asian-american-pacific-islander-recession/. Published March 9, 2021.</p>
Artivism	<p>Here is an article discussing how Tracy Chapman’s 1988 hit song “Fast Car” has recently made a comeback, and here is a recording of the song.</p>

Class	35
Module	5
Topic	Economic justice is RJ: The Earned Income Tax Credit (EITC)
Learning objectives	<ul style="list-style-type: none"> • Illustrate at least three ways the EITC is an effective anti-poverty program • Identify at least three action steps public health organizations can take to advocate for the expansion and modernization of state and federal EITCs
Asynchronous guest lecture	<p>Institute for Women’s Policy Research. <i>Work Supports and Health: The Earned Income Tax Credit</i>; 2020. https://www.youtube.com/watch?v=ZXLiRINtB20&ab_channel=InstituteforWomen%27sPolicyResearch</p>
Readings	<p>Marr C, Huang Y. Women of Color Especially Benefit From Working Family Tax Credits. Center on Budget and Policy Priorities. Published September 6, 2019. https://www.cbpp.org/research/federal-tax/women-of-color-especially-benefit-from-working-family-tax-credits</p>

	<p>CDC Foundation. Public Health Action Guide: EITC. Published online 2020. https://www.cdcfoundation.org/sites/default/files/files/EITC_PublicHealthActionGuide.pdf</p>
Optional resources	<p>Steverman B. A Tax Code Optimized for White Wealth Leaves Black Americans Behind. <i>Bloomberg Businessweek</i>. https://www.bloomberg.com/news/features/2021-03-10/america-s-tax-code-leaves-black-people-behind-dorothy-brown. Published March 10, 2021.</p> <p>Michener J, Brower MT. What’s Policy Got to Do with It? Race, Gender & Economic Inequality in the United States. <i>Daedalus</i>. 2019;149(1):100-118. doi:10.1162/daed_a_01776</p> <p>Huang C-C, Taylor R. How the Federal Tax Code Can Better Advance Racial Equity. Center on Budget and Policy Priorities. Published July 24, 2019. https://www.cbpp.org/research/federal-tax/how-the-federal-tax-code-can-better-advance-racial-equity</p>
Artivism	<p>Here is a bio of Leah Lakshmi Piepzna-Samarasinha, and here is her 2020 poem, “Brown Love.”</p>

Class	36
Module	5
Topic	Economic justice is RJ: Paid family and medical leave and affordable childcare
Learning objectives	<ul style="list-style-type: none"> • Explain at least three dimensions of the impact of paid family and medical leave on child health equity • Illustrate at least three ways community organizations are effectively framing and advocating for affordable and quality childcare policy
Asynchronous guest lecture	<p>March Like a Mother, Neighborhood Villages. <i>Black Mothers Matter: Child Care Is Social Justice</i>; 2020. https://www.youtube.com/watch?v=jU_vkpiCsoA&ab_channel=MarchLikeaMother</p>
Readings	<p>Please peruse: Ms. Foundation for Women. Raising Our Nation. Published online 2016. https://forwomen.org/wp-content/uploads/2016/09/Raising-our-Nation.pdf</p>

	<p>Please peruse the powerpoint presentation: Institute for Women’s Policy Research. <i>Work Supports for Child Health: The Role of Paid Family and Medical Leave</i>; 2019. https://iwpr.org/iwpr-general/work-supports-for-child-healththe-role-of-paid-family-and-medical-leave/</p> <p>Mahowald L, Boesch D. Making the Case for Chosen Family in Paid Family and Medical Leave Policies. Center for American Progress. Published February 16, 2021. https://www.americanprogress.org/issues/lgbtq-rights/news/2021/02/16/495680/making-case-chosen-family-paid-family-medical-leave-policies/</p>
Optional resources	<p>Carrazana C. Katie Porter, one of Congress’ only single moms, has a plan to help caregivers. The 19th. Published February 19, 2021. https://19thnews.org/2021/02/katie-porter-caregiving-family-savings-for-kids-and-seniors-act/</p> <p>Reproaction. Strengthening Paid Family Leave. Published January 28, 2021. https://reproaction.org/resource/strengthening-paid-family-leave/</p> <p>Bornstein S. The Politics of Pregnancy Accommodation. <i>Harvard Law & Policy Review</i>. 2020;14(2):294-316.</p>
Artivism	<p>Poor People’s Campaign: A National Call for Moral Revival. <i>Everybody’s Got a Right to Live</i>; 2019. https://vimeo.com/264871641</p>

Capstone Assignment #3 Draft Due

Class	37
Module	5
Topic	Housing justice is reproductive justice
Learning objectives	<ul style="list-style-type: none"> Describe how local, state and federal housing policies mandated racial residential segregation throughout the twentieth century and still limit access to education, employment, health and wealth for minoritized communities Communicate how public health organizations can strengthen and reframe the narrative for policy solutions around safe, stable, affordable and accessible housing

Asynchronous guest lecture	American Public Health Association. <i>Housing Is a Human Right</i> ; 2020. https://www.apha.org/events-and-meetings/webinars/racial-equity/webinar-5-recording
Readings	<p>PP 228-233 of <i>Reproductive Justice</i></p> <p>PP 39-67 of Rothstein R. <i>The Color of Law</i>. Liveright; 2017.</p> <p>Sosin K. HUD bars anti-LGBTQ+ discrimination in housing, rentals. The 19th. Published February 11, 2021. https://19thnews.org/2021/02/11/ HUD-bars-anti-lgbtq-discrimination-in-housing-rentals/</p> <p>Ruiz-Goiriena DBB and R. A historic housing crisis has America in its grip. Can Marcia Fudge save the day? USA TODAY. https://www.usatoday.com/story/news/politics/2021/02/14/bidens-cabinet-marcia-fudge-confronts-housing-crisis-hud-nominee/4291688001/</p>
Optional resources	<p>National Women’s Law Center, National Low Income Housing Coalition. Gender and Racial Justice in Housing. Published online February 2021. https://nwlc.org/wp-content/uploads/2021/02/Gender-and-Racial-Justice-in-Housing.pdf</p> <p>Reproaction. Housing Is A Reproductive Justice Issue. Published August 13, 2020. https://reproaction.org/resource/housing-is-a-reproductive-justice-issue/</p> <p>National Community Reinvestment Coalition. <i>Redlining, Public Health and COVID-19 Vulnerability</i>; 2020. https://ncrc.org/just-economy-session-redlining-and-neighborhood-health/</p>
Artivism	Bratton E. <i>Pier Kids</i> ; 2019. http://thefilmcollaborative.org/films/pierkids

Class	38
Module	5
Topic	Climate justice is RJ

<p>Learning objectives</p>	<ul style="list-style-type: none"> • Identify at least four ways maternal and child health is negatively affected by environmental toxins and/or climate change in Native communities and communities of color • Describe at least four ways climate/environmental justice organizing could strengthen and reframe the narrative by incorporating a reproductive justice lens
<p>Asynchronous guest lecture</p>	<p>National Women’s Law Center. <i>If You Really Care About Environmental Justice, You Should Care About Reproductive Justice</i>; 2017. https://www.youtube.com/watch?v=O3rD_1sMOAs&ab_channel=NationalWomen%27sLawCenter</p>
<p>Readings</p>	<p>PP 233-237 of <i>Reproductive Justice</i></p> <p>Please peruse PP 361-380 of <i>Radical Reproductive Justice</i></p> <p>Berne P, Raditz V. To Survive Climate Catastrophe, Look to Queer and Disabled Folks. YES! Magazine. Published July 31, 2019. https://www.yesmagazine.org/opinion/2019/07/31/climate-change-queer-disabled-organizers</p> <p>Please peruse: National Black Women’s Reproductive Justice Agenda, National Asian Pacific American Women’s Forum, National Partnership for Women and Families, Sierra Club. Clean Water and Reproductive Justice: Lack of Access Harms Women of Color. Published online July 2020. https://static1.squarespace.com/static/5ad64e52ec4eb7f94e7bd82d/t/5f16fdc6a0b84f0e32280fc5/1595342281860/clean-water-and-reproductive-justice.pdf</p>
<p>Optional resources</p>	<p>Darrow RR. Crip Resilience is Nature’s Brilliance. https://www.sinsinvalid.org/podcast/2020/10/16/episode-2-environmental-racism-climate-justice-and-disability-justice</p> <p>Ahmed O. Integrating a Reproductive Justice Framework in Climate Research. Center for American Progress. Published March 6, 2020. https://www.americanprogress.org/issues/women/news/2020/03/06/481359/integrating-reproductive-justice-framework-climate-research/</p> <p>Zimmerman K, Miao V. Fertile Ground: Women Organizing at the Intersection of Environmental Justice and Reproductive Justice. Published online 2009. https://movementstrategy.org/b/wp-content/uploads/2015/08/MSC-Fertile_Ground.pdf</p>

	<p>Women’s Earth Alliance, Native Youth Sexual Health Network. Violence on the Land, Violence On Our Bodies: Building an Indigenous Response. Published online 2016. http://landbodydefense.org/uploads/files/VLVBReportToolkit2016.pdf</p> <p>Engel SM, Patisaul HB, Brody C, et al. Neurotoxicity of Ortho-Phthalates: Recommendations for Critical Policy Reforms to Protect Brain Development in Children. <i>Am J Public Health</i>. 2021;111(4):687-695. doi:10.2105/AJPH.2020.306014</p>
Artivism	<p>Peterson T. Black Artists and Storytellers on the Climate Crisis: Introducing a New Series. Artists & Climate Change. Published July 22, 2020. https://artistsandclimatechange.com/2020/07/22/black-artists-and-storytellers-on-the-climate-crisis-introducing-a-new-series/</p>

Class	39
Module	6
Topic	Truth, racial healing and transformation and RJ
Learning objectives	<ul style="list-style-type: none"> • Commit to three actions you as an individual can take to contribute to racial healing • Enumerate three actionable steps for public health organizations to take that arise from the truth, racial healing and transformation framework
Asynchronous guest lecture	<p>American Public Health Association. <i>Racial Healing For Ourselves, Our Community and Our Future</i>; 2020. https://www.apha.org/events-and-meetings/webinars/racial-equity/webinar-4-recording</p>
Readings	<p>PP 237-274 of Menakem R. <i>My Grandmother’s Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies</i>. Central Recovery Press; 2017.</p> <p>Please peruse the resources available at: National Day of Racial Healing 2021. Heal Our Communities. https://healourcommunities.org/day-of-racial-healing/</p>
Optional resources	<p>Darity WA, Mullen AK. <i>From Here to Equality: Reparations for Black Americans in the Twenty-First Century</i>. University of North Carolina Press; 2020.</p>

	<p>Taifa N. Let's Talk About Reparations. <i>CJRL</i>. 2020;10(1). doi:10.7916/cjrl.v10i1.5182</p> <p>House Judiciary Committee hearing on reparations for African Americans. PBS NewsHour. Published February 17, 2021. https://www.pbs.org/newshour/politics/watch-live-house-judiciary-committee-hearing-on-reparations-for-black-americans</p> <p>Healing Our Nation From the Inside-Out. National Equity Project. Published January 20, 2021. https://www.nationalequityproject.org/blog/healing-our-nation-from-the-inside-out</p>
Artivism	Legacy Museum and National Memorial for Peace and Justice. https://museumandmemorial.eji.org/

Class	40
Module	6
Topic	Civic engagement
Learning objectives	<ul style="list-style-type: none"> • Identify five key aspects of voter suppression for communities of color • Illustrate opportunities for organizations to enhance civic engagement and further the reproductive justice agenda
Asynchronous guest lecture	<p>In Our Own Voice: National Black Women's Reproductive Justice Agenda. <i>I Am a Voter: Voter Suppression and Black Women Panel</i>; 2020.</p> <p>https://www.youtube.com/watch?v=qUAEQnOOa3A&ab_channel=InOurOwnVoice</p>
Readings	<p>PP 326-331 of <i>Radical Reproductive Justice</i></p> <p>Serwer A. The Capitol Riot Was an Attack on Multiracial Democracy. <i>The Atlantic</i>. Published January 7, 2021. https://www.theatlantic.com/ideas/archive/2021/01/multiracial-democracy-55-years-old-will-it-survive/617585/</p>

	<p>Ajilore O. The Role of Rural Communities of Color in the 2020 Election. Center for American Progress. Published December 22, 2020. https://www.americanprogress.org/issues/economy/reports/2020/12/22/494188/role-rural-communities-color-2020-election/</p>
Optional resources	<p>Walker D. Democracy is a threat to white supremacy—and that is the cause of America’s crisis. Ford Foundation. Published January 7, 2021. https://www.fordfoundation.org/just-matters/equals-change-blog/posts/democracy-is-a-threat-to-white-supremacy-and-that-is-the-cause-of-america-s-crisis/</p> <p>Edwards M. What Do Voting Rights & Reproductive Justice Have In Common? Everything. Elite Daily. https://www.elitedaily.com/p/what-do-voting-rights-reproductive-justice-have-in-common-everything-31693251. Published August 18, 2020.</p> <p>Haines E. “Black Voters Matter” in Georgia’s Senate runoff elections. <i>The 19th</i>. https://19thnews.org/2021/01/black-voters-matter-latosha-brown-georgia-runoff-elections/. Published January 4, 2021.</p>
Artivism	<p>Here is an interview with poet Amanda Gorman, and here is a video of her reciting her poem, “The Hill We Climb” on Inauguration Day, 2021.</p>

Class	41
Module	6
Topic	Research justice
Learning objectives	<ul style="list-style-type: none"> • Communicate and commit to best practices for engaging in research on health inequities • Describe proposed methodological frameworks for measuring levels of racism in research
Asynchronous guest lecture	Guest lecture: Dr. Aunchalee Palmquist, PhD, MA, IBCLC, UNC Gillings School of Global Public Health

Readings	<p>Boyd R, Lindo E, Weeks L, McLemore M. On Racism: A New Standard For Publishing On Racial Health Inequities. Health Affairs. Published July 2, 2020. https://www.healthaffairs.org/doi/10.1377/hblog20200630.939347/full/</p> <p>Chambers BD, Arega HA, Arabia SE, et al. Black Women’s Perspectives on Structural Racism across the Reproductive Lifespan: A Conceptual Framework for Measurement Development. <i>Matern Child Health J</i>. Published online January 4, 2021. doi:10.1007/s10995-020-03074-3</p> <p>Aina AD, Asiodu IV, Castillo P, et al. Black Maternal Health Research Re-Envisioned: Best Practices for the Conduct of Research with, for, and by Black Mamas. <i>Harv L & Pol’y Rev</i>. 2020;14:393.</p>
Optional resources	<p>SPARK Reproductive Justice NOW. <i>Knowledge Justice: Advancing Towards Community-Driven Sharing of Scientific Knowledge</i>; 2021. https://www.youtube.com/watch?v=RS0f12LCrvQ&ab_channel=SPARKReproductiveJusticeNOW</p> <p>Black Mamas Matter Alliance. <i>Decolonizing Research in Black Maternal Health</i>; 2020. https://zoom.us/rec/play/XDg2eOy-M4DzftuTWP2WI4CgyNfjJRAf3JKr9CCD3mPfN7CDGioi5IPqK2JGH8U7LiQkOO07FuGjW7z_QUyo3DnpHsUvjdgV?startTime=1555095683000&xzm_rtaid=uhq6CyeDTda-2O3UnirTvA.1600040155242.f30b0b1705cc8cfea5850f092132c6e9&xzm_rhtaid=496</p> <p>Hernandez ND, Dorsey J, Glass DM, et al. Community-Engaged Approaches to Address the Ethical Concerns of Maternal Mental Health Disparities Research. <i>J Health Care Poor Underserved</i>. 2019;30(4S):12-20. doi:10.1353/hpu.2019.0110</p>
Artivism	<p>Thom KC. boundaries ii. In: <i>I Hope We Choose Love: A Trans Girl’s Notes From the End of the World</i>. Arsenal Pulp Press; 2019.</p>

Class	42
Module	6
Topic	Equitable, authentic coalition-building
Learning objectives	<ul style="list-style-type: none"> • Explore the harmful effects of the philanthropy-industrial complex on the reproductive justice movement • Enumerate ethical standards for equitable and authentic relationship-building in nonprofit work

Asynchronous guest lecture	Decolonizing Wealth Project. <i>Philanthropy So White: An Urgent Conversation on Whiteness in Philanthropy</i> ; 2021. https://www.youtube.com/watch?v=29YBL-6udc0&ab_channel=DecolonizingWealthProject
Readings	<p>Scott KA, Bray S, McLemore MR. First, Do No Harm: Why Philanthropy Needs to Re-Examine Its Role in Reproductive Equity and Racial Justice. <i>Health Equity</i>. 2020;4(1):17-22. doi:10.1089/heq.2019.0094</p> <p>Gulati-Partee G, Potapchuk M. Authentic & Equitable Partnerships: A Framework for Building Movements. Published online April 2017. https://wearefre.org/resources/authentic-and-equitable-partnerships/file</p> <p>Funders for Reproductive Equity's Women of Color Working Group. Grantmaking Assessment Tool for Reproductive Health, Rights and Justice Funders: Increasing Support for WOC Leadership. https://wearefre.org/docman/other-resources-1/609-grantmaking-assessment-tool-for-women-of-color-leadership/file</p> <p>Global Health Visions, National Birth Equity Collaborative, Global Force for Healing. <i>From Silos to Synergy: How the Funding Landscape Is Shifting for Maternal and Newborn Health, Justice and Equity</i>. Global Health Visions; 2021. https://uploads-ssl.webflow.com/5a25e6430f93020001836dfa/604a281ce9151008b392e7d0_From%20Silos%20to%20Synergy_Final.pdf</p>
Optional resources	<p>PP 109-166 of Villanueva E. <i>Decolonizing Wealth: Indigenous Wisdom to Heal Divides and Restore Balance</i>. Berrett-Koehler; 2018.</p> <p>Howe E, Frazer S. <i>Pocket Change: How Women and Girls of Color Do More with Less</i>. Ms. Foundation for Women; 2020. https://forwomen.org/wp-content/uploads/2020/11/Pocket-Change-Report.pdf</p> <p>Groundswell Fund. 2020-2025 Blueprint. Published online 2020. https://groundswellfund.org/wp-content/uploads/2020/12/2020Blueprint_GF_Final.pdf</p>
Artivism	Monday's Monument: Mitakuye Oyasin (All My Relations), Rapid City, SD. peaceCENTER. Published June 26, 2017. http://www.sanantoniopeace.center/mondays-monument-mitakuye-oyasin-all-my-relations-rapid-city-sd/

Capstone Assignment #3 Final due
Self-Assessment due

Learning Inventory and Commitment

Please respond to the following prompts in approximately 2-3 pages double-spaced (it might just be 1-2 pages if you don't do the optional prompts). Your instructor(s) will review and comment on this document and return it to you. You will also meet midway through the semester to discuss your progress towards your learning goals and address any questions or concerns you or the instructor might have.

- Create your personal learning goals for this course in the context of the course learning objectives.
- Reflect on and commit to each of these living-learning awareness practice dimensions:³²
 - *Contemplative Engagement*: Cultivate self-reflection and self-inquiry in order to be present and listen deeply in interactions
 - *Social Understanding*: Recognize diverse perspectives and engage differences with compassion, empathy and kindness
 - *Collective Action*: Acknowledge the value of relationships and engage ethically and collaboratively with others

These prompts are optional, but serve to enhance your experience in this course:

- Please share any educational, professional and/or personal commitments this semester that you would like your instructor(s) to be aware of. Please also feel free to share any fun facts about yourself for the instructor to get to know you better.
- What, if anything, excites you and/or concerns you about learning about reproductive justice?
- How can the instructor(s) best support your learning?
- How can the class and instructor(s) make you feel welcomed and supported discussing difficult topics?

Self-Assessment

Students will reflect on the following prompts at the end of the semester in order to assign themselves a final grade. The instructor(s) will then record this as the student's official grade.

- How did you meet your personal learning goals you outlined in your Learning Inventory and Commitment?
- How did you meet your commitments to the living-learning awareness practices?
- How did you make an impact on the learning community?³³ Please consider: 1) Attendance and participation (criteria will be co-created by the class) and 2) Level of engagement providing and responding to peer and instructor feedback on assignments.

³² Adapted from: Blinne K. "Ungrading" Communication: Awareness Pedagogy as Activist Assessment. In: *Grading Justice: Teacher-Activist Approaches to Assessment*. Lexington Books; 2021.

³³ Reitenauer V. "A Practice of Freedom": Self-Grading for Liberatory Learning. *Radical Teacher*. 2019;113. doi:10.5195/rt.2019.612

Course Assignments

Competency
MCH Leadership: Lead the development and implementation of MCH research, policy, and practice across levels of the socio-ecological framework by incorporating family-centered, community-based, culturally competent, and interdisciplinary/inter-professional concepts.
Health Equity, Social Justice and Human Rights: Critique multilevel, structural, and systems approaches to public health research and practice using principles of health equity, social justice, and human rights framework.
Learning Objectives that comprise the competency
<ul style="list-style-type: none">• Identify, assess and employ key strategies employed by reproductive justice organizations to authentically engage with diverse stakeholders and build effective coalitions that advance health equity, social justice and human rights.• Engage with and commit to best practices within social justice and racial equity work-including identifying power and privilege and modeling inclusive and intersectional approaches- in selecting interventions to address sexual and reproductive health inequities.
Assessment Assignment for evidence of student attainment of competency
Case Study Reflection Please read the case study Long-Acting Reversible Contraceptives and Teen Reproductive Rights ³⁴ and write a 2-3 page double-spaced reflection considering the following prompts (please disregard the prompt at the end of the case study), keeping in mind reproductive justice praxis: <ol style="list-style-type: none">1) What additional steps, if any, would you like to have seen the Department of Public Health take before and during implementation of the program?2) Considering issues of power and privilege, do you feel like you are in the best position to diffuse tensions and conflicts in this scenario? Which of your social identities do you think this group of stakeholders would respond to the most?3) What would you like to see as the ultimate outcome of this town hall meeting?

³⁴ Reproduced with permission from Bethany Kotlar: Milstein D, Qureshi F, Tiemeir H, Kotlar B. Long-Acting Reversible Contraception and Teen Reproductive Rights. Published online 2020. <https://www.atmch.org/files/2021/03/Long-Acting-Reversible-Contraceptives-Teen-Reproductive-Rights.docx>

Competency
MCH Substantive knowledge: Critically analyze determinants of health among infants, children, adolescents, women, mothers, and families, including biological, behavioral, socioeconomic, demographic, cultural, and health care systems influences across the life course. Health Equity, Social Justice and Human Rights: Critique multilevel, structural, and systems approaches to public health research and practice using principles of health equity, social justice, and human rights framework.
Learning Objectives that comprise the competency
<ul style="list-style-type: none">• Interrogate and disrupt the historical legacies and contemporary impacts of white supremacy, heteropatriarchy, capitalism and colonialism in perpetuating sexual and reproductive health disparities, inequities and human rights violations.• Illustrate the sexual and reproductive health consequences of existing programs and policies rooted in sociopolitical movements throughout United States history.• Describe the history and principles of reproductive justice as a theory and organizing framework in the U.S.• Engage with and commit to best practices within social justice and racial equity work-including identifying power and privilege and modeling inclusive and intersectional approaches- in selecting interventions to address sexual and reproductive health inequities.
Assessment Assignment for evidence of student attainment of competency
Group Discussion Facilitation Students will form caucuses at the beginning of the semester with approximately 4 students in each group. Each group will then sign up to lead one class discussion in Module 2-6. Each student in the group will fulfill one of the below roles and be responsible for submitting their assigned deliverable. Groups with less than 4 students must have at a minimum a discussion leader. ³⁵

³⁵ Adapted from assignment created by Desirée Griffin, UNC Psychology and Neuroscience

ROLE	RESPONSIBILITY	DELIVERABLE
DISCUSSION LEADER	Develop discussion questions that can help everyone in your group understand the main points of the assigned readings and lecture. Don't worry about small details. Your task is to help people talk over the big ideas presented in the readings and lecture and to share reactions.	You will turn in a minimum of three discussion questions with your own responses, from at least two separate readings and the lecture. This will be submitted before class. You are responsible for convening and facilitating your group's discussion.
INVESTIGATOR	Gather background information pertaining to the topic areas for that day. That might include more activism on the topic, other things the author has written, other pieces that elaborate on the points raised, blog posts/comments about the article/topic, etc. The background information is meant to provide more context for the lecture and reading. You can also consider bringing in materials that address reproductive justice in the global context.	You will submit at least three sources of background information with a brief description of why that background information is helpful in better understanding the context of the lecture and readings. This will be submitted before class.
CREATIVE CONNECTOR	Help your group make connections to other important ideas in the reading, lecture and class more generally, and to other content you have come across that can help illustrate ideas or concepts from the lecture and reading. You can also consider bringing in materials that address reproductive justice in the global context.	You will turn in at least three connections, including a summary of the connections and discussion questions to help others make the connections themselves. This will be submitted before class.
ACTION ADVOCATE	This role is meant to help the group move beyond problem identification to actionable next steps for public health stakeholders. You can critically analyze examples that are presented in the lectures and readings as well as brainstorm your own ideas using reproductive justice praxis.	You will turn in at least three potential action steps- including a brief explanation of why you are proposing these steps- from at least two separate readings and the lecture. This will be submitted before class.

Competency
<p>MCH Substantive knowledge: Critically analyze determinants of health among infants, children, adolescents, women, mothers, and families, including biological, behavioral, socioeconomic, demographic, cultural, and health care systems influences across the life course.</p> <p>MCH Leadership: Lead the development and implementation of MCH research, policy, and practice across levels of the socio-ecological framework by incorporating family-centered, community-based, culturally competent, and interdisciplinary/inter-professional concepts.</p> <p>Health Equity, Social Justice and Human Rights 04: Critique multilevel, structural, and systems approaches to public health research and practice using principles of health equity, social justice, and human rights framework.</p>
Learning Objectives that comprise the competency
<ul style="list-style-type: none">• Interrogate and disrupt the historical legacies and contemporary impacts of white supremacy, heteropatriarchy, capitalism and colonialism in perpetuating sexual and reproductive health disparities, inequities and human rights violations.• Illustrate the sexual and reproductive health consequences of existing programs and policies rooted in sociopolitical movements throughout United States history.• Identify, assess and employ key strategies employed by reproductive justice organizations to authentically engage with diverse stakeholders and build effective coalitions that advance health equity, social justice and human rights.• Engage with and commit to best practices within social justice and racial equity work-including identifying power and privilege and modeling inclusive and intersectional approaches- in selecting interventions to address sexual and reproductive health inequities.
Assessment Assignment for evidence of student attainment of competency
<p>Capstone Project</p> <p>Imagine working for a specific public-health organization (you can also use your current employer, if it is applicable): Public health department, any branch of Health & Human Services, policy/advocacy organization, community-based organization, philanthropic</p>

organization, health care organization, academia, etc. Choose a specific population/community and reproductive justice issue that the organization will address through an initiative (one example might be increasing breastfeeding among Indigenous women, addressed through expanding community-informed lactation consultant services). Please feel free to have your project address a reproductive justice issue within the global context if you would like.

The following assignments will each have two due dates: first for peer review by another student (of their lived experience affinity group) during the draft phase and then for final submission for the course. Drafts should be returned within 48 hours unless otherwise discussed with your partner.

Assignment #1: Record a 10-12 slide PowerPoint deck presentation focused on describing the significance and context of your reproductive justice issue as an outreach to potential ally organizations (be creative!) to collaborate on your issue.

- Include an example of activism to introduce and ground your presentation
- Be sure to illustrate how historic and contemporary, structural and systemic sociopolitical forces have affected your reproductive justice issue and particular population/community

Assignment #2: Imagine your organization is applying for a \$100,000 grant over 2 years to address your reproductive justice issue with the collaborating organization you identified in the first assignment. Write a 5-7 page double-spaced grant proposal for a specific initiative with the following components:

- Introduction/Abstract
- Organization background and relationships with your population/community
- Problem statement/needs assessment
- Program goals and objectives
- Methods/implementation plan
- Evaluation plan

Assignment #3: Imagine your organization received the grant and is successfully implementing the initiative. Record an 8-10-minute podcast of you as a representative for the organization being interviewed by a media outlet (this can be played by anyone of your choosing, reading the script you create) about how your initiative is effectively meeting the needs of the particular community you focused on. Then, create an associated social media posting to promote the interview and your initiative. This can be submitted as a word document, with the audio file of the podcast linked in the social media posting.

Acknowledgements

I would like to express my deepest gratitude for my first and second readers, Dr. Christine Tucker and Dr. Aunchalee Palmquist. This undertaking would not have been possible without their thoughtful feedback and endless support throughout multiple drafts of this syllabus in an already challenging time. Their guidance was truly invaluable. I also can't thank my friends and family enough for their encouragement as they patiently listened to me work through this process. And finally, to the mothers and leaders of reproductive justice: thank you for your wisdom and showing us what true resilience, innovation, and compassion look like.