

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 387R, 360K	Instructor:	Kari White, PhD MPH
Unique Number:	59769, 59994	Email:	kariwhite@utexas.edu
Semester:	Spring 2022	Office:	3.106D
Meeting Time/Place:	Wednesdays	Office Phone:	512-232-5742; 512-471-2499
	2:30pm – 5:30pm	Office Hours:	By appointment
	SSW 2.122		

Women’s Health Policy

I. STANDARDIZED COURSE DESCRIPTION

This course critically examines the policies and programs that affect women’s health in the United States, with a focus on reproductive health. The goal of this course is to provide students with more specialized knowledge of how polices impact the lives of women. In the course, students will explore how assumptions about gender, sexuality, race/ethnicity, immigrant status, and socioeconomic status influence and are incorporated into public policy. Students also will learn to evaluate how policies may address - or contribute to - disparities in women’s health.

II. STANDARDIZED COURSE OBJECTIVES

1. Describe a range of federal and state policies and programs that affect coverage for and access to contraception, abortion and pregnancy-related care, protection from intimate partner violence, and other areas of women’s health.
2. Define the impact of women’s health issues at micro, mezzo, macro, and chrono levels of social work practice.
3. Identify the intersections between gender, sexuality, race/ethnicity, ability/disability, mental health, substance misuse, nationality, and socioeconomic status in policies/programs and articulate their role in women’s health disparities.
4. Develop the ability to critically evaluate women’s health policies by using historical information, rigorous scientific data, and the application of social work values and ethics.
5. Gain skills to effectively communicate the potential impacts of policies on disparities in women’s health.
6. Gain skills in advocating for policies that reduce or eliminate disparities and advance social and economic justice.

III. TEACHING METHODS

This course will incorporate a variety of teaching methods, including interactive lectures, guest speakers, reading assignments and audiovisual materials to help students develop foundational knowledge of the range of policies that affect key areas of women’s health in the US and help students build skills to critically evaluate these policies. Students will demonstrate their knowledge through class discussions, written assignments and presentations.

IV. REQUIRED TEXT AND MATERIALS

Students are not expected to purchase any texts for this course. All assigned readings will be provided via Canvas. Students should expect to complete approximately 40 pages of reading per week. This will include journal articles, reports, fact sheets and pieces in popular media. Other media, including videos and websites will also be assigned and links to these sources will be provided.

V. COURSE REQUIREMENTS

1. Participation (10 pts)

Students are required to attend class on time each session, actively participate in class discussions, and demonstrate that they have read and are critically engaging with course materials. See VII Class Policies.

2. Issue Brief (25 points)

Select an existing state or federal policy that relates directly to women's health. This can be a law or executive action that is currently in effect or has been challenged in court. The written assignment should be formatted as a policy brief that is approximately 5 double-spaced pages in length (not including references), with 11 or 12 pt font and 1" margins.

In your assignment, you should include the following information:

- The official name of the law/policy, any other names by which it is known, when it was passed/implemented, entity or agency that initiated the policy (e.g., state legislature, governor, Congress, federal/state agency) and the current status (e.g., in effect, enjoined)
- What are the central tenets or components of the policy and what issue or problem does the policy seek to address?
- What other contextual factors potentially contributed to the development of this policy? That is, what else was happening at the time socially, politically, economically, and/or culturally.
- Has the policy had its intended effects? What unintended consequences have become apparent since this policy was passed? If this policy is not yet in effect, what do supporters and opponents claim might be the expected outcomes or adverse consequences?
- What differential effects has this policy had (or might have) for minorized groups, such as race/ethnicity, income, gender identity, sexual orientation, geographic residence? These effects could be negative (exacerbating disparities) or positive (ameliorating disparities).

Use headings to delineate sub-sections. You can use bold and/or *slightly* bigger font but do not use these as ways to get past the page requirements. Use scholarly articles and reports from reputable organizations to support your points using parenthetical or numbered references in the main text. Provide a list of complete references at the end of the fact sheet using a conventional format (e.g., APA style).

3. Op-ed (20 points)

Each student will write an opinion editorial (op-ed) about a women's health policy. Op-eds are short commentary pieces aimed at a broad audience that communicate the author's

point of view and advocate for a particular policy or solution to a current problem or issue. Op-eds appear every day in almost all newspapers and can be read by elected officials and other policy makers, opinion leaders, and other members of the community.

The op-ed for this assignment can be related to the historical policy brief assignment (#2), policy critique/legislative testimony (#4), or another women's health policy of the students' choosing.

The written op-ed should be no fewer than 500 words and no more than 750 words. (650-700 words is typical). The piece should start with a statement of the issue and in the first 1-2 short paragraphs clearly communicate your opinion statement. (TIP: a way to check if something is a strong opinion is to see if you can easily disagree with it.) Although this is an opinion piece, it should be based on strong evidence and sources, and you should cite those sources appropriately (e.g., naming the source and/or including a link to the source). You should also have a short paragraph (later in the piece) briefly acknowledging a counterpoint. More specific guidelines will be posted on Canvas, and we will discuss this in class prior to the assignment due date. You are also strongly encouraged to study the structure of op-eds published in the *New York Times*, *Washington Post*, *Austin American Statesman*, *Houston Chronicle* or other media outlets.

4. Legislative testimony and Policy critique (testimony: 15 pts; written critique: 30 pts)

For this assignment, students will select a bill (or closely related bills) related to women's health that have been filed at the state or federal level. A key source for identifying bills that have been filed in the Texas legislature is the Texas Legislature Online (<https://capitol.texas.gov/>); here you can search by topic and track the status of the bill. Students will then independently prepare oral legislative testimony and a written critique of the policy. Approach this project as if you were working as an aide or staffer for a legislator or a policy analyst for a non-profit social welfare or governmental organization or think tank.

Students should notify the instructor of their selected topic no later than the class session before Spring Break (3/9).

Oral legislative testimony

Students will give a short oral presentation to the class in the form of mock legislative testimony. The student will have a total of 6 minutes to present. This should include 2-3 minutes to set the stage about the bill for the rest of the class (title, sponsor, key components, and status), and 3-4 minutes to provide testimony about the bill, including your views, rationale and recommended action. *The presentation will be timed, so practice to ensure you do not go over the time limit.* Students should also post a link to their bill on Canvas no later than the Sunday preceding their in-class testimony, and other students should briefly review the bill before class. Specific instructions on preparing testimony will be posted on Canvas and discussed in class.

Written policy critique

The written assignment should be approximately 10-12 double-spaced pages in length (not including references), with 11 or 12 pt font and 1" margins. The assignment should address the following topics:

- Introduction – including the name of the bill, goal of the legislation and its importance for social welfare/social justice in the state or nation, and what you want the reader to learn from the brief.
- Background to the issue(s) – provide a description of the problem or issue that has preceded the bill. How widespread is the issue? Who is affected and how? How does the legislation propert relate to the intended problem? How is the bill related to recent/previous legislation?
- Detailed description of the legislation – provide a more thorough description of the goals and purpose of the legislation, including the sponsor(s) of the legislation; how the legislation will work (if enacted); the resources or opportunities the legislation is expected to provide; who will be covered by the legislation and how; how and when will the legislation be implemented and by whom; what are the short- and long-term goals; how will it be enforced/evaluated?
- Stakeholders – identify the individuals, groups or organizations that care about the issues related to the legislation and what are their positions (values, ideologies that support their positions)
- Analysis – this is the core of the written assignment and should account for a substantial portion of the work. What is the evidence or scientific grounding for the legislation? Is there evidence that it will achieve its intended results? Are the goals just and can the bill be expected to contribute to better quality of life? Who might not benefit from the policy and/or what are some unintended consequences?
- Conclusions – Based on your analysis, is the policy administratively, politically, economically feasible? What other policies (if any) would better achieve the intended goals? What would you recommend for the policy: move forward as currently stated, amend the legislation or reject it?

Use headings to delineate sub-sections. You can use bold and/or *slightly* bigger font but do not use headings as ways to get past the page requirements. Use at least 6 scholarly articles and reports from reputable organizations to support your points using parenthetical or numbered references in the main text; you will likely need more than 6. Other references from popular media (e.g. newspaper articles) can also be cited but do not substitute for the 6 scholarly/reputable references required. Provide a list of complete references at the end of the fact sheet using a conventional format (e.g., APA style).

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

- Attendance is mandatory. More than 2 unexcused absences will result in 5 points being deducted from your participation grade.
- Be on time for each class and remain for the full period.
- Readings (or viewing in cases of videos) should be completed prior to each class meeting.
- Changes in the course schedule or assignments may be necessary and students will be given as much advanced notice as possible.
- Verbal participation in class is expected, encouraged and respected.
- Opinions expressed by all students will be heard and respected.
- Maintain professional standards in all phases of the course.
- The University Honor Code must be followed.
- Written assignments must be typed, double spaced, with 1-inch margins and font size 11 or 12. References should be cited and come from reliable sources; references can be web-based (Wikipedia does not count) or written/published materials.
- Any assignment that is turned in past the deadline will be accepted but reduced by 10% of points earned.
- Students with a disability who require reasonable accommodations to ensure their participation should contact the instructor at the beginning of the course.
- Emailing me directly (NOT through Canvas) is the best way to communicate with me. I will check emails before class; on other weekdays, please anticipate a 24-hour response time to your message. I occasionally check and answer emails during the day on the weekend, but do not reserve time-sensitive questions for the weekend as I may not be able to respond in time.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical

abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON ACADEMIC INTEGRITY. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course

and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University’s policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings (completed before class)
Week 1 1/19	Introduction & Overview		None
Week 2 1/26	Key frameworks & theories		1. M. Marmot. Social Determinants of Health. World.Minds, 2014. (22 min) https://www.youtube.com/watch?v=h-2bf205upQ 2. O. Hankivsky, (ed). An Intersectionality-based Policy Analysis Framework. Vancouver, BC: Institute for Intersectionality Research and Policy, Simon Fraser University. Introduction, pg 7-45.

			3. Z. Luna & K. Luker. “Reproductive Justice.” <i>Annual Review of Law & Social Science</i> 2013; 9: 327-352.
Week 3 2/2	Stratified reproduction & Unplanned pregnancy	*	<ol style="list-style-type: none"> 1. Guttmacher Institute. Unintended pregnancy in the United States, 2019. 2. A. Agigian. Stratified reproduction. Blackwell Encyclopedia of Sociology. https://onlinelibrary.wiley.com/doi/pdf/10.1002/9781405165518.wbeoss280.pub2 3. Center for Reproductive Rights and Justice. Bringing families out of ‘Cap’ tivity: The path toward abolishing welfare family caps. UC Berkeley School of Law, 2017. 4. L.R. Chavez. “Ch 3. Latina sexuality, reproduction and fertility as threats to the nation” in <i>The Latino threat: Constructing immigrants, citizens and the nation</i>. Palo Alto, CA: Stanford Univ Press, pgs 73-96. https://ebookcentral-proquest-com.ezproxy.lib.utexas.edu/lib/utxa/reader.action?docID=1162035&ppg=8 5. I. Insogna & E. Ginsberg. “Infertility, inequality, and how lack of insurance coverage compromises reproductive autonomy.” <i>AMA Journal of Ethics</i>, 2018; 20(12): e1152-1159.
Week 4 2/9	Contraceptive programs & policies		<ol style="list-style-type: none"> 1. K. Hasstedt. “Title X: The lynch pin of publicly funded family planning in the United States. Guttmacher Institute, 2015. https://www.guttmacher.org/print/article/2015/08/title-x-lynchpin-publicly-funded-family-planning-united-states 2. U. Ranji, et al. Medicaid and Medicaid family planning waivers: Background and implications of the ACA. Kaiser Family Foundation, 2016. 3. M. Tschann & R Soon. “Contraceptive coverage and the Affordable Care Act.” <i>Obstet Gynecol Clin N Am</i> 2015; 42(4): 605-617. 4. L. Sobel, A. Salganicoff; C. Rosenzweig. “New Regulations Broadening Employer Exemptions to Contraceptive Coverage: Impact on Women.” Kaiser Family Foundation, 2018.
Week 5 2/16	Programmatic tensions		<p>Sterilization</p> <ol style="list-style-type: none"> 1. L. Harris & T. Wolfe. Stratified reproduction, family planning care and the double edge of history. <i>Current Opinion in Obstetrics and Gynecology</i>. 2014, 26:539–544. 2. U.S. Department of Health & Human Services, Consent for Sterilization, 2020. 3. S. Borrero, et al. “Medicaid Policy on Sterilization – Anachronistic or still relevant?”

			<p><i>New England Journal of Medicine</i> 2014; 370 (2): 102-104.</p> <p>Contraceptive coverage</p> <ol style="list-style-type: none"> 1. A. Sonfield. Rounding out the contraceptive coverage guarantee: Why ‘male’ methods matter for everyone. <i>Guttmacher Policy Review</i>, 2015; 18(2). 2. K. Hasstedt, et al. Immigrant women’s access to sexual and reproductive health coverage and care in the United States. Commonwealth Fund, 2018. <p>Pregnancy Options Counseling & Policies</p> <ol style="list-style-type: none"> 1. L. Hornberger. “Options counseling for the pregnant adolescent patient.” <i>Pediatrics</i>, 2017; 140(3): e20172274 2. National Family Planning & Reproductive Health Association. Domestic gag rule. Washington, D.C. 2017 3. Frederiksen, et al. “Key elements of the Biden Administration’s proposed Title X regulations. Kaiser Family Foundation. https://www.kff.org/womens-health-policy/issue-brief/key-elements-of-the-biden-administrations-proposed-title-x-regulation/
Week 6 2/23	Coverage during pregnancy & Maternal outcomes	Issue Brief	<ol style="list-style-type: none"> 1. E. Johnston, et al. Racial disparities in uninsurance among new mothers following the Affordable Care Act. Washington, D.C., Urban Institute, 2019. 2. T. Green, et al. Changes in public prenatal care coverage options for noncitizens since welfare reform: Wide state variation remains. <i>Medical Research & Review</i>, 2016; 73(5): 624-639. 3. Health coverage & racial disparities - <i>pick one</i> <ol style="list-style-type: none"> a. N. Martin & J. Belluz. The extraordinary danger of being pregnant and uninsured in Texas, 2019. https://www.propublica.org/article/the-extraordinary-danger-of-being-pregnant-and-uninsured-in-texas b. N. Martin & R. Montagne. Nothing protects Black women from dying in pregnancy and childbirth, 2017. https://www.propublica.org/article/nothing-protects-black-women-from-dying-in-pregnancy-and-childbirth 4. S. Gordon, et al. “Medicaid after pregnancy: State-level implications for extending postpartum coverage.” US Health & Human Services, 2021.
Week 7 3/2	Substance use in pregnancy		<ol style="list-style-type: none"> 1. Review Propublica website: https://projects.propublica.org/graphics/maternity-drug-policies-by-state 2. D. Bishop, et al. “Pregnant women and substance use: Overview of research and policy in the

			<p>United States.” Jacobs Institute of Women’s Health, 2017; <i>Pages 38-56 only</i></p> <ol style="list-style-type: none"> 3. Khiara Bridges “Race, pregnancy, and the opioid epidemic: White privilege and the criminalization of opioid use during pregnancy.” Harvard Law Review, Jan 2020, 133(3). <i>Pages 798-825 only.</i> 4. J. McMillan. “How the media portrays black and white drug users differently.” <i>Salon</i>. May 27, 2018. https://www.salon.com/2018/05/27/how-the-media-portrays-black-and-white-drug-users-differently/ 5. RetroReport. 2018. “From crack babies to Oxytots: Lessons not learned.” (11min) https://www.retroreport.org/video/from-crack-babies-to-oxytots-lessons-not-learned/
Week 8 3/9	Women & Work	Last day to notify the instructor about your topic for the final assignment	<ol style="list-style-type: none"> 1. M. Scholar. “The history of family leave policies in the United State.” The Organization of American Historians. 2016. 2. National Partnership for Women and Families. “Paid family and medical leave: A racial justice issue – and opportunity” 2018. 3. National Women’s Law Center. It shouldn’t be a heavy lift: Fair treatment for pregnant workers. Washington, D.C., 2013. 4. U. Ranji, et al. “Women, work and family during COVID-19: Findings from the KFF Women’s Health survey.” Kaiser Family Foundation. 2021. https://www.kff.org/womens-health-policy/issue-brief/women-work-and-family-during-covid-19-findings-from-the-kff-womens-health-survey/
Week 9 3/16	Break		None
Week 10 3/23	Abortion, Introduction		<ol style="list-style-type: none"> 1. “10 Facts about abortion” <i>and</i> “4 Types of abortion” information sheets 2. Guttmacher Institute. “Induced abortion in the United States” Fact Sheet, 2019. 3. M.A. Biggs, et al “Understanding why women seek abortion in the US.” <i>BMC Women’s Health</i> 2013; 13(29): 1-13. 4. C. Dehlendorf, et al. “Disparities in abortion rates: A public health approach.” <i>American Journal of Public Health</i>, 2013; 103(10): 1772-1779. 5. J. Bearak, et al. “Disparities and change over time in distance women would need to travel to have an abortion in the USA: A spatial analysis.” <i>Lancet Public Health</i> 2017; 2: e493-e500.

<p>Week 11 3/30</p>	<p>Abortion Policies & regulations</p>	<p>Op-ed</p>	<ol style="list-style-type: none"> 1. C. Baker. "The history of abortion law in the United States" in <i>Our Bodies, Ourselves</i>, 2020. https://www.ourbodiesourselves.org/book-excerpts/health-article/u-s-abortion-history/ 2. Ibis Reproductive Health & Center for Reproductive Rights. <i>Evaluating Priorities</i>, 2019. https://evaluatingpriorities.org/ 3. Review Informed Consent Project website: http://informedconsentproject.com/ 4. Salganicoff, et al. <i>Coverage for abortion services in Medicaid, Marketplace Plans and Private Plans</i>. San Francisco: Kaiser Family Foundation, 2019. 5. D. Greene Foster. "Ch 6: Women's Lives" in <i>The Turnaway Study</i>, New York: Simon & Schuster, 2020. E-book at UT Library <p>Layering of restrictions</p> <ol style="list-style-type: none"> 6. S. Tavernise. "With abortion largely banned in Texas, an Oklahoma clinic is inundated." https://www.nytimes.com/2021/09/26/us/oklahoma-abortion.html
<p>Week 12 4/6</p>	<p>Interpersonal violence</p>		<ol style="list-style-type: none"> 1. K. Hasstedt and A. Rowan. "Understanding intimate partner violence as a sexual and reproductive health and rights issue in the United States." <i>Guttmacher Policy Review</i>, 2016; 19. 2. M. Modi, et al. "The role of the Violence Against Women Act in addressing intimate partner violence: A public health issue." <i>Journal of Women's Health</i> 2014; 23(3): 253-259. 3. M. Ingram, et al. "Experiences of immigrant women who self-petition under the Violence Against Women Act." <i>Violence Against Women</i>, 2010 16(8): 858-880. <i>This is old and longer than other pieces, but it highlights both the complex process of applying for visas and the effect on petitioners</i> 4. M. Evans, M. Lindauer, and M. Farrell. "A pandemic within a pandemic: Intimate partner violence during COVID." <i>New Eng J Medicine</i> 2020; 383(24): 2302-2304
<p>Week 13 4/13</p>	<p>Disparities faced by Indigenous women</p>		<ol style="list-style-type: none"> 1. D. Warne & L.B. Frizell. "American Indian health policy: Historical trends and contemporary issues." <i>American Journal of Public Health</i> 2014; 104: S263-267 2. S.B. Arnold. "Reproductive rights denied: The Hyde Amendment and access to abortion for Native American women using Indian Health Services facilities." <i>American Journal of Public Health</i> 2014; 102: 892-893. 3. C. Asetoyer. Native American women deserve the same reproductive healthcare as any other

			<p>woman. No questions asked. American Civil Liberties Union, 2015. https://www.aclu.org/blog/reproductive-freedom/birth-control/native-american-women-deserve-same-reproductive-health-care</p> <ol style="list-style-type: none"> J. Hartman. “Seeking Justice: How VAWA reduced the stronghold over American Indian and Alaskan Native women.” <i>Violence Against Women</i> 2021; 27(1): 52-68. A. Nowakowski. ‘Sisters Rising’: The fight for tribal sovereignty and ending violence against Native women. WUWM, 2020. https://www.wuwm.com/post/sisters-rising-fight-tribal-sovereignty-ending-violence-against-native-women#stream/0
Week 14 4/20	Care for incarcerated & detained women		<ol style="list-style-type: none"> C. Hayes, C. Sufrin, and J. Perritt. “Reproductive justice disrupted: Mass incarceration as a driver of reproductive oppression.” <i>American Journal of Public Health</i> 2020; 110(Suppl 1): S21-S24. American Civil Liberties Union. https://www.aclu.org/state-standards-pregnancy-related-health-care-and-abortion-women-prison-0 C. Golembeski, et al. “Improving health equity for women involved in the criminal justice system.” <i>Women’s Health Issues</i> 2020; 39(5): 313-319 A. Messing, et al. “Reproductive Injustice at the US border” <i>American Journal of Public Health</i> 2020; 110(3): 339-344 Texas Law Immigration Clinic & Grassroots Leadership. Cruelty and corruption: Contracting to lock up immigrant women for profit at the Hutto detention center. 2021.
Week 15 4/27	Wrapping up & final presentations	Start legislative testimonies	<ol style="list-style-type: none"> E. Tobin-Tyler & J. Teitlebaum. “Ch 7: Advocating for health justice.” In <i>Essentials of Health Justice: A Primer</i>. Burlington, MA: Jones & Bartlett Learning, 2019. A. Gomez, et al. ‘Advancing reproductive justice to close the health gap: A call to action for social work.’ <i>Social Work</i> 2020; 65(4): 358-367. Building Movement Project. Collaboration across race in the reproductive movement: A case study of the Reproductive Health Equity Act in Oregon.
Week 16 5/4	Final presentations	Legislative testimony	None
Week 17 5/11	Finals week, no class	Policy critique	

X. BIBLIOGRAPHY

Other Recommended readings

- Kimala Price. “What is Reproductive Justice?: How Women of Color Activists are Redefining the Pro-Choice Paradigm” *Meridians* 2010; 10(2): 42-65.
- Dorothy Roberts. *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* Vintage Books, 1998. (Available as an e-book through UT library)

Websites

- Guttmacher Institute: <https://www.guttmacher.org/>
- Kaiser Family Foundation: <https://www.kff.org/womens-health-policy/>
- National Advocates for Pregnant Women: <https://www.nationaladvocatesforpregnantwomen.org/>
- National Conference of State Legislatures: <https://www.ncsl.org/>
- National Partnership for Women and Families: <https://www.nationalpartnership.org/about-us/>