

COURSE SYLLABUS
POLI 3426 – Sex and the State

Department of Political Science
Dalhousie University

Class Time: Tuesday/Thursday 4:00-5:30
Location: Life Science C236

Instructor: Dr. Margaret Denike
Office: 362 Henry Hicks Administration Building
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Office Hours: Thursday 9:30-11:00, or by appointment

COURSE DESCRIPTION

This course will consider the role of the church and the state and other institutions in the social, moral and legal construction and regulation of sex and gender difference, particularly in western countries. It will begin with a brief historical overview of the impact of Christian doctrine on the development of prescriptions for sexual conduct, and in the refinement of laws and policies that have been implicated in sex- and gender-based discrimination and normative formations over the years. It will also address the claims, strategies, and initiatives of sexual minorities for social and legal reform, particularly in the past century. This will be done by examining a selection contemporary topics and issues that throw into relief the human rights challenges that have been brought before the courts and legislatures to advance sex and gender equality, and that relate to same-sex relationship recognition; the regulation of reproductive technologies; debates on the moral and equality issues concerning pornography, and the challenges of marking or changing sex and gender identity.

REQUIRED TEXTS:

- The course materials are available electronically, either through web links to library or internet resources (provided on the syllabus), or in PDF format through the BLS system, or as titles of journal articles for which you would use your library access.

ASSIGNMENT PROFILE

Short Assignment 10% (1-2 pages: introducing and contextualizing essay argument;
Due Feb 11)

Term Essay	30% (2200 words max; due Feb 25; to be submitted electronically as an MS word attachment)
Test:	30% (in class: March 15)
Quizzes:	20% (four in-class pop quizzes, each worth 5%; there will be no make-up quizzes for those who miss them)
Participation:	10%

GRADING PROFILE

A+ = 90%+	B+ = 77- 79%	C+ = 65- 69%	D = 50-54%
A = 85 - 89%	B = 73 - 76%	C = 60-64%	F = 0 - 49%
A- = 80-84%	B- = 70 - 72%	C- = 55-59%	

CLASS PARTICIPATION

The preparation and participation of each and every student in the class discussions will determine the success of the course. Students are expected to attend every class, and to have completed the readings and given themselves time to think about them in advance of each class. The participation grade will be based on attendance; the completion of readings and preparation for discussion; and on the active, respectful participation in every seminar. Students are required to come to class with the reading for that week in hand, or with notes on the readings, and to be ready to use the reading or notes as a reference when answering questions about them. In advance of the classes, some discussion questions or other directions will at times be circulated by email, and students are expected to be prepared for these discussions and/or exercises.

TEST

The test will be held in class, and it will be based on the material covered in the readings and lectures. Additional details on the format of the test will be provided a week before it takes place.

WRITING ASSIGNMENTS

This course requires a term paper, a central objective of which will be for you to show your mastery of **a wide range of readings** (minimum of four) on the course syllabus and of the theoretical and analytical approaches that are brought to the topics and issues covered in this course, *and* to supplement your discussion and analysis with a selection additional *scholarly* resources (a minimum of two, ideally peer-reviewed, scholarly journals and contemporary texts).

You are expected to include in your discussion a consideration of both a) sex or gender and b) social and/or public policy and/or theoretical approaches to the regulation of sex.

For the essay, you are free to choose any topic that is listed at any point on the course syllabus, covered within the readings, or discussed in class. The topic you choose must be discussed by at least one of the authors on your syllabus.

While you are free to write on any topic (as long as it meets these guidelines specified above), for those of you who would prefer to be given a topic/focus, here is one for your consideration:

Sex/Gender Analysis and Relations of Power and Difference

One of the objectives of this essay is for you to demonstrate, expand, and apply a gender analysis to this topic. For example, in discussing and/or conducting an analysis of your topic (be it sexual identity; anti-gay violence; religious freedom and cultural practices; sexual morality; sex-change surgery, or whatever...), you are asked to elucidate how the sex and/or gender identity (or, for that matter, sexual difference, gender equality/inequality; or the like) are *produced/effected/impacted/structured*, etc. by laws, policies or state-sanctioned practices. (Consider, for example, what certain rulings, laws or policies on marriage, property ownership; gender identity, citizenship, etc. have to do with gender norms, and the shape that they take in contemporary Canadian or US societies).

Alternatively, you may simply conduct a gender analysis of a selected author/theorist/philosopher. Identify or define and clarify this approach. Bring this approach to your chosen topic.

Additional Essay Guidelines:

General Essay Objectives:

- a) Concerning comprehension, breadth of the materials that you cover, and accuracy of content: one objective of this assignment is for you to demonstrate your understanding and thoughtful application of a wide selection of the readings covered during the course and listed on the syllabus for this course and /or in the text used for this course, together with a minimum of at least two external scholarly articles (from peer-review journals or books). For your essay to be clearly related to the course material, you are required to ensure that at least four chapters or articles that are listed on the syllabus are central to your discussion and analysis, and /or that you draw on a minimum of three of the readings. Think of your essay as a take-home written test –so to speak-- carefully developed, edited, and polished – and demonstrating your mastery of the course materials, while supplementing your use of them with other scholarly resources.).
- b) Concerning format. It is also designed to assist you in developing and/or demonstrating the skills and practices of clearly and accurately representing, documenting, contextualizing, and contrasting the ideas and arguments of other writers on a given topic, while organizing and developing them into a coherent scholarly argument, analysis. This means that you should avoid quoting out of context, or using claims of authors superficially or inaccurately,.. or relying on

second-hand materials (such as a website that summarizes the work of the author you are looking at). Moreover, an important requirement for achieving clarity about whose ideas you are quoting and how they differ from another, is to ensure that you always explicitly state WHO is being quoted and the nature of the work they do (eg: In her study on XYZ,... the anthropologist Jane Brown notes that

- c) Concerning focus. It is designed to have you address theories and/or approaches to gender (and/or race) analyses, and/or to show the scope and breadth of your understanding of that approach. This should be clarified not only in the overview, but through your choice of appropriate materials in developing your discussion, and the appropriateness of its application. Another expectation of your focus is for you to address the policy implications of your discussion/topic (i.e., what changes to the law or public policy does your discussion/issue make apparent as important or necessary).

Additional General Guidelines for Essay Development:

These are general guidelines that summarize the basic standards of academic/scholarly writing for university courses, and typically provided through the writing centre.

Please provide coherently developed, organized, and focused essay, typed, double-spaced, 1-inch margin with numbered pages, in which you demonstrate your understanding of a leading argument, debate, or a question covered under any of the topics listed on the course syllabus and/or in discussion for this course.

In accordance with academic essay writing guidelines, it is strongly advised that you attend to the structure and organization of your discussion. This means, for instance, that in a typical introductory paragraph, you would introduce your topic, focus or thesis, and (if appropriate) identify which authors or works and/or which themes or issues your ensuing discussion and analysis will focus on. Throughout your essay, use complete sentences and effective transitions, drawing on examples or illustrations --and properly referenced citations or paraphrasing-- from the texts you are discussing or analyzing. For each paragraph, try to ensure that it has a clear focus (signaled by a leading, topic sentence). To maintain coherency throughout your discussion and analysis, you may choose to compare or contrast different authors on certain topics or issues. Or you may put your own creative touch on the organization of your thoughts and comments.

It is necessary for you to use proper citations and documentation for any paraphrasing or quotations taken from the text, INCLUDING USING SPECIFIC PAGE NUMBERS. For such referencing, you may use MLA, Chicago, McGill, or APA style guidelines (though page numbers are required), as you prefer (though you cannot mix these with each other). (I suggest that you use the Chicago author/date system, since this is one of the easiest and transparent systems to use, the guidelines for which are available online). This also means that, if and when you are quoting a particular author or resource, you make it very clear and explicit *who* you are quoting at any given moment [For example, consider using language such as: As Jane Doe argues in her 2005 study of xyz...., “blah, blah....” (Doe

25).] As this example clarifies, you need to ensure that precise page numbers of the references you use are included in the body of your text (or in your footnotes, if using McGill style), and that the articles you reference be listed in a 'bibliography' or 'works cited'. You may find these guidelines on-line.

You are asked to provide the precise word count, excluding your notes and bibliography, at the top of your paper; also at the top of your paper, please provide the name of the referencing style that you use to reference and document your sources throughout the paper –for example, Chicago, MLA, McGill style.

Please keep electronic and paper copies of all essays in case they are misplaced.

Following the Assignment Guidelines:

Students are required to follow the guidelines for the assignment, and submit work that meets these guidelines. Students are NOT permitted to submit an essay that has been written or submitted already for any other course. The work must be original to this course. Essays that do not abide by these guidelines will not be graded and will be returned to the student. On the occasion that a student will be permitted to re-submit a different paper, a minimum penalty of 20% will be assigned.

Missed Assignments

All assignments must be submitted by the deadline, and the test must be written on the date that it is scheduled class.

If you think you will not be able to submit your essay in time (because of illness) you are required to contact me IN ADVANCE of the class, and NOT on the due date for the assignment, and provide appropriate medical documentation. Late essays will be penalized at 3% per day.

Plagiarism

Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the university, or even to the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived.

At Dalhousie there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Dalhousie website. The Dalhousie Senate has affirmed the right of any instructor to require that student papers be submitted in both written and electronic format, and to submit any paper to a check such as that performed by Safe Assign.

As a student, you are required to keep an electronic copy of any paper you submit, and the

course instructor may require you to submit that electronic copy on demand.

Schedule of Weekly Topics and Readings

A set of readings will be assigned for each week, which will inform the class discussions for that week, and most of which will be discussed in either of the classes for that week. Please aim to complete all of the readings for the week in advance of the Tuesday class.

Weeks and Topics

1. Jan 5-7

Introduction and Overview of Course Topics and Themes Sex and Gender-related terms: definitions and approaches Law and Sex in the Ancient World

- Statistics Canada, “Women in Canada: A Gender-Based Statistical Report,” available at: <http://www.statcan.gc.ca/pub/89-503-x/2010001/article/11475-eng.htm>
- Mediterranean Institute of Gender Studies, “Glossary of Gender-Related Terms,” available at: http://geneq.berkeley.edu/lgbt_resources_definiton_of_terms
- Gender Equity Resource Centre, “Definition of Terms,” available at: http://geneq.berkeley.edu/lgbt_resources_definiton_of_terms
- Feminism in 2014 (Rabble.ca roundup): <http://rabble.ca/blogs/bloggers/feminist-current/2014/12/feminism-existed-2014-well-other-years>

- James Brundage, “Introduction” and Chapter 1, “Law and Sex in the Ancient World,” from his book, *Law, Sex, and Christian Society in Medieval Europe*. Chicago: University of Chicago Press, pp. 1-50.

Additional Resources:

- John Boswell, “Rome: The Foundation,” in *Christianity, Social Tolerance and Homosexuality*. Chicago: University of Chicago Press, pp. 61-87.
- David Halperin, “How to do the History of Homosexuality,” *GLQ: A Journal of Lesbian and Gay Studies* 2000.

2. Jan 12-14

The Early Church and the State: Regulating Sexual Morality

- James Brundage, “Sex and Law in Judaism and Early Christianity,” from his book, *Law, Sex, and Christian Society in Medieval Europe*. Chicago: University of Chicago Press, pp. 51-78.

- Merry Weisner-Hanks, "Introduction," and "Christianity to 1500," *Christianity and Sexuality in the Early Modern World: Regulating Desire, Reforming Practice*. NY: Routledge, pp. 22-57.
- USA Today. Forum: LGBT, religious rights collide: <http://www.usatoday.com/story/news/2015/11/19/views-lgbt-rights-collide-forum/76018482/> (Nov 20, 2015)
- The Virgin Daughters (selected scenes), available at TopDocumentaryFilms.com at: <http://topdocumentaryfilms.com/virgin-daughters/>

3. Jan 19-21 (Quiz 1)

The Dynamics of the European Witch-craze: Witchcraft and the Law

- Brian P. Levack, "The Dynamics of Witch-hunting," from his book, *The Witch-hunt in Early Modern Europe*. 2nd edition. NY: Longman, 1995, pp. 160-177.
- Allison P. Coudert, "The Myth of the Improved Status of Protestant Women: The case of the witch craze," from Jean R. Brink, Allison Coudert and Maryanne C. Horowitz, eds. *The Politics of Gender in Early Modern Europe*. Kirksville: Sixteenth Century Journal Publishers, 1989.
- Jonathan L. Pearl, "Introduction," to Jean Bodin, *On the Demon-Mania of Witches*. [1560]. Trans. Randy A. Scott. Toronto: University of Toronto Press, 1995, pp. 9-33.

References and Additional Resources:

- Brian Easlea, *Witch Hunting, Magic and the New Philosophy: An Introduction to Debates of the Scientific revolution 1450-1750*. New Jersey: Humanities Press, 1980.
- Johann Weyer, *On the Tricks of Demons (1583)*
- Henrich Kramer and James Sprenger. *The Malleus Maleficarum (1484-6)*
- Alfred Soman, "The De-criminalization of Witchcraft: Does the French Experience Furnish a European Model?" *Criminal Justice History* 10 (1989), pp. 1-22.

4. Jan 26-28

Sex, Death and Gender Hierarchy in Early Modern England

- Krista Kesselring, "Bodies of Evidence: Sex and Murder (or Gender and Homicide) in Early Modern England, c. 1500-1680," *Gender & History* 27.2 (2015)
- Shelley Gavigan, "Petit Treason in Eighteenth Century England: Women's Inequality before the Law," *Canadian Journal of Women and the Law* 3 (1989-90): 335-74.

Additional Resources

- Greg T. Smith, “The Decline of Public Physical Punishment in London,” in Carolyn Strange, *Qualities of Mercy: Justice, Punishment, and Discretion*. UBC Press, 1996. Available electronically (in large part) on Google Books.
- Selection authors from 1792-1920, Wendy Kolmar and Frances Bartkowski, eds. *Feminist Theory: A Reader*. Third edition. Toronto: McGraw-Hill, 2005.
- Michel Foucault, *Discipline and Punish*, Chapter 1.

5. Feb 2-4 (Quiz 2)

Feminist Engagements with the Law

Mandatory class: Essay writing and assignment guidelines: overview

- M. J. Mossman. 1998. “The Paradox of Feminist Engagement with the Law” from Nancy Mandell, ed. *Feminist Issues: Race, Class and Sexuality*. 2nd edition. Scarborough: Prentice Hall, pp. 180-207.
- Catharine MacKinnon, “Rape, Genocide and Women’s Human Rights”

Additional Resources:

- Patricia Elliot and Nancy Mandell, “Feminist Theories,” from Nancy Mandell, *Issues in Feminism*. Third Edition. Toronto: McGraw-Hill 2005.
- Film clip: Constitute! (available through a link at: <http://constitute.ca/the-film/>)

6. Feb 9-11 (Assignment)

The Witches of Our Time: Persecution and Refuge under International Law

The International Refugee System: Gender Persecution and Asylum

- Jill Schnoebelen, “Witchcraft Allegations, Refugee Protection and Human Rights: a review of evidence” UNHCHR: New Issues in Refugee Research, Research Paper no. 169 (2009)
- Constance McIntosh, “Domestic Violence and Gender-Based Persecution,” *Refuge*, Vol. 6, no. 22.

Additional Resources:

- *UN Refugee Convention*
- Susan Berger, “Production and Reproduction of Gender and Sexuality in Legal Discourses of Asylum in the United States,” *Signs* 34:3 (Spring 2009), pp. 659-685
- Sonja K. Katyal, “The Dissident Citizen,” *57 UCLA Law Review* (2010) pp. 1415-1476.

7. Feb 15-19 (Study Break: University closed)

8. Feb 23-25 (Paper due: Feb 25)

GLBT Rights in International Context Persecution and Asylum

- Walker, Kristen. 2000. "International Law Weekend Proceedings: Evolving Human Rights Norms around Sexuality," 6 *ILSA Journal of International and Comparative Law*, pp. 342-353. Available at: <http://www.heinonline.org/HOL/Page?handle=hein.journals/ilsaic6&id=353&type=text&collection=journals>
- The International Commission of Jurists, *Sexual Orientation, Gender Identity, and Justice*, Introduction, pp. 1-14. Report available at: <http://www.icj.org/dwn/database/Sexual%20Orientation,%20Gender%20Identity%20and%20Justice-%20A%20Comparative%20Law%20Casebook%5B1%5D.pdf>
- Martha Nussbaum, Chapter 1, *From Disgust to Humanity*.

Additional Resources:

- Documentary on Uganda and Fundamentalist Intervention in Anti-Gay Legislation
- Doug Saunders. 2010. "Out at the UN" (International Lesbian and Gay Association). Available at: <http://ilga.org/ilga/en/article/mgOwpcx1HB>

9. March 1-3 (Quiz 3)

States' Bodies: International Human Rights: Strategies, Mechanisms, Practices

- UNHCHR International Human Rights Law: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/InternationalLaw.aspx> (please check out the main site of the UN High Commission for Human Rights, including this particular tab –on International Law—and all of the tabs to the left of this page that list international human rights mechanisms)
- Convention on the Elimination of all forms of Discrimination Against Women (CEDAW). Available on the UNHCHR website
Selection of Shadow Reports, perhaps including:
- *FAFIA. Submission's on Canada's performance, or:*
- Linda MacDonald and Jean Sarson, *A Shadow Report: Canada Fails to Establish Non-State Actor Torture as a Specific and Distinct Criminal Human Rights Violation*.
- *The Breakthrough* <<http://nonstatetorture.org/files/3313/4141/8179/GEARSharingBreakthroughs.pdf>> (a "very brief global email outlining the making of herstory regarding the genderization of torture by non-state actors")
- Jeanne Sarson and Linda MacDonald. 2009., "Defining Torture by Non-State Actors in the Canadian Private Sphere," pp. 29-31 in Canadian Centre for Victims of Torture, *First Light: Genocide, War Crimes and Crimes against Humanity*

<http://ccvt.org/wp-content/uploads/2011/08/firstlight2009.pdf>

Additional Resources:

- Martha Nussbaum, "Religion and Women's Human Rights"
- Janet Jacobsen and Ann Pellegrini. 2004. "What's Wrong with Tolerance?," in *Love the Sin: Sexual Regulation and the Limits of Religious Tolerance*. Boston: Beacon Press, pp. 45-73.

10. Mar 8-10

AIDS, Emotional Politics, Access to Medicine

- Deborah B. Gould, "Why Emotion," in *Moving Politics: Emotion and Act-Up's Fight Against Aids*. Chicago: University of Chicago Press, 2009, pp. 1-48
- Deborah B. Gould, "The Emotion Work of Movements," in *Moving Politics: Emotion and Act-Up's Fight Against Aids*. Chicago: University of Chicago Press, 2009, pp. 213-266.
- William Flanagan, "TRIPS and Access to Medicine: Recent Developments in Canada and Europe," in Christopher P.M. Waters, ed *British and Canadian Perspectives on International Law* (2006)

Additional Resources:

- Douglas Crimp, "Melancholia and Moralism: An Introduction: Essays on AIDS and Queer Politics. Cambridge: MIT Press, 1-25
- Jeff Goodwin, James, M. Jasper and Francesca Polletta, "Introduction: Why Emotions Matter," in *Jeff Goodwin, James M. Jasper, and Francesca Polletta, eds. Passionate Politics: Emotions and Social Movements*. Chicago: University of Chicago Press, 2001, pp. 1-26.
- Randall Collins, "Social Movements and the Focus of Emotional Attention," in *Jeff Goodwin, James M. Jasper, and Francesca Polletta, eds. Passionate Politics: Emotions and Social Movements*. Chicago: University of Chicago Press, 2001, pp. 27-44

11. Mar 15-17 (Test March 15)

Trans(gender) and Intersexed Subjects

On the Medical and Political Construction of Sex and Sexual Citizenship

- Katrina Rose. 2004. "The Proof is in the History," *Deakin Law Review* 9:2, pp. 400-459.
- Talia Mae Bettcher. 2007. "Evil Deceivers and make Believers: On Transphobic Violence and the Politics of Illusion," *Hypatia* 22:3, pp. 43-63
- Jesse Ellison. 2012. (available through project muse)
- Iain Morland, "The Injured World: Intersex and the Phenomenology of Feeling," *Differences* 25:2 (2012), pp. 20-41.

- Georgia Warnke, “Intersexuality and the Categories of Sex,” *Hypatia* 16:3 (2001), pp. 126-135.

Additional resources:

- Alice Dreger, “Is Anatomy Destiny,” TED Talk, available at: [https://www.ted.com/talks/alice dreger is anatomy destiny?language=en](https://www.ted.com/talks/alice_dreger_is_anatomy_destiny?language=en).
- Dean Spade. 2006. “Mutilating Gender,” in Susan Stryker and Stephen Whittle, eds., *The Transgender Studies Reader*. NY: Routledge.
- Sheila Jeffreys, “They know it when they see it: The UK Gender Recognition Act 2004. *British Journal of Politics*, 2008, vol 10 (Ebsco Host) 328-345:
- <http://web.ebscohost.com.ezproxy.library.dal.ca/ehost/pdfviewer/pdfviewer?vid=8&hid=110&sid=de098755-d98c-41be-88c4-474badc8e706%40sessionmgr113>
- Castor Semenya and the IOC’s Olympic Gender-bender,” *The Daily Beast*, July 26, 2012. At: <http://www.thedailybeast.com/articles/2012/07/26/caster-semenya-and-the-ioc-s-olympics-gender-bender.html>
- Ellen K. Feder. 2009. “Imperatives of Normality: From ‘Intersex to ‘Disorders of Development,” *GLQ: A Journal of Lesbian and gay Studies*, 15:2, pp. 225-247
- Andrew Sharpe. 2006. “From Functionality to Aesthetics: The Architecture of Transgender Jurisprudence,” in Susan Stryker and Stephen Whittle, eds., *The Transgender Studies Reader*. NY: Routledge, 2006, pp. 621-631.
- Kessler, Suzanne. 2000. “Introduction,” *Lessons from the Intersexed*. New Brunswick: Rutgers University Press, p. 1-11.
- Kessler, Suzanne. 2000. “The Medical Construction of Gender” *Lessons from the Intersexed*. New Brunswick: Rutgers University Press, p. 12-32.

12. Mar. 22-24 (Quiz 4)

Law and Sexual Morality: Pornography, Obscenity and Harm

- James R. Robertson, “Obscenity: The Supreme Court Decision,” Available at: <http://publications.gc.ca/Collection-R/LoPBdP/BP/bp289-e.htm>.
- Catherine MacKinnon, “Sexuality, Pornography, and Method: Pleasure under Patriarchy, *Ethics*, Vol. 99, No. 2 (Jan., 1989), pp. 314-346.
- Available at: <http://www.feminish.com/wp-content/uploads/2012/08/MacKinnon-Sexuality-Pornography-and-Method-Pleasure-under-Patriarchy.pdf>
- Sunny Woan. 2008. White Sexual Imperialism. SSRN Paper series: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1138351

Reference and additional resources:

- Janine Benedet. 2004. “Pornography as Sexual Harassment in Canada” SSRN Paper series: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1649107
- Resource: Martha Nussbaum on the Politics of Disgust:

- http://www.youtube.com/watch?v=LWCe_b_8ZIM
- Devlin, Patrick *The Enforcement of Morals* (Oxford: Oxford University Press, 1965) (excerpt)
- Dworkin, Ronald. "Lord Devlin and the Enforcement of Morals" (1965) 75 Yale LJ 986 Available at:
<http://www.jstor.org/stable/pdfplus/794893.pdf?acceptTC=true>

13. Mar. 22-24

Sex Trade and the Law: the Bedford Decision and the Challenge to Prostitution laws

- Supreme Court of Canada, *Canada v Bedford*:
<https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/13389/index.do>
- Stella. Challenging Prostitution Laws. Available at:
<http://chezstella.org/docs/StellaInfoSheetBedford.pdf>
- Brooke Meredith Beloso, "Sex, Work, and the Feminist Erasure of Class," *Signs*, Vol. 38, No. 1 (Autumn 2012), pp. 47-70

Additional Resources:

- A Great, brief press Conference on Bedford decision:
<http://www.youtube.com/watch?v=B6OKpdPs7sg>
- The Straight Dope: Terri-Jean Bedford – Ontario Court Decision 2010 finding solicitation laws to be unconstitutional:
http://www.youtube.com/watch?v=VsYzkz5_rDo
- Alan Young (legal counsel for Bedford), explaining the case and related politics:
<http://www.youtube.com/watch?v=B6OKpdPs7sg>

14. Mar 29-31 (Quiz 5)

Reproductive Technologies: The Politics of Life? Surrogacy and the Limits of Criminalization

- Sonya Norris. 2006. "Surrogacy, and Egg and Sperm Donation," Ottawa: Parliamentary Information and Research Service.
- Karen Busby and Delaney Dunn. 2010. "Revisiting the Handmaid's Tale: Feminist theory Meets Empirical Research on Surrogate Mothers," *Canadian Journal of Family Law* 26, pp .13-93.
- National Association for Women and the Law, Final Report, Assisted Human Rights Project," 2009(?)
- Campbell, Angela. "Defining a policy rationale for the criminal regulation of reproductive technologies. " *Health Law Review.*_ 11.1 (Winter 2002): 26(6).

15. April 5 Last class.

