

## **MC785: Reproductive Health Advocacy**

**Spring 2007**

**Wednesday 2:30-5:00 March 21-May 9, 2007**

**2 credits**

### **Course Overview**

This course aims to strengthen the ability of students to be effective advocates in the arena of public policy related to the control of women's fertility. We begin with the premise that understanding the historic, socio-political and legal context in which debates about fertility control have evolved is critical for advocates, regardless of position or agenda. In the first two classes we trace the social and legal histories that have shaped current policy debates on contraception and abortion and related issues of reproductive control. In these historic overviews, we trace key social movements (e.g. civil rights, women's movements, and racial struggles over matters of reproductive control), technologic advances, and legislative and judicial decisions, and analyze how they have shaped the health of women and the environment of reproductive health services. In class 3, we examine major public policies and programs that shape the availability of and access to contraceptive and abortion services and providers, and describe current challenges for public health. We then explore in depth a range of advocacy strategies to meet these challenges, used by organizations and service providers in today's political environment.<sup>1</sup> In classes 4-6, students collaboratively prepare for and conduct mock congressional hearings on two pieces of state legislation—one focused on parental consent legislation and the other on the public funding of abortion. For their final class and assignment, students write and present a policy brief, written from the stance of a legislative aid on a self-selected public policy question related to the course theme.

### **Background**

Women's reproductive capacity has long been contested territory--within families, communities, and governments, across time and culture. To what extent should reproduction be controlled, and by whom? On what bases have women asserted their wish for control in their own reproductive lives—survival? health? autonomy, privacy, justice? What about the fetus--does it have independent legal, moral, social, political, or religious status? And what about husbands and parents of adolescents – what are their rights and responsibilities in matters of fertility control and decision-making? These questions raise profound and divisive public policy controversies and challenge advocates on all sides of the debates. In this course we simultaneously examine the social, political, legal and religious perspectives that are at play in these questions and debates; yet it is

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<sup>1</sup> In light of the brevity of this course and the difficulties inherent in inviting guests who represent opposing positions on opposing sides of the political debates, our panel of advocacy experts includes only those who share “pro-birth control” and “pro-choice” goals, but they are from organizations with a wide range of objectives and strategies.

our intent to explore them primarily through our analyses of concrete legislative proposals.

## **Course Objectives**

**Upon completion of the course, students will be able to:**

### **Self reflection:**

1. Reflect critically on their own views related to sexuality, contraception, and abortion, and the values, cultural and racial backgrounds, and life experiences that shape them.
2. Reflect on their personal and professional goals in taking this course, with an assessment during classes 1 and 7.
3. Clarify their own positions about the role of public policy in the regulation of women's fertility, and the social, moral and political foundations upon which they are built.
4. Recognize how moral values and political agendas—both personal and social—drive public opinion and policy formation in the area of reproductive health.

### **Knowledge base:**

5. Relate current debates about contraception, abortion and fertility control to socio-political movements, technologic advances, legislative and judicial decisions in the U.S. over the past 150 years.
6. Illustrate through historic examples how the status of women, embryos and fetuses, and the rights and responsibilities of fathers, adolescents, and reproductive health professionals influence fertility control in public policy.
7. Describe existing programs and policies that have a major impact on women's fertility and its control.
8. Identify significant public health consequences of private reproductive choices and of public policy that influences these choices.
9. Identify and assess key strategies employed by advocacy organizations currently engaged in issues of reproductive control in Massachusetts, and the challenges that confront them.

### **Skills:**

10. Write and present testimony for two mock state congressional hearings on legislative proposals related to parental consent and public funding of abortion—once representing a position close to your own and once representing a position opposed to your own.

11. Work collaboratively to develop the argument and prepare testimony on two legislative proposals for mock congressional hearings.
12. Effectively argue a position, persuade others, and challenge different viewpoints in context of class discussions and mock hearings.
13. Effectively and strategically advocate for a position on a specific public policy question related to the course theme and write a persuasive policy brief as a legislative aid.

### **Faculty**

Lois McCloskey, DrPH  
 Associate Professor and Director, MPH Program  
 Department of Maternal and Child Health  
 617 638-5882  
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Deborah Allen, ScD  
 Associate Professor  
 Department of Maternal and Child Health  
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 dallen@bu.edu

Jessica Taubner (Teaching Assistant)  
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 jtaubner@bu.edu

### **Assignments and Grading**

General class participation	10%
Evidence of having completed reading	
Contribution in terms of questions or comments	
Midterm: participation in two mock hearings	
Written testimony (2)	20%
Delivery of testimony and response to questions	10%
Preparation and delivery of questions as committee member	10%
Final: legislative briefing	
5 page (d.s.) policy brief on selected public policy question	40%
Presentation of brief and response to questions	10%

## Content of written assignments

**The two written testimony papers** should be up to 2 d.s. pages each. We will assign a role and a perspective (e.g. physician, religious leader, health administrator). In your testimony you should argue a particular (assigned) side of the case. The key is to make a few hard-hitting points.

Class 5 hearings will be set up as state Senate hearings on a bill regarding public funding of abortion. **2004 Utah Senate Bill 68**

<http://www.le.state.ut.us/~2004/htmdoc/sbillhtm/SB0068.htm>

We will divide the class in half and hold two consecutive hearings. We will assign to each participant a position and a “side” of the issue.

Class 6 hearings will be set up as state Congressional hearings in New Hampshire on a bill regarding parental consent for access to abortion. **Legislation: 2003 New**

**Hampshire House Bill 763 that went to Supreme Court:**

<http://www.gencourt.state.nh.us/legislation/2003/HB0763.html>

We will divide the class in half, as in Class 5. We will assign a role and position to each student—one that contrasts with that assigned in Class 6. For example if you were a feminist reporter during Class 5, you may be an administrator of a Catholic hospital during Class 6.

Each student will present their testimony for up to 5 minutes and then respond to questions from congressional representatives (the half of class NOT presenting testimony during the first hearing will play these roles, and then switch for the second hearing.)

We will debrief the hearings during the last 30 minutes of class, self-reflecting and giving others helpful feedback about what strategies were more and less effective.

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**The brief** should be 5-6 d.s. pages and written from the perspective of a legislative staffer. It will address arguments on both (or multiple) sides of a current public policy question, then come to a conclusion taking various political, economic, and social trade-offs into account. You may choose a question from the list provided below or gain consent from both instructors for an alternative question. The web sites listed at the end of the syllabus are excellent resources for surveying current legislative and judicial policy issues from which to choose. It is critical to frame this assignment with a very specific policy question, then to use a specific legislative proposal or public policy debate (in a political campaign, for example) in a state or in one branch of the federal government to make the context real.

We will provide examples of effective testimony and legislative briefs.

### **List of topics and sample questions for the policy brief**

**[Note: this list is by no means exhaustive. You are encouraged to explore other current policy questions and select one that is of keen interest to you.]**

1. Emergency Contraception:
  - a. Should your state mandate that pharmacies stock Plan B?
  - b. Should your state mandate that pharmacists must fill EC prescriptions OR that pharmacies must have present at all times a pharmacist (or other member of pharmacy team) that will fill EC prescriptions?
2. Teen Sex Education
  - a. Should your state accept abstinence only education funding under Title V?
  - b. Should your state mandate and set guidelines for the provision of comprehensive sexuality education?
3. Abortion provider training
  - a. Should federal funding of medical education be tied to the provision of abortion training in ob-gyn residency programs?
  - b. Should non-physician providers be licensed to perform first trimester abortions?
4. RU-486
  - a. Should the FDA restrict the prescribing rights for RU-486 to ob-gyn's only? Or place other restrictions on prescribing rights?
5. Teens and abortion access
  - a. Should your state pass a law that would make it a federal crime for any person, other than a parent or guardian, to knowingly transport a minor across a state line to obtain an abortion?
6. Contraceptive coverage
  - a. Should Congress pass the Equity in Prescription Insurance and Contraceptive Coverage Act which would prohibit health insurance companies which cover prescriptions from excluding contraceptive coverage?

### **Absences, Extensions and Misconduct**

#### **Absences**

Students are expected to attend class, However, we recognize that emergencies arise that require students be absent. If you cannot attend class, please send an email to both instructors prior to class. You are expected to catch up on material covered in class through CourseInfo notes and other students' notes.

#### **Requests for Extensions on Written Assignments**

Written assignments are due on dates posted unless prior arrangement has been made with course faculty 48 hours prior to the due date. Assignments that are not received on the expected due date will be lowered by one point per day (e.g. from 95 to 94 if turned in one day late.)

**Academic Misconduct**

Trust between teacher and student is essential to a successful learning environment. Cheating and plagiarism represent not only a serious violation of academic ethics; they also represent a breach of that essential trust. **All students are expected to adhere to the "Standards of Academic Honesty and Disciplinary Procedures of the Boston University School of Public Health", available in the SPH Office for Student Services, Talbot-206C.**

**As summarized in the BUSPH Student Handbook, academic misconduct includes the following violations:**

- cheating on exams;
- plagiarism\*;
- submitting the same work in more than one course without written explicit consent of all instructors;
- misrepresentation or falsification of data;
- allowing another student to represent your work as his or her own.

\*Please refer to the more detailed definition of plagiarism in the MCH Handbook 2005 (Available online at

[http://www.bu.edu/dbin/sph/departments/maternal\\_child\\_health/documents/Handbook2005-2006Final8-25-05webxxx.pdf](http://www.bu.edu/dbin/sph/departments/maternal_child_health/documents/Handbook2005-2006Final8-25-05webxxx.pdf))

**Incidents of academic misconduct in any form will lead to an “F” on the assignment and prompt a meeting with the instructors and Chair of the MCH Department. A student who is found guilty of academic misconduct may be subject to disciplinary action, up to and including dismissal from the School.**

**Course Schedule**

<b>Date</b>	<b>Topics / Due Dates</b>	<b>Instructor(s) and Guest Speaker(s)</b>
March 21, 2007	a) Introduction to course and reflection on own perspectives b) Social history Part 1: 1872-1972	D. Allen L. McCloskey
March 28, 2007	Social history Part 2: 1973-2007	L. McCloskey Marlene Fried
April 4, 2007	a) Overview of public	D. Allen

	health challenges in 2007: services, utilization, and health status b) Current debates and advocacy strategies (Panel)	Panel: M. Kogut, M. Zurek, M. Gordon, E. Reilly, T. Jackson
April 11, 2007	Making the case: Collaborative preparation for mock hearings	D. Allen L. McCloskey
April 25, 2007	Mock hearing #1: Public funding of abortion <b>Due: written and oral testimony</b>	L. McCloskey D. Allen
May 2, 2007	Mock hearing #2: Parental consent <b>Due: written and oral testimony</b>	D. Allen L. McCloskey
May 9, 2007	Student presentations of policy briefs and course synthesis <b>Due: Policy Brief</b>	L. McCloskey D. Allen

**Guest speaker/consultant list and contact information**

Phil Stubblefield, MD  
Professor BUMC Ob/Gyn Department, Board of Directors NARAL Pro-Choice, MA  
Boston Medical Center  
[Phillip.stubblefield@bmc.org](mailto:Phillip.stubblefield@bmc.org)

Wendy Mariner, JD, MPH  
Professor  
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Hampshire College  
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Lois Uttley  
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MergerWatch  
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Marcus Gordon, MD  
Obstetrician-gynecologist in private practice  
Lynn, MA

## Reading List

### Required Texts:

Gordon L. The Moral Property of Women: A History of Birth Control Politics in America. University of Illinois Press, 2002 (updated).

Silliman J, Fried MG, Ross L, and Gutierrez E. (eds.) Undivided Rights: Women of Color Organize for Reproductive Justice. South End Press, 2004.

### Recommended Text:

Hatcher RA, Trussell J, Stewart F, et al. (Editors). Contraceptive Technology, 18<sup>th</sup> revised edition. New York, Ardent Media, Inc., 2004 (paperback)

[Note: This text is recommended as an excellent and inexpensive resource for those who do not have familiarity with clinical options for fertility control.]

**Class 1:**        **a) Introduction to course and reflection on own perspectives**  
                     **b) History Part I: From voluntary motherhood to Roe v. Wade in one hundred years (1873-1973)**

### Objectives:

- Understand course framework, objectives and requirements.
- Identify and reflect on own perspectives and their roots in personal experience, religious and intellectual grounding, and ethnic/racial and cultural background.

- For each of the phases of fertility control movements between 1873 and 1973, define the philosophic and strategic agendas of activists, with emphasis on the role and status of women, eugenics and racial struggles in reproductive control, and the broader political environment.
- Identify the major legislative and judicial questions and decisions that defined each phase and paved the way for the watershed of Roe v. Wade.
- Summarize the major indicators of contraceptive availability, access, and use during this time period, as data are available.

**Text:**

Gordon, L. Voluntary Motherhood (ch 4), pp. 56-71 and Birth Control and Social Revolution (ch 8), pp. 125-168.

**Class 2: History Part II: From Roe v. Wade to the Culture Wars of 2007 (1973-2007)**

**Objectives:**

- Define key events and realities in the social and political climate that surrounded the passage of Roe v. Wade and the 30+ years since, including the women's movement and gender politics, the cultural and religious "wars" over reproductive control, and advances in technology and health services/financing environment.
- Define the major tenets of Roe v. Wade and their implications for future rulings.
- Assess the meaning of "reproductive rights" to different subgroups of women based on class, race, religion and social milieu and present a rationale for a movement for "reproductive justice" among women of color in the U.S.
- Highlight key federal policies and programs related to family planning, contraception and abortion during this time period.
- Identify the major public policy questions that define the landscape of fertility control in 2007, including questions of parental and father rights, fetal rights, and state and federal responsibilities.

**Text:**

Gordon L. Birth Control Becomes Public Policy (ch 12), Abortion: The Mother Controversy (ch 13), pp. 279-320.

Silliman J. Silliman J, Fried MG, Ross L, and Gutierrez E. Women of Color and Their Struggle for Reproductive Justice (Chapter 1 p. 1-23) and The Political Context for Women of Color Organizing (Chapter 2 p. 25-47).

**Reader:**

Daniels CR. Fathers, Mothers, and Fetal Harm: Rethinking Gender Difference and Reproductive Responsibility (ch 5). In: LM Morgan and MW Michaels (eds). Fetal Subjects, Feminist Positions. Philadelphia: U Penn Press, 1999, pp. 83-98.

Gorney C. Reversing Roe: Letter from South Dakota. *The New Yorker*, June 26, 2006.

Norrander B, Wilcox C. Public opinion and policymaking in the states: the case of post-Roe abortion policy. *Policy Stud J.* 1999; 27,4: 707-22.

Supreme Court of the United States. *Roe v Wade* 410 U.S. 113, 1973.

**Additional resources available on-line (optional):**

Connolly C. Access to abortion pared at state level. *Washington Post.* 2005 Aug 29;A1, A4.

Gordon D. The pro-life view: 30 years after *Roe v. Wade*. WBUR. 2003 Jan 14. Listen to show at: [http://www.theconnection.org/shows/2003/01/20030114\\_a\\_main.asp](http://www.theconnection.org/shows/2003/01/20030114_a_main.asp)

Markels A. Supreme court's evolving rulings on abortion. NPR. 2007Jan 10. Available from: <http://www.npr.org/templates/story/story.php?storyId=5029934>

The Mothers Movement Online. (<http://www.mothersmovement.org>)

Mears W, Franken B. 30 years after ruling, ambiguity, anxiety surround abortion debate. CNN. 2003 Jan 22. Available at: <http://www.cnn.com/2003/LAW/01/21/roevwade.overview/>

New MJ. Getting it wrong: How the New York Times misinterprets abortion statistics and arrives at incorrect conclusions. The Heritage Foundation; 6006 Jul 18. Report No.06-05. Available from: <http://www.heritage.org/Research/Family/cda06-05.cfm>

Porteous L. 'Roe' seeks to overturn historic abortion ruling. Fox News. 2003 June 17. Available at: <http://www.foxnews.com/story/0,2933,89663,00.html>

Vestal C. States probe limits of abortion policy. Stateline.org 2006 Jun 22. Available from: <http://www.stateline.org/live/ViewPage.action?siteNodeId=136&languageId=1&contentId=121780>

Zernike K. 30 years after abortion ruling, new trends but the old debate. NY Times. 2003 Jan 20. Available at: <http://query.nytimes.com/gst/fullpage.html?sec=health&res=9C06E1D81530F933A15752C0A9659C8B63>

**Class 3: a) Overview of public health challenges in 2007: services, utilization, and health status b) Current debates and advocacy strategies (Panel)**

**Objectives:**

- Use data to illustrate the availability and accessibility of contraception and abortion services in the U.S. at the present time, with a focus on disparities by class, race and place of residence.
- Illustrate the pivotal role played by providers of all sorts in the provision of contraception and abortion services and identify the major provider-related threats to access.
- Illustrate the importance of U.S. government funding as an instrument of policy in relation to family planning, contraception and abortion in this country and globally.
- Identify the major factors that women report as influential in their use or non-use of contraception and abortion services.
- Demonstrate the range of strategies employed by reproductive health advocacy organizations and individuals in Massachusetts.
- Summarize the mission, objectives, strategies and major challenges faced by each organization and individual, and appreciate the complexities involved in reproductive health advocacy work.
- Critically assess how the organizations and individuals integrate a public health perspective in the context of the culture, political and religious “wars” that define the rhetoric and activism in the U.S. in 2007.

**Text:**

J. Silliman et al (eds.). Select one of the following chapter as a case study in advocacy in a particular community: 3,4,5,6,7,8,9,10,11,12,13, or 14.

**Reader:**

Finer LB; Frohwirth LF; Dauphinee LA; Singh S; Moore AM. Reasons U.S. women have abortions: quantitative and qualitative perspectives. *Perspectives on Sexual and Reproductive Health*. 2005; 37, 3:110-118.

Joffe C. U.S. Medicine and the Marginalization of Abortion (ch 2). In C. Joffe *Doctors of Conscience: The Struggle to Provide Abortion before and after Roe v. Wade*. Boston, MA: Beacon Press, 1995, pp. 27-52.

Pivnick A. HIV infection and the meaning of condoms. *Cult Med Psychiatry* 1993;17:431-453.

Senanayake P and S. Hamm. Sexual and reproductive health funding: Donors and restrictions. *The Lancet* 2004; 363: 70-71.

Hoffman C, ed. Advocacy guide for sexual and reproductive health and rights. International Planned Parenthood Federation, July 2001. PDF Available: [http://www.share-net.nl/assets/images/IPPF\\_Advocacy\\_Guide\\_RH\\_2001.pdf](http://www.share-net.nl/assets/images/IPPF_Advocacy_Guide_RH_2001.pdf) [Review selected sections]

**Additional resources available on line: Effective advocacy in reproductive health [Optional]:**

[Advocating for Adolescent Reproductive Health: Addressing Cultural Sensitivities](#). FOCUS: *In Focus* series, November 2000. Prepared by James Rosen. PDF, 10 pages.  
[http://www.pathfind.org/pf/pubs/focus/IN%20FOCUS/nov\\_2000.htm](http://www.pathfind.org/pf/pubs/focus/IN%20FOCUS/nov_2000.htm)

Virtual Activism: Closing the Digital Divide. Web-resource  
<http://www.virtualactivism.org/resources/advocacy.htm>

Association for Women's Rights in Development ([www.awid.org](http://www.awid.org)) – An Advocacy Guide for Feminists. *Young Women and Leadership*; 2003, No. 1. PDF, 8 pages.  
<http://www.awid.org/publications/primers/waysmeans1.pdf>

#### **Class 4: Making the case: collaborative preparation for mock hearings**

##### **Objectives:**

- Marshall evidence from a variety of sources (peer reviewed literature, news, popular press, class material) to formulate and support a position appropriate to the assigned role and position (parental consent and public funding for abortion legislation) in keeping with the assigned role and position.
- Collaborate with peers to explore and challenge a wide range of positions and their arguments in order to prepare for effective testimony and discussion in the mock hearings.

##### **Reader:**

Sharwell, George. *How to Testify Before a Legislative Committee*. In: Maryann Mahaffey and John Hanks, ed. *Practical Politics: Social Work and Political Responsibility*. District of Columbia: National Association of Social Workers, 1982.

##### **Available on-line: [Required]**

Fact Sheet on Testifying at a Legislative Hearing:

<http://facstaff.uww.edu/homeworks/testify.html> or PDF

[http://www.preventionworksct.org/docs/mentoring/PDF/Advocacy\\_Toolkit\\_Testifying.pdf](http://www.preventionworksct.org/docs/mentoring/PDF/Advocacy_Toolkit_Testifying.pdf)

Uttley L, Pawelko R, Ross RD. Embryo politics: implications for reproductive rights and biotechnology. New York (NY): MergerWatch Project; 2005 Jul. Available from:  
[http://www.mergerwatch.org/embryo\\_politics.html](http://www.mergerwatch.org/embryo_politics.html)

#### **Classes 5 and 6: Mock hearings**

##### **Objectives:**

- Effectively write and present oral testimony on a legislative proposal regarding public funding of abortion [and parental consent] from the point of view of an assigned role.
- Demonstrate skills of listening, critical thinking, and political savvy, through questions and answers during the hearings process, both as presenter and committee member.
- Demonstrate ability to argue one's own point of view, as well as alternative positions.

### **# 1: Public Funding for Abortion (Class 5)**

#### **Legislation: 2004 Utah Senate Bill 68**

<http://www.le.state.ut.us/~2004/htmdoc/sbillhtm/SB0068.htm>

#### **Readings available on-line [Required]**

Alan Guttmacher Institute. State funding of abortion under Medicaid. State Policies in Brief 2007. PDF available:

[http://www.guttmacher.org/statecenter/spibs/spib\\_SFAM.pdf](http://www.guttmacher.org/statecenter/spibs/spib_SFAM.pdf)

Fried MG. Restrictions on government funding for abortion is the post-roe battleground. *The News Journal of Catholic Opinion*. Winter 2005-2006; 26(4):1-7. Available from:

[http://www.hyde30years.nnaf.org/resources/fried\\_abortion\\_access.pdf](http://www.hyde30years.nnaf.org/resources/fried_abortion_access.pdf)

Public Funding for Abortion and Map of Current State Laws

<http://www.aclu.org/reproductiverights/lowincome/16393res20040721.html>

National Committee for Human Life Amendment Fact Sheet on the Hyde Amendment:

<http://www.nchla.org/datasource/ifactsheets/hyde8b.00.PDF>

National Abortion Federation Fact Sheet on the Hyde Amendment:

[http://www.prochoice.org/about\\_abortion/facts/public\\_funding.html](http://www.prochoice.org/about_abortion/facts/public_funding.html)

Women's Law Project & Institute for Reproductive Health Access

Sills S, Friettsche S, Jaffe R. Removing barriers to Medicaid-funded abortions: What advocates can learn from the Pennsylvania experience. *Institute for Reproductive Health Access and Women's Law Project*; 2004. PDF Available from:

<http://www.prochoiceny.org/assets/files/removingbarriers.pdf>

#### **Other resources available on-line [Optional]**

Right to Abortion Advances in State Courts (NY Times)

<http://www.nytimes.com/library/national/120698abortion-states.html>

National Network of Abortion Funds – Report on Funding for Abortions

Towey S, Poggi S, Roth R. Abortion funding: matter of justice. Amherst (MA): National Network of Abortion Funds; 2005. PDF available at:  
[http://www.nnaf.org/policy\\_report.html](http://www.nnaf.org/policy_report.html)

*Brief from ACLU re: Public Funding for Abortion Case:*  
<http://www.aclu.org/reproductiverights/lowincome/16464lg120031202.html>

**Other resources:**

[http://www.hyde30years.nnaf.org/more\\_hyde.html](http://www.hyde30years.nnaf.org/more_hyde.html)

[http://www.americanprogress.org/issues/2006/10/hyde\\_history.html](http://www.americanprogress.org/issues/2006/10/hyde_history.html)

**#2: Parental consent (Class 6)**

**Legislation: 2003 New Hampshire House Bill 763 that went to Supreme Court:**

<http://www.gencourt.state.nh.us/legislation/2003/HB0763.html>

**Reader:**

Blasdell J. Mother, may I?: Ramifications for parental involvement laws for minors seeking abortion services. *Am Univ J Gend Soc Policy Law*. 2002;10, 2:287-304.

Zavodny M. Fertility and parental consent for minors to receive contraceptives. *Am J Public Health*. 2004; 94,8: 1347-51. Erratum in: *Am J Public Health*. 2005 Feb;95, 2: 194.

**Other resources available on-line [required]:**

Cartoof VG, Klerman LV. Parental consent for abortion: impact of Massachusetts law. *Am J Public Health*. 1986 April; 76(4): 397-400. PDF available:  
<http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=1646500>

Hagelin R. New study shows pro-life laws save lives. Heritage Foundation. 2006 Jan 24. Available from: <http://www.heritage.org/Press/Commentary/ed012306b.cfm>

**Resources on reserve in library [optional]:**

Levine PB. Parental involvement laws and fertility behavior. *J Health Econ*. 2003 Sept 22, 5: 861-78.

Bertuglia J. Preserving the right to choose: a minor's right to confidential reproductive health care. *Women's Rights Law Report*. 2001 Summer-Fall 23, 1: 63-77.

Saul R. Teen pregnancy: Progress meets politics. *Guttmacher Rep Public Policy*. 1999 Jun 2, 3:6-9.

Saul R. The Child Custody Protection Act: A "minor" issue at the top of the

antiabortion agenda. *Guttmacher Rep Public Policy*. 1998 Aug 4, 1-2, 7.

Weissmann R. What "choice" do they have?: Protecting pregnant minors' reproductive rights using state constitutions. *Annu Surv Am Law*. 1999, 9,1:129-67

**Other resources available on –line: [optional]**

Religious Tolerance – Parental consent/notification for teen abortions: All viewpoints  
[http://www.religioustolerance.org/abo\\_pare.htm](http://www.religioustolerance.org/abo_pare.htm)

Parental Consent and Notice for Contraceptives Threatens Teen Health and Constitutional Rights

[http://www.crlp.org/pub\\_fac\\_parentalconsent.html](http://www.crlp.org/pub_fac_parentalconsent.html)

Why Fight Abortion Parental Consent?

<http://www.cbsnews.com/stories/2006/07/27/opinion/main1841906.shtml>

International Debate Education Association – Abortion, Parental Consent

[http://www.idebate.org/debatabase/topic\\_details.php?topicID=188](http://www.idebate.org/debatabase/topic_details.php?topicID=188)

**On-line news resources: [optional]**

*This case was covered substantially in the news, students are encouraged to read news articles related to this bill and the related supreme court case “Ayotte v. Planned Parenthood of Northern New England” In addition to independent review of news coverage, here are some suggested resources:*

<http://www.ayottevplannedparenthood.org/>

[http://www.boston.com/news/local/new\\_hampshire/articles/2006/12/31/developments\\_in\\_new\\_hampshires\\_parental\\_notification\\_law/](http://www.boston.com/news/local/new_hampshire/articles/2006/12/31/developments_in_new_hampshires_parental_notification_law/)

[http://www.boston.com/news/local/new\\_hampshire/articles/2006/12/28/nh\\_parental\\_notice\\_law\\_repeal\\_uncertain/](http://www.boston.com/news/local/new_hampshire/articles/2006/12/28/nh_parental_notice_law_repeal_uncertain/)

**Class 7: Student Presentations and Synthesis**

**Objectives:**

- Synthesize themes discussed throughout the course in the context of the specific issues addressed in the students’ papers.
- Demonstrate skills of oral presentation and argument through in-class presentation of final briefs.
- Demonstrate critical thinking and ability to challenge peers and move the debate forward through discussion of student briefs/presentations.

**Web Resources for the Course:**

**Please note this list is not an exhaustive list. We encourage you to find additional web and media resources.**

Media sources are an excellent way to learn about the “arguments” and “framing” of policy debates. We encourage you to use Lexis-Nexis to search for news stories related to policy issues covered in the course, for your preparation of testimony and policy brief.

Lexis-Nexis can be accessed and searched for free (including print versions of stories) via the BUMC Medical Library website. Go to <http://medlib.bu.edu/> Click on “referencing tools” on the left hand menu. Then click on “Laws, Policies, and Regulations”, there will be a link Lexis-Nexis at the top of the page.

**List of Websites (to be posted on courseinfo):**

Liberal/Progressive/Pro-Choice:

Alan Guttmacher Institute. <http://www.guttmacher.org/>

Center for Reproductive Rights  
<http://www.crlp.org>

Women’s Health/Advocacy and Education Sites:

[http://www.kaisernetwork.org/ref\\_links/reflinks\\_health\\_advocacy.cfm](http://www.kaisernetwork.org/ref_links/reflinks_health_advocacy.cfm)

National Network of Abortion Funds

<http://www.nnaf.org/>

Women’s Law Project

[www.womenslawproject.org](http://www.womenslawproject.org)

National Health Law Program

<http://www.healthlaw.org/>

Catholics for a Free Choice

[www.catholicsforchoice.org](http://www.catholicsforchoice.org)

Religious Tolerance

[www.religioustolerance.org](http://www.religioustolerance.org)

Conservative and/or Pro-life:

National Committee for a Human Life Amendment

[www.nchla.org](http://www.nchla.org)

The Heritage Foundation

[www.heritage.org](http://www.heritage.org)

Pro-Life Organization List from Pro-Life Tool-Kit

<http://www.prolifetoolkit.com/#orgs>

Life Dynamics  
[www.lifedynamics.com](http://www.lifedynamics.com)

Pro-Life Action League  
[www.prolifeaction.org](http://www.prolifeaction.org)

Catholic Planet, pro-life resources  
<http://www.catholicplanet.com/prolife.htm>

Pharmacists for Life International  
[www.pfli.org](http://www.pfli.org)

Physicians for Life  
[www.physicianforlife.org](http://www.physicianforlife.org)