

PSYC 4559: Psychology of Family Formation

Fall Semester 2018

Instructor: Doyle Tate

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Office Hours: MW 10-11am

Time: Monday 3:30-6 PM

Location: Gilmer Hall B001

Course Goals

This course delves into family formation from many diverse contexts within the United States. Family formation and planning have historically focused on the childbearing decisions of heterosexual women. However, this course aims to expand the discussion of these decisions for not only heterosexual women, but also for heterosexual men, trans populations, and sexual minority individuals. Course materials will focus on the intersection of family systems creation and non-creation, public policy, and law, and the implications for future research. Over the course of the semester, students will develop understandings of research methods and theories for studying the creation and non-creation of family systems. In addition, for those who intend to have children, many families must find or choose to use alternative methods to obtain parental-status, which will be discussed. Thus, the goal of this course is to think critically about becoming a parent (or not) from different perspectives, the barriers to becoming a parent, the psychological effects of feeling and/or being denied the option of desired parenthood, and the outcomes from choosing not to have children.

The aims of this course can be summarized into 4 questions that students should be able to address from a variety of contexts by the end of the semester:

- A.** Why do individuals want and intend (or not) to have children?
- B.** What are the methods used to have children or to prevent having children?
- C.** What are barriers to achieving or preventing parenthood?
- D.** How does choosing not to have children impact the lives of individuals?

Course Ground Rules

1. Respectful Learning Environment

Topics within this course will often involve controversial subjects. Students are encouraged to think critically about every topic, while maintaining a respectful learning environment. Some topics within the course could be triggering or cause psychological distress, such as abortion and rape/reproductive coercion and abuse, and students should inform the instructor

of any possible issues that could arise. Although these topics will be covered from an academic standpoint and will avoid the description of non-fictional experiences, the instructor would be more than glad to accommodate other arrangements during those topics.

It is also expected that students will respect the race, religion, gender, sexuality, class, differently-abled status, and additional forms of identity of others in this class. Violations of this expectation will result in students being asked to leave the class and their participation points being voided for that day.

2. Email Policy

Students are expected to activate and then check their official UVA email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences. The instructor will check email once a day. Allow 24 hours for a response before sending a follow-up email.

3. Student Disability Access

It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.), should contact the Student Disability Access Center (SDAC; formerly the LNEC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student's responsibility to follow up with the instructor about logistics and implementation of accommodations.

If you have any additional requirements, needed to support your educational experience, please let the instructor know.

Course Materials

To contribute actively to the course, students will complete several weekly reading assignments. These readings are listed under each week of the Timeline below. Readings will be posted on the course website on UVA Collab under Resources.

In addition, because the weekly readings are mostly empirical studies, a list of recommended **optional** readings that are more theoretical and encompassing reviews will be distributed on the first day of class.

Class Format

This class will meet once a week for 2.5 hours. On a typical course day, the first 30 minutes of class will involve discussing the assigned readings. Following this discussion, an instructor-led lecture will provide a more thorough and diverse (including race, SES, sexuality, gender diversity, etc.) review of the topic, offer real-world applications and visuals

(videos, pictures, TED-talks, etc.), and weave together the assigned readings with the weekly topic. After about a 10-minute break, the final portion of the class will then be a student-led discussion of the weekly topic including activities and debates.

The final 2 days will be presentation days in which students will lead presentations for the entire duration of the class. Presentations will involve starting discussions and the asking of questions. Instead of a single 10-minute break, there will be a 5-minute break after every 3-4 presentations on these days.

Class Expectations

Expectations

1. Attendance and Participation
 2. Weekly Response Pages
 3. Presentation
 4. Research Paper or Proposal
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1. Attendance and Participation:

Students will be expected to attend and participate class. Students should come prepared to discuss course readings in class each week.

Students will earn **1 point** for attendance and **2 points** for active participation during class. Active participation involves speaking up during debates and discussions and asking insightful questions. Students can receive a total of **30 points** for attendance and participation. Because there are 13 days of class, each additional point over 30 points will result in .25 points being added to the final number of points (**2.25 points**).

Laptops: Research suggests that note-taking by writing, rather than by typing, improves conceptual learning (see Mueller & Oppenheimer, 2014). Additionally, with laptops, tablets, and phones, some students distract others by viewing non-course material during class. Thus, laptops and these devices should not be used, unless given permission while class is in session. However, if the use is necessary, students may email the instructor requesting use.

Phones: Students may use phones during some course activities, such as opinion polls, but phones should be put away during class otherwise.

The use of laptops and the use of phones outside of appropriate/approved times will result in **1 point** being deducted from the 2 total participation points for that day.

2. Weekly Response Pages:

Students will have two options for a weekly 1 page (double-spaced) written assignment to be submitted by the beginning of class through Collab:

- A. Write a 1-page response about the readings that integrates their ideas and addresses relevant research questions. The best response papers will include detailed ideas for

relevant future research projects on the topic or will tie in additional empirical journal articles not discussed in class.

- B.** Find an online news article that is relevant to the week's topic (Place the link to the article or video at the bottom of the submission). Write a 1-page response that evaluates and critiques the news article on the basis of what we know from research on the topic. Is the news article accurate? Is the news article missing any important pieces of information from research findings? The best response papers will include detailed ideas for relevant future research projects on the news topic or will tie in additional empirical journal articles not discussed in class.

There will be **10 total** assignments due over the course of Weeks 2 – 11 of the semester. However, students can optionally complete 2 additional reading responses on weeks 12 and 13 for a family formation topic from a news source or one mentioned in a presentation, and the grades for the highest 10 completions will be used to calculate the final grade.

Each assignment is worth a total of **1 point** and graded on the following scale:

4/4 = Thoughtful and well-constructed response, mature understanding of the topic, and well-written (few or no grammatical or spelling errors).

3/4 = Good summary but not enough original thought. Mostly well-written (may have some grammatical or spelling errors).

2/4 = Incomplete thoughts and/or major grammatical or other clarity of writing issues.

1/4 = On the wrong topic or otherwise inappropriate, poorly written.

0 = Not turned in

3. Presentation:

For the last 2 weeks of class, students will present presentations on a topic of their choice.

Preferably students will choose the same topic of their final paper. Topics are to be discussed with the instructor prior by **Week 6 (5 points for submission to Collab)**.

Presentations should be 12-15 minutes (including time for student questions and discussion).

Presentations (**15 Points**) will be graded on the following 3 scales:

A. Topic

5 points = Student stays on topic, thoughtfully presents the topic, critically examines and discusses, and has a mature grasp on the topic they chose

4 points = Student stays on topic mostly, and has a full understanding of and delves deeply into the topic they chose

3 points = student stays on topic mostly, but lacks a full understanding of/or does not delve deeply into the topic that they chose

2 points = student does not stay on topic, but has a full understanding of and delves deeply into the topic they do discuss

1 points = student does not stay on topic, and lacks a full understanding of/or does not delve deeply into the topic they do discuss

B. Clarity and Construction of Presentation

5 points = Presentation is clear and uncluttered, narrative/presentation flows logically, and student uses slides as a reference point instead of relying on the slides

4 points = Presentation is mostly clear and uncluttered, narrative/presentation flows logically, and student uses slides as a reference point, but also relies on the slides heavily at times

3 points = Presentation is somewhat clear and uncluttered, narrative/presentation flows somewhat logically, and student uses slides as a reference point or only relies on the slides sometimes

2 points = Presentation is not clear and uncluttered or narrative/presentation does not flow logically, but student uses slides as a reference point or only relies on the slides sometimes

1 points = Presentation is not clear and uncluttered or narrative/presentation does not flow logically, and student relies on the slides frequently

C. Student Engagement

5 points = Student engages class through discussion questions, activities, and by answering questions

4 points = Student engages class by asking discussion questions

3 points = Student somewhat engages class with questions that do not facilitate discussion

2 points = Student does not engage class with discussion or activities and gives a presentation with only questions from the audience at the end

1 points = Student does not engage class and does not leave time for questions at the end

4. Final Paper:

There are **2 options** for completing a final paper, each requiring at least **9** research journal citations. Students may include additional reputable text/media citations (**40 Points**)

A. Research Literature Review

Write a 10-page paper (not including references) summarizing the literature on a family formation topic of their choice. Students will address relevant research questions, current gaps in the literature on their topic, and discuss relevance to social issues, public controversy, and/or implications for public policy and law.

B. Research Proposal

Write a 10-page (not including references) research proposal on a family formation topic of their choice. Students will address relevant research questions, current gaps in the literature on their topic, and describe a study that they would conduct to address this issue.

Each option involves **4 parts**:

A. Topic Selection (5 points)

Preferably students will choose the same topic as their final presentation. Topic proposals should be submitted to Collab by **Week 6**.

B. Outline (5 points)

Students will outline their papers and submit the outline on Collab by **Week 8**.

C. Rough Draft (10 points)

Students will submit a paper copy rough draft of their paper in class (**5 points**) and on Collab (**5 points**) on or by **Week 10**

D. Final Paper (20 points)

Students will make adjustments to their rough drafts and submit final drafts through Collab by 11:59PM on the **date assigned for the final exam**. However, students will receive an additional **2 points** on their paper grade should they choose to submit their papers by the 11:59PM on the day of the final class on **Week 13**.

Final Papers (**20 Points**) will be graded using a detailed rubric, summarized as the following scale:

20 = Thoughtful and well-constructed paper, mature understanding of the topic, and well-written (few or no grammatical or spelling errors). Follows all or most advice on Rough Draft.

15 = Good paper, but not enough original thought. Mostly well-written (has some grammatical or spelling errors). Follows most or some advice from Rough Draft

10 = Incomplete thoughts and/or major grammatical or other clarity of writing issues. Or does not follow advice on Rough draft

5 = Paper on the wrong topic or otherwise inappropriate, poorly written, does not follow rough draft advice

0 = Not turned in

Assignments and Point Allocations

Assignment	Points
Attendance and Participation	30
Weekly Response Papers (10 responses at 1 point each)	10
Presentation (2 Parts)	20
<i>Topic Selection</i>	5
<i>Presenting</i>	15
Final Paper (4 Parts)	40
<i>Topic Selection</i>	5
<i>Outline</i>	5
<i>Rough Draft</i>	10
<i>Final Draft</i>	20
Total	100

Extra Credit: If more than 85% of the class fills out course evaluations, the instructor will add **1.75 points** to every final grade. This brings the total possible amount of extra credit to **5 points**.

Late Policy

Late response papers, proposals, outlines, and drafts will only be accepted within a week of the due date at a reduced credit (10% of the assignments worth). Final papers will not be accepted late.

Grading Scale

A+ = 95 or higher; A = 90-94, A- = 88-89; B+ = 86-87; B = 82-85; B- = 80-81; C+ = 78-79; C = 72-77; C- = 70-71; D+ = 68-69; D = 63-67; D- = 61-62; F = 60 or lower.

Preliminary Schedule

<i>WEEK</i>	<i>TOPIC</i>	<i>HW DUE</i>
<i>1(9/3)</i>	Introduction	
<i>2(9/10)</i>	Conception, Pregnancy, and Childbirth	Week 2 Readings Write and Submit Response
<i>3(9/17)</i>	Pregnancy Prevention and Contraceptive Use	Week 3 Readings Write and Submit Response
<i>4(9/24)</i>	Motivations to Have Children and the Psychological Concerns When Denied Wanted Parenthood	Week 4 Readings Write and Submit Response
<i>5(10/1)</i>	Love and Communication: Discussing Relationships, Sex, and Families	Week 5 Readings Write and Submit Response
<i>(10/8)</i>	READING DAY No class	
<i>6(10/15)</i>	Same-Sex, Serodiscordant, and Trans Inclusive Family Planning and Formation	Week 6 Readings Write and Submit Response Topic Due
<i>7(10/22)</i>	Fertility Treatments: Options, Surrogates, and the Donors	Week 7 Readings Write and Submit Response
<i>8(10/29)</i>	Adoption and Foster Care as Options for Family Formation	Week 8 Readings Write and Submit Response Outlines Due
<i>9(11/5)</i>	Non-Consensual Childbearing: Reproductive Coercion/Abuse and Pregnancy through Rape	Week 9 Readings Write and Submit Response
<i>10(11/12)</i>	Barriers, Ethics, and Policy Surrounding Family Planning and Formation	Week 10 Readings Write and Submit Response Rough Drafts Due
<i>11(11/19)</i>	Choosing to Not Have Children	Week 11 Readings Write and Submit Response
<i>12(11/26)</i>	Presentations	
<i>13(12/3)</i>	Presentations	Final Papers Due for Extra Points
	Day of Final Exam	Final Papers Due

Weekly Topics and Readings **Readings are subject to change until 8/28**

Week 1: Introduction

Weekly Objective:

The aim for this week is to thoroughly go over the syllabus, address questions students have about the course, become acquainted with one another, and to provide an introduction into family planning and family formation in the United States. This week will provide general knowledge about the topics of family planning and formation in the United States. The topics within the course are scheduled following a Bronfenbrenner model from the biological to the social system aspects of family formation. We will end with a discussion of the future of these concepts as populations grow and sperm counts in the developed world decline.

Required Readings: None

Week 2: Conception, Pregnancy, and Childbirth

Weekly Objective:

The goal of this week is to cover the biological processes of traditional conception, pregnancy, and childbirth. Topics to be discussed: non-problematic conception, pregnancy, and childbirth, ectopic pregnancies, teratogens, health during pregnancy, c-section births, pre-mature babies, and types of childbirth (e.g. water birthing, “natural” delivery, and delivery with pain killers).

Guiding Reading Questions:

1. What are the biological processes involved in conception, pregnancy, and childbirth?
2. What are ways in which non-problematic pregnancies can become problematic?
3. What are methods to help foster the health of both baby and parents during pregnancy?

Required Readings:

1. Read Chapter 12 of Yarber, W. L., Sayad, B. J., & Strong, B. (2010). *Human sexuality: diversity in contemporary America*. New York: McGraw-Hill Higher Education. Pg 220-258

Week 3: Pregnancy Prevention and Contraceptive Use

Weekly Objective:

The goal of this week is to discuss contraceptive use, issues in research surrounding contraceptive use, how hormonal contraception works biologically, and how the availability of the birth control pill gave rise to a new system of family planning, wherein individuals have more choice over when and if to have children. We will also cover the dark US history of forced sterilization of low-income, sexual minority, and racial minority individuals.

Guiding Reading Questions:

1. What are the methods of pregnancy prevention discussed?
2. How do researchers approach the topic of pregnancy prevention?
3. How do researchers approach the encouragement of pregnancy preventive measures?

Required Readings:

1. Fullerton, T., Rye, B. J., Meaney, G. J., & Loomis, C. (2013). Condom and hormonal contraceptive use by young women: An information-motivation-behavioral skills assessment. *Canadian Journal of Behavioural Science / Revue canadienne des sciences du comportement*, 45(3), 196-209. <http://dx.doi.org/10.1037/a0033309>
2. Lachance-Grzela, M., & Bouchard, G. (2009). Marital status, pregnancy planning, and role overload: A mediated-moderation model of parenting satisfaction. *Journal of Family Psychology*, 23(5), 739-748. <http://dx.doi.org/10.1037/a0016378>
3. Major, B., Appelbaum, M., Beckman, L., Dutton, M. A., Russo, N. F., & West, C. (2009). Abortion and mental health: Evaluating the evidence. *American Psychologist*, 64(9), 863-890. <http://dx.doi.org/10.1037/a0017497>
4. Tyson, M., Covey, J., & Rosenthal, H. E. S. (2014). Theory of planned behavior interventions for reducing heterosexual risk behaviors: A meta-analysis. *Health Psychology*, 33(12), 1454-1467. <http://dx.doi.org/10.1037/hea0000047>

Week 4: Motivations to have Children and the Psychological Concerns When Denied Wanted Parenthood

Weekly Objective:

People choose to have children for a variety of reasons. The goal of this week is to discuss the theoretical biological and social underpinnings of the intention to parent. This week will also cover the psychological impact of being denied a wanted pregnancy either through miscarriage or other issues involving infertility.

Guiding Reading Questions:

1. What are the motivations for wanting parenthood are discussed?
2. How do miscarriages impact intended parents?
3. How do couples cope with infertility?

Required Readings:

1. Balbo, N., & Barban, N. (2014). Does fertility behavior spread among friends? *American Sociological Review*, 79, 412-431. doi:10.1177/0003122414531596.
2. Brier, N. (2004). Anxiety after Miscarriage: A Review of the Empirical Literature and Implications for Clinical Practice. *Birth: Issues in Perinatal Care*, 31(2), 138-142. doi: <http://dx.doi.org.proxy.its.virginia.edu/10.1111/j.0730-7659.2004.00292.x>

3. Langdridge, D., Sheeran, P., & Connolly, K. (2005). Understanding the reasons for parenthood. *Journal of Reproductive and Infant Psychology*, 23(2), 121–133. <http://doi.org/10.1080/02646830500129438>
4. Miller, W. B. (1994). Childbearing motivations, desires, and intentions: A theoretical framework. *Genetic, Social & General Psychology Monographs*, 120(2), 223.
5. Peterson, B. D., Newton, C. R., Rosen, K. H., & Schulman, R. S. (2006). Coping processes of couples experiencing infertility. *Family Relations: An Interdisciplinary Journal of Applied Family Studies*, 55(2), 227-239. doi:10.1111/j.1741-3729.2006.00372.x

Week 5: Love and Communication: Talking about Relationships, Sex, and Families

Weekly Objective:

The goal of this week is to discuss forming healthy romantic and/or sexual relationships, healthy communication within those relationships, planning family lives together (or not), and talking about sex (or lack thereof) with a partner/partners.

Guiding Reading Questions:

1. How do love, sexual attraction, and sex work biologically?
2. What is healthy communication in the context of relationships?
3. Based on the readings, how would you approach discussing love, relationships, and families with a partner?

Required Readings:

1. Read Chapter 8 of Yarber, W. L., Sayad, B. J., & Strong, B. (2010). *Human sexuality: diversity in contemporary America*. New York: McGraw-Hill Higher Education. Pg 220-258

Week 6: Same-Sex, Serodiscordant, and Trans Inclusive Family Planning

Weekly Objective:

This week centers on the family planning experiences of same-sex, serodiscordant (e.g. magnetic; HIV+ and HIV-), and Trans inclusive situations. As times progress, there many more options to have children for people who previous could not have or think about having children. This week we will discuss parenting intention and pathways to parenthood for various kinds of individuals and couples. We will also discuss how family planning methods help to prevent STIs within these populations who want to have children.

Guiding Reading Questions:

1. What are parenting intention experiences like for sexual minority individuals?
2. How does having HIV impact healthy childbearing decisions?
3. How do Trans individuals plan pathways to parenthood?

Required Readings:

1. Chen, J. L., Philips, K. A., Kanouse, D. E., Collins, R. L., Miu, A. (2001). Fertility desires and intentions of HIV positive men and women. *Family Planning Perspectives*, 33(4), 144-152. <http://dx.doi.org/10.1363/3314401165>.
2. Rabun, C., & Oswald, R. F. (2009). Upholding and expanding the normal family: Future fatherhood through the eyes of gay male emerging adults. *Fathering: A Journal of Theory, Research, and Practice about Men as Fathers*, 7(3), 269–285. <http://doi.org/10.3149/fth.0703.269>
3. Riskind, R. G., & Patterson, C. J. (2010). Parenting intentions and desires among childless lesbian, gay, and heterosexual individuals. *Journal of Family Psychology*, 24(1), 78–81. <http://doi.org/10.1037/a0017941>
4. Riskind, R. G., & Tornello, S. L. (2017). Sexual Orientation and Future Parenthood in a 2011–2013 Nationally Representative United States Sample. *Journal of Family Psychology*. Advance online publication. <http://dx.doi.org/10.1037/fam0000316>
5. Tornello, S. L., & Bos, H. (2017). Parenting intentions among transgender individuals. *LGBT Health*, 4(2), 115-120. <http://dx.doi.org/10.1089/lgbt.2016.0153>
6. Weber, S., Zakaras, J. M., Hilliard, S., Cohan, D., & Dworkin, S. L. (2017). “Is it all right for me to have a baby or not?”: Men living with HIV discuss fertility desires and interactions with providers. *JANAC: Journal of the Association of Nurses in AIDS Care*, 28(1), 118-129. <http://dx.doi.org/10.1016/j.jana.2016.10.004>

Week 7: Fertility Treatments: Options, Surrogates, and the Donors

Weekly Objective:

For many individuals and couples, traditional means of conception are not an option. This week centers on the alternative family formation options available. It also includes the psychological impact on donors and gestational carriers. By the end of this week, students will have a firm grasp on how surrogacy and other forms of fertility treatments work and the impact they have on families. We will also discuss how fertility accessibility differs across race, income, and sexuality.

Guiding Reading Questions:

1. What are the fertility treatments mentioned in the readings and how do they work?
2. What are issues faced by people attempting to gain access to these services?
3. What are the possible motivations behind the donation of sex cells and surrogacy?

Required Readings:

1. Blanchfield, B. V., & Patterson, C. J. (2015). Racial and sexual minority women's receipt of medical assistance to become pregnant. *Health Psychology, 34*(6), 571-579. <http://dx.doi.org/10.1037/hea0000124>
2. Golombok, S. (2013). Families created by reproductive donation: Issues and research. *Child Development Perspectives, 7*(1), 61-65. doi:10.1111/cdep.12015
3. Golombok, S. (2015). "Test-tube" baby families. In S. Golombok (Ed.), *Modern families: Parents and children in new family forms* (pp. 70-90) doi:10.1017/CBO9781107295377.004
4. Jadv, V., Murray, C., Lycett, E., MacCallum, F., & Golombok, S. (2003). Surrogacy: The experiences of surrogate mothers. *Human Reproduction, 18*(10), 2196-2204.
5. Yee, S., Blyth, E., & Tsang, A. T. (2011). Oocyte donors' experiences of altruistic known donation: a qualitative study. *Journal of Reproductive & Infant Psychology, 29*(4), 404-415. doi:10.1080/02646838.2011.611938

Week 8: Adoption and Foster Care as Options for Family Planning

Weekly Objective:

Family formation may involve taking in non-biological children and/or adolescents. The goal this week is to discuss the process of foster care and adoption, the issues and trends within the foster and state adoption systems, and the lives of families with adopted and foster children. We will also tackle issues faced by sexual minority, low-income, and racial minority individuals in this context.

Guiding Reading Questions:

1. What trends are mentioned in the adoption and foster care system?
2. What are the outcomes of children from adoption and foster care?
3. How are these methods of family formation important across race and sexuality?

Required Readings:

1. Berrick, J. D. (2011). Trends and issues in the U.S. child welfare system. In N. Gilbert, N. Parton, & M. Skivenes (Eds.), *International policy exchange series. Child protection systems: International trends and orientations* (pp. 17-35). doi:10.1093/acprof:oso/9780199793358.003.0002
2. Cooley, M., Wojciak, A. S., Farineau, H., & Mullis, A. (2015). The association between perception of relationship with caregivers and behaviours of youth in foster care: A child and caregiver perspective. *Journal of Social Work Practice, 29*(2), 205-221. doi:10.1080/02650533.2014.933405
3. Gates, G. J., Badgett, M. V. L., Macomber, J. E., & Chambers, K. (2007). Adoption and foster care by gay and lesbian parents in the United States. *Los Angeles: The Williams Institute, University of California at Los Angeles.*

4. Hartinger-Saunders, R. M., Trouteaud, A., & Johnson, J. M. (2015). The effects of postadoption service and need and use on child and adoptive parent outcomes. *Journal of Social Service Research*, 41(1), 75-92. doi:10.1080/01488376.2014.953286
5. Palacios, J., & Brodzinsky, D. (2010). Adoption research: Trends, topics, outcomes. *International Journal of Behavioral Development*, 34(3), 270-284. doi:10.1177/0165025410362837

Week 9: Non-Consensual Childbearing: Reproductive Coercion/Abuse and Pregnancy through Rape

Weekly Objective:

Sometimes family formation is not the choice of both partners. One person makes the decision that they will produce or risk producing an offspring with another person either through deception, coercion, force, or abuse. The aim this week is to discuss the issues surrounding reproductive coercion, pregnancy through rape, and other forms of reproductive abuse.

Guiding Reading Questions:

1. What is the association between rape and pregnancy rates?
2. What is reproductive coercion and abuse?
3. What are the outcomes of reproductive coercion and abuse and pregnancy through rape?

Required Readings:

1. Alexander, K. A., Volpe, E. M., Abboud, S., & Campbell, J. C. (2016). Reproductive coercion, sexual risk behaviours and mental health symptoms among young low-income behaviourally bisexual women: Implications for nursing practice. *Journal of Clinical Nursing*, 25(23-24), 3533-3544. <http://dx.doi.org/10.1111/jocn.13238>
2. Anderson, J. C. (2016). A spotlight on reproductive coercion. *Health Care for Women International*, 37(10), 1027. <http://dx.doi.org/10.1080/07399332.2016.1234857>
3. Holmes, M. M., Resnick, H. S., Kilpatrick, D. G., & Best, C. L. (1996). Rape-related pregnancy: Estimates and descriptive characteristics from a national sample of women. *American Journal of Obstetrics and Gynecology*, 175(2), 320-325.
4. Sutherland, M. A., Fantasia, H. C., & Fontenot, H. (2015). Reproductive coercion and partner violence among college women. *Journal of Obstetric, Gynecologic, & Neonatal Nursing: Clinical Scholarship for the Care of Women, Childbearing Families, & Newborns*, 44(2), 218-227. <http://dx.doi.org/10.1111/1552-6909.12550>
5. Willie, T. C., Powell, A., Callands, T., Sipsma, H., Peasant, C., Magriples, U., . . . Kershaw, T. (2017). Investigating intimate partner violence victimization and reproductive coercion victimization among young pregnant and parenting couples: A longitudinal study. *Psychology of Violence*. Advance online publication. <http://dx.doi.org/10.1037/vio0000118>

Week 10: Barriers, Ethics, and Policy Surrounding Family Planning

Weekly Objective:

All of the family planning and formation methods discussed in this class have barriers to attainment. Policy can both help individuals to obtain and also prevent individuals from obtaining the family planning and/or formation services they need. The goal this week is to discuss these barriers, ethics, and policy surrounding family planning and formation.

Guiding Reading Questions:

1. What are the effects of having barriers to intended parenthood or childlessness?
2. How do family planning programs save money in the US?
3. What are some of the ethical issues from both the prevention of family planning methods and their use?

Required Readings:

1. Bauermeister, J. A. (2014). How statewide LGB policies go from “under our skin” to “into our hearts”: Fatherhood aspirations and psychological well-being among emerging adult sexual minority men. *Journal of Youth and Adolescence*, 43(8), 1295–1305. <http://doi.org/10.1007/s10964-013-0059-6>
2. David, H. P. (2011). Born unwanted: Mental health costs and consequences. *American Journal of Orthopsychiatry*, 81(2), 184-192. <http://dx.doi.org/10.1111/j.1939-0025.2011.01087.x>
3. Frost, Jennifer J.; Sonfield, Adam; Zolna, Mia R.; Finer, Lawrence B. (2014). Return on Investment: A Fuller Assessment of the Benefits and Cost Savings of the US Publicly Funded Family Planning Program. *Milbank Quarterly*, 92: 696–749. doi:10.1111/1468-0009.12080
4. Medoff, M. H. (2016). State abortion policy and unintended birth rates in the United States. *Social Indicators Research*, 129(2), 589-600. <http://dx.doi.org/10.1007/s11205-015-1135-y>
5. van Zyl, L. & Walker, R. (2015) Surrogacy, Compensation, and Legal Parentage: Against the adoption model. *Bioethical Inquiry*, 12(383). doi:10.1007/s11673-015-9646-4

Week 11: Choosing Not to Have Children

Weekly Objective:

The majority of this course has been from the perspective of intending to have children, just as the majority of individuals do in the population. However, many individuals actively choose or would choose not to have children. This week centers on voluntary childlessness and the outcomes in life from this choice. It also concludes the course from a life course perspective discussing families of choice, elderly LGB individuals, intergenerational

assistance or lack thereof, and the importance of relationships, whether they be from having children or not.

Guiding Reading Questions:

1. How do people view others who voluntarily choose not to have children?
2. How does being childless impact people across the life course?
3. What are your views on childlessness as you read through these readings?

Required Readings:

1. Ashburn-Nardo, L. (2016). Parenthood as a moral Imperative? Moral outrage and the stigmatization of voluntarily childfree women and men. *Sex Roles*. 76, 393-401
doi:10.1007/s11199-016-0606-1
2. Graham, M. (2015). Is being childless detrimental to a woman's health and well-being across her life course? *Women's Health Issues*, 25(2), 176-184.
<http://dx.doi.org.proxy.its.virginia.edu/10.1016/j.whi.2014.12.002>
3. Peterson, H. (2015). Fifty shades of freedom. Voluntary childlessness as women's ultimate liberation. *Women's Studies International Forum*, 182-191.
<http://dx.doi.org.proxy.its.virginia.edu/10.1016/j.wsif.2014.10.017>
4. Tanake, K., & Johnson N. (2016). Childlessness and mental well-being in a global context. *Journal of Family Issues*, Vol 37(8) 1027-1045.
<http://dx.doi.org.proxy.its.virginia.edu/10.1177/0192513X14526393>