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Resistance to Forced Sterilization Curriculum

November 2016

Intended for High School (Grade 11/12) or College Seminar

Abstract:

Forced sterilizations have been used for hundreds of years as a method to exercise control over women and their bodies. Forced sterilization and the ideas that support it are still held by some people and continue to be used to attack women, their dignity and their legal and reproductive rights. We have created this curriculum in order to provide historical context for forced sterilization, illuminate the voices of those directly affected by forced sterilization, and generate community discussion and activism around women's liberation and reproductive justice. This curriculum is highly flexible and can be used in a variety of educational settings. We suggest a number of options that help develop different skill sets, such as critical thinking, active reading, active listening and expository or persuasive essay writing, all with the intention of deepening understanding of this recent history and its lessons. You know your audience best. Mix and match and add your own lessons and approaches.

Curriculum Includes:

Materials include: Digitized audio clips, Digitized archival documents

Activities include: Active listening, Active reading, Critical thinking, Active participation and Persuasive writing

The Freedom Archives:

Located in San Francisco's Mission District, for the past 15 years the Freedom Archives has chronicled the progressive history of the Bay Area, the United States, and international movements from the late 1960s to the mid-90s. We contain over 10,000 hours of audio and video tapes as well as thousands of historical documents which enrich our media holdings. We maintain an internship program, a digital search site and a presence on social media.

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Background:

Forced sterilizations have been used for hundreds of years as a method to exercise control over women and their bodies. This practice is primarily directed at women of color and is grounded in white supremacy, colonization, and patriarchy. In the United States and its colonies, Native American, Puerto Rican, Black, poor and disenfranchised communities, including people who are incarcerated, have been specifically targeted and disproportionately affected. Forced sterilization has been utilized in different and unique ways in each of these populations in order to realize aspects of the United States' colonial project. One of the goals of this curriculum is to illuminate historical particularities while drawing connections between these women's experiences. By focusing on women's voices, we are further able to understand the colonial relationship that the United States has with each of these populations, and also the importance of protecting women's rights to their bodies.

This curriculum is particularly relevant because of the ongoing threat to reproductive justice in California and across the US. For example in 2013 the [Center for Investigative Reporting](#) published a report revealing over 500 people in two California women's prisons were sterilized within a six-year period (2006-2012). Many of these women were sterilized without proper state oversight or legal consent. Even for those women who gave consent, within a coercive environment such as prison, it is arguable whether one can give consent at all. A year later, [Governor Jerry Brown signed a bill](#) (SB 1135) limiting sterilization surgeries in all California state prisons, county jails, and other detention centers. It banned sterilizations for birth control purposes—surgeries would be restricted to those with life-threatening medical emergencies and for curing physical ailments.

This report as well as the passage of SB 1135 was made possible by years of developing relationships and grassroots organizing across prison walls. As early as Feb 2008, Oakland based legal services and human rights organization Justice Now along with the Transgender, Gender Variant & Intersex Justice Project, and WILD for Human Rights raised sterilization as a [key issue](#) at the proceedings of the United Nations Committee on the Elimination of Racial Discrimination (CERD) in Geneva, Switzerland. Justice Now also lodged complaints of unlawful sterilization in 2010 with democratic senator Carol Liu. Much of the leadership driving this recent struggle against sterilization came from inside prison or by people who were formerly incarcerated and the importance of long-term grassroots organizing, community support and the endurance and strength of those inside cannot be understated. In light of the continued attack on reproductive justice this curriculum can be used to educate, empower, and build solidarity with women, incarcerated people and colonized communities.

How to Use this Curriculum:

This curriculum is a series of highly flexible activities, media suggestions and additional resources for a variety of educational settings. You will want to adapt our suggestions depending on the knowledge base of your students.

We suggest a number of options that help develop different skill sets, such as critical thinking, active reading, active listening and expository or persuasive essay writing, all with the intention of deepening your class's understanding of this recent history and its lessons. You know your audience best. Mix and match and add your own lessons and approaches.

As the resources highlight, there are many facets of understanding the politics of forced sterilization, for example, class warfare, racist ideologies, and community empowerment movements. It is noteworthy that much of this curriculum is not in standard history or social studies textbooks, or is only mentioned in a few sentences. This curriculum does not provide a comprehensive history of sterilization or the ideologies and context around it, nor is it a comprehensive history of Native American, Puerto Rican, or Black populations in the American Empire. We have provided a concise resource list that provides some additional information relating to sterilization. It includes useful links to background readings and organizations involved in reproductive justice work.

It would be great to hear about your educational approaches. If you've written down or recorded any class sessions or some of your ideas, please let us know and send them to the Freedom Archives, so we can learn from them and, if it's okay with you, share them with others.

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Activity Index:

1. Take a Stance

Overview: Read one of the statements, from the list provided, out loud to the class. The students will have to decide and explain why they strongly agree (always), agree (sometimes/more times than not), disagree (most of the time no, but there are exceptions), strongly disagree (never).

Purpose: Students will practice vocalizing their opinions, listening to their peers' viewpoints, and discussing opposing beliefs.

2. Freedom is a Constant Struggle

Overview: Have the class listen to the audio interview with Rahema Amud and answer the provided questions on their own or with a partner.

Purpose: Students will engage in active listening, and begin to critically engage the history of forced sterilization in California and the history of community opposition.

3. Black Panther Black Community News Service

Overview: Have the class read the “Black Panther Community News Service: Sterilization of Welfare Mothers?” and “Sterilization-Another Part of the Plan of Black Genocide.” Ask them to identify the “who, what, where, when, why” in the articles. Thinking about the Rahema Amud interview on sterilization ask the students to underline or highlight the information in the Black Panther Party article that supports Rahema Amud’s argument for informed consent and then share.

Purpose: Students will participate in active reading and develop the skills to analyze articles. Students will also develop the skills of connecting information from different sources. The activity will enrich students’ understanding of the race and class politics around forced sterilization.

4. Poem on Sterilization

Overview: Have the class listen and follow along with Barbara Lubinski’s reading of *I Wasn’t Surprised*, then answer the questions and share.

Purpose: Students will practice analyzing poetry and engaging with different kinds of media. This activity will illustrate the legitimacy of artistic creations as historical sources.

5. Forced Sterilization Now Cartoon

Overview: Have the class examine the Bill Hampton cartoon. Have them explain the image as if the reader cannot see it and then explain what they believe it means.

Purpose: Students will practice critical thinking and interpreting a graphic image.

6. Native American Growing Fight Against Sterilizations of Women

Overview: Have the students read “Native American Growing Fight Against Sterilizations of Women” and answer the provided questions.

Purpose: Students will practice close reading, critical thinking, and short answer writing skills. This activity will enrich the students understanding of the race and class politics around the practice of forced sterilization.

7. Sterilization in Native American Communities

Overview: Have students listen to Joann Tall explain forced sterilization in her Native community, and then answer one of the two given questions.

Purpose: Students will practice listening and oral interpretation skills. This activity will also enrich understandings of the specificity of forced sterilization to Native American populations and to draw connections to other histories and communities.

8. 35% Puerto Rican Women Sterilized

Overview: Have the students read through the article “Report Indicates New Campaign: 35% Puerto Rican Women Sterilized” and answer the given questions. Rewrite the title of the article using some of the answers.

Purpose: Students will practice critical reading skills. Students will also have the opportunity to delve into specific history of forced sterilization in Puerto Rico and connect that history to other colonial histories.

9. Final Activity

Overview: Have the students answer one of the final essay questions using evidence from at least three sources.

Purpose: Students will practice writing critical essays and using specific quotes or pieces of evidence to support their opinions. This will also serve as a culminating project that will encourage students to form connections between the histories of forced sterilization in Black, Puerto Rican, and Native American populations.

Keywords:

Black Panther Party for Self Defense-

The Black Panther Party for Self Defense (BPP) was a political organization founded in 1966 in Oakland, California. The political program of the BPP was influenced by the Black Power, anti-war, and civil rights movements, international struggles for liberation and the need for self-defense against police brutality. The BPP organized community programs including free breakfast, schools and health care. The main political principles are found in their [Ten Point Plan](#).

Class-

A set of concepts in which people are grouped into a set of hierarchical social categories, the most common being the upper, middle, and lower classes. There is not a consensus on the best definition of the term "class," and the term has different contextual meanings. In our society, class is often synonymous with "socio-economic class," defined as "people having the same social, economic, or educational status."

Colonialism-

Colonialism is the system, policy or practice of occupation and control of one people by another enabling domination and subjugation through political, economic, social, environmental, psychological, and cultural exploitation.

Eugenics-

Eugenics is the racist social philosophy focusing on improving the human race through selective breeding. Developed in the late 19th century, the Eugenics Movement asserted that political identity such as race and class were biological and thus selective breeding among certain people would eliminate poverty, mental illness, crime, and other social issues associated with people in a lower caste. This belief is often at the root of forced sterilizations that typically target poor people of color, and people with mental illness.

Genocide-

Genocide is the deliberate and systematic extermination of a particular race, nation, or cultural group. Genocide causes the disintegration of the political and social institutions, of culture, language, national feelings, religion, and the economic existence of national groups.

Hysterectomy-

A hysterectomy is the removal of the uterus (womb).

Forced Sterilization / Informed Consent -

Forced sterilization is the process of sterilizing a woman without her permission or informed consent. To give informed consent for sterilization implies that a woman is well-informed about the process and implications of sterilization and is not under emotional or psychological duress during the decision making process. Without this informed consent sterilization is considered forced.

Patriarchy-

Patriarchy is the institutionalization of male dominance. Patriarchy is a system for maintaining class, gender, racial, and heterosexual privilege and the status quo of power. Within a patriarchal society men hold primary power in roles of political leadership, moral authority, social privilege and control of property and, in the domain of the family, fathers or father-figures hold authority over women and children.

Race / Racism-

Race is a social concept used to categorize humans into large and distinct populations or groups by, cultural, ethnic, geographical, historical, linguistic, religious, and/or social affiliation. Racism is a system in which one race maintains supremacy over another race through a set of attitudes, behaviors, social structures, and institutional power.

Reproductive justice-

The reproductive justice framework – the right to have children, not have children, and to parent the children we have in safe and healthy environments -- is based on the human right to make personal decisions about one's life, and the obligation of government and society to ensure that the conditions are suitable for implementing one's decisions. Reproductive Justice addresses the social reality of inequality, specifically, the inequality of opportunities that women have to control their reproductive destiny.

Sterilization-

Sterilization is a permanent means of birth control. In other words, after being sterilized you can never again have more children. Surgical sterilization can take several forms. For women, sterilization is the tying, obstructing, or removing of the Fallopian tubes (tube sterilization). Hysterectomy, or removal of the uterus (womb), is also a method of sterilization. Sometimes, sterilization can occur from non-surgical causes. For example, venereal diseases and infection of the female organs can make a woman sterile if she isn't given proper health care (The Committee to Stop Forced Sterilization 3).

Puerto Rico-

Puerto Rico is an island in the Caribbean that has been a colony of the United States since being invaded in 1898 shortly after winning independence from Spain. An independence movement has existed ever since, sometimes enjoying wide support, reasserting a right to self-determination and an end to US colonialism.

White supremacy-

The racist belief or promotion of the belief, that white people are inherently superior to people of other racial backgrounds and that therefore whites should politically, economically and socially dominate non-whites.

1. Take a Stance (Active Participation Activity)

Overview: Read one of the statements (a list is provided) out loud to the class. The students will have to decide how they feel about each statement and explain why they strongly agree (always), agree (sometimes/more times than not), disagree (most of the time no, but there may be exceptions), strongly disagree (never).

Materials: 4 pieces of butcher paper, or another way of identifying four distinct areas of the classroom, that individually read, “Strongly Agree” “Agree” “Disagree” “Strongly Disagree.”

Purpose: Students will explore and voice their opinions on social issues, listen to their peers’ viewpoints and discuss opposing beliefs.

Instructions:

- 1) Place the 4 pieces of butcher paper on the walls around the room, giving ample space between each piece.
- 2) Instruct the class that after hearing the statement decide whether or not they strongly agree, agree, disagree, or strongly disagree.
- 3) After deciding, they will go to the piece of paper that reflects their feelings.
- 4) Ask them to chat among the others who also came to that same decision.
- 5) After you feel the class was given enough time to discuss, ask each group to tell the class why or how they came to that viewpoint.
- 6) Read a new statement and the students will repeat the process.
- 7) Have the students write a short journal entry reflecting on their experiences.

Statements

Certain people should not be allowed to have children.

Doctors should properly inform patients about the operation process.

Sterilization is a good solution to poverty.

Sterilization is a form of genocide.

Overpopulation causes poverty.

2. Freedom Is a Constant Struggle (Active Listening Activity)

Instructions: Have the class listen to the audio interview with Rahema Amud and answer the provided questions on their own or with a partner.

Audio Excerpt: Taken from Freedom is a Constant Struggle Radio Program originally aired on February 4 1976. Originally broadcast on KPFA-Berkeley, produced by Barbara Lubinski and Heber Dreher. The combined length of the two clips is approximately six minutes. Review the questions before listening.

Purpose: Students will engage in active listening, and start understanding community opposition to forced sterilization in California.

Question #1: What does Rahema Amud from *The Coalition for the Medical Rights for Women* mean when she states that they are trying to lobby for “informed consent for sterilization operations”?

Question #2: What are two procedures the informed consent regulations call for?

1)

2)

Question #3: What are two of the limitations of the proposed regulation?

1)

2)

Question #4: Rahema states that the government will tell certain groups of people not to have children in order to solve the basic problem of food shortage. Who are these “certain groups of people” who are most targeted for sterilization?

Completed Q&A for the Freedom Is a Constant Struggle (Active Listening Activity)

Instructions: Have the class listen to the audio interview with Rahema Amud and answer the provided questions on their own or with a partner.

Audio Excerpt: Taken from Freedom is a Constant Struggle Radio Program originally aired on February 4 1976. Originally broadcast on KPFA-Berkeley, produced by Barbara Lubinski and Heber Dreher. Length is approximately eight minutes.

Purpose: To encourage active listening, and to start understanding community opposition to forced sterilization in California.

Question #1: What does Rahema Amud from *The Coalition for the Medical Rights for Women* mean when she states that they are trying to lobby for “informed consent for sterilization operations”?

Sample Answers: These regulations are against forced sterilization which happens when women are sterilized without having adequate information or when she signs a consent form when she is in a state of duress, or when she is in labor, or at times when she is in prison and they attach sterilization to her parole, or when she is asked to sign documents that are in a language that in which she is not fluent. These are examples of forced sterilization or sterilization abuse.

Question #2: What are two procedures the informed consent regulations call for?

Sample Answers:

1) Having women be given information concerning risk benefits side effects and alternatives to sterilization so that she doesn't choose sterilization because she isn't aware of other methods of birth control.

2) A fourteen day waiting period so that women are able to make the choice without being in a state of duress. If she signed the document when she is in labor there must be a fourteen day wait before she actually has the procedure done so that if she chooses to change her mind she can do so.

Question #3: What are 2 of the limitations of the proposed regulations?

Sample Answers:

1) The regulations cannot change the attitudes around sterilizations, who should and should not have children.

2) The regulations cannot reverse sterilization (she may be able to do an action on it and receive some remuneration) but you cannot give back her ability to have children.

Question #4: Rahema states that the government will tell certain groups of people not to have children in order to solve the basic problem of food shortage. Who are these “certain groups of people” that are most targeted for sterilization?

Sample Answers: Poor people and non-whites are sterilized to a greater extent than middle/upper class whites.

3. Black Panther Black Community News Service (Active Reading):

Instructions: Have the class read the “Black Panther Community News Service: Sterilization of Welfare Mothers?” and “Sterilization-Another Part of the Plan of Black Genocide.” Ask them to identify the “who, what, where, when, why” in the articles. Thinking about the Rahema Amud interview on sterilization ask the students to underline or highlight the information in the Black Panther Party article that supports Rahema Amud’s argument and then share.

1) **Article/Date/Publisher:** “Sterilize Welfare Mothers?”/ 1971/ The Black Panther Party

Purpose: To encourage active reading, develop the skills of finding the “who what where when why” of an article and to enrich the students understanding of the race and class politics around the practice of forced sterilization.

2) **Article/Date/Publisher:** “Sterilization-Another Part of the Plan of Black Genocide”/ 1971/The Black Panther Party

Purpose: To encourage active reading, develop the skills of connecting information from different sources together in order to enrich the students understanding of the race and class politics around the practice of forced sterilization.

Sterilize Welfare Mothers?

Active reading: underline the who, what, where, when, and why in the article.

Who do you believe the intended audience of the article is?

Who is the article about?

What is the article about?

Where is the article referencing?

When was the article written?

Why is this topic important?

Sterilization-Another Part of the Plan of Black Genocide

Thinking about the audio interview on sterilization underline or highlight the information in the Black Panther Party article, “Sterilization-Another Part of the Plan of Black Genocide” that supports Rahema Amud’s argument for informed consent. Use your Q&A sheet in order to recall the content of the interview.

4. I Wasn't Surprised (Critical Thinking)

Instructions: Have the class listen and follow along with Barbara Lubinski's reading of *I Wasn't Surprised*, then on a separate sheet of paper collect their ideas in preparation to discuss the questions.

Purpose: Students will practice analyzing poetry and engaging with different kinds of media. This activity will illustrate the legitimacy of artistic creations as historical sources.

I Wasn't Surprised read by Barbara Lubinski

When I learned of my neighbor, who had been
sterilized,

I wasn't surprised.

She hadn't been warned when she signed those
white forms,

but I wasn't surprised.

It wasn't our first,

And it wasn't our last.

We die in their clinics, we die in their streets.

I've heard the cries,

So I wasn't surprised.

Yes, I'm bitter as hell, but one thing I'll tell you:

if we stand side by side to stop this genocide,

they will be surprised.

For as long as we're silent, as long as we're still,

They'll gun us and shun us,

you know that they will.

So raise your voices high

in one unified cry,

and we'll see who's surprised.

1) The narrator states that her neighbor was sterilized. Who would you imagine that this neighbor is? In other words, what made this neighbor vulnerable to sterilization? (Think about race, class, family structures, etc.)

2) Why do you think the narrator states that they are not surprised?

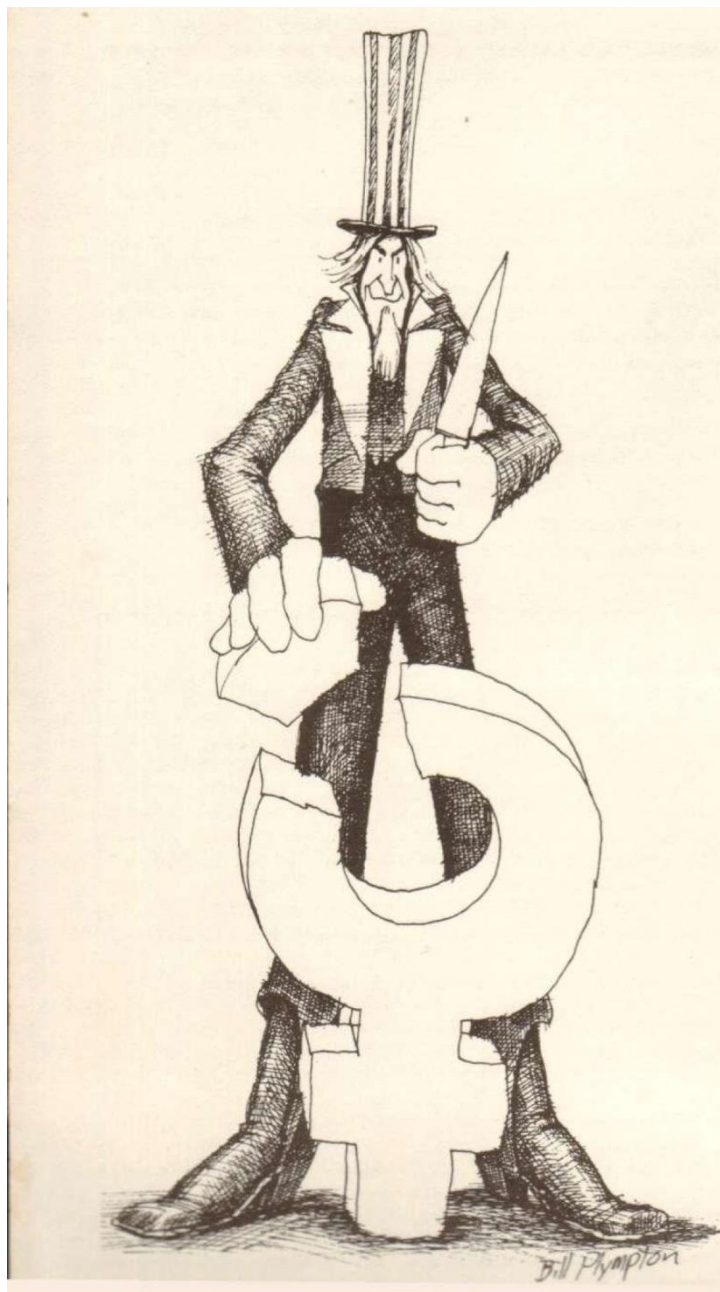
3) The poem is unclear about the how the woman, who had been sterilized, was not "warned when she signed those white forms." How does this connect to the information you have learned about sterilization and informed consent?

4) What is the difference in tone between the first and second stanzas? Why do you think the author chose to do this? What is she trying to say?

5. Forced Sterilization Cartoon (Critical Thinking)

Instructions: Have the class examine the Bill Plympton cartoon. Have them explain the image as if the reader cannot see it and then explain what they believe it means.

Purpose: Students will practice critical thinking and interpreting a graphic image.



*There are other cartoons included in the resource packet. Feel free to include these in your analysis and discussion.

6. Native American Growing Fight against Sterilizations of Women (Active Reading)

Instructions: Have the students read “Native American Growing Fight Against Sterilizations of Women” and discuss the provided questions.

Article: Native American Growing Fight against Sterilizations of Women

Author/Date/Publisher: Andrea Carmen/ 1979/ Akwesasne Notes

Purpose: To encourage critical thinking skills and self-reflection around the practice of sterilization, and to enrich the students’ understanding of the race and class politics around the practice of forced sterilization.

- 1) Andrea Carmen states *in Native American Growing Fight Against Sterilizations of Women*:
“There is some information that full-blood Indian women are being singled out, although a concrete study of this has yet to be done. Native sources report that there is one tribe in Oklahoma in which there are no full-blooded women who have not been sterilized.”

What do you make of this quote? Why would the U.S government single out “full-blood” Indian women?

- 2) What type of “lies, scare tactics and misinformation” does the United States Government use in order to coerce Native women to undergo sterilization? Why would the American government go to these lengths? (read through “Racism and Sterilization” as well as “Economic Motivations”). How do you feel about these practices?
- 3) If overpopulation isn’t the problem in regards to poverty, what does the author suggest is the real problem?
- 4) What did you find to be the most interesting or shocking piece of information within the article? Why did you find it shocking or interesting?

Tip: While reading the article **circle** the words, sentences, or paragraphs that you don’t understand.

7. Sterilization in the Native American Community (Active Listening)

Overview: Joann Tall recalls personal experiences with the sterilization of Native American women starting in the 1960's. Tall affirms the claims of misdiagnosis and lack of information, which is known as forced sterilization. Tall also speaks about the detrimental mental and physical health impacts of sterilization as well as the lack of proper health care and contaminated water, radiation exposures, and pesticides, which one could argue is a part of this larger genocidal project. Review questions before listening.

Purpose: Students will listen to the audio in order to connect and draw linkages between themes and ideas present and other readings and activities.

Instructions: Choose **ONE** of the following questions to answer:

- 1) *Tall recalls a couple of cases where Native American women with multiple children under went some kind of forced sterilization because they were told they had too many children. Do you think a middle or upper class woman with multiple children would have been subjected to the same procedure against her will? Think about the practice of Eugenics.*

- 2) *Why are poor women of color a target for forced sterilization? In other words why would health services, the government, or scientists want to sterilize poor women of color, and in this case Native American women? Again, you can think about the practice of Eugenics, poor health care, and the politics of surrounding boarding schools.*

8. Report Indicates New Campaign: 35% Puerto Rican Women Sterilized (Active Reading)

Article Date/Publisher: Report Indicates New Campaign: 35% Puerto Rican Women Sterilized/ 1974/
Committee for Puerto Rican Decolonization

Purpose: To encourage critical thinking, close reading, and drawing connections between historical and current phenomena.

Instructions: Read through the article. Answer the following questions underlining in the article where you find your answers and share your answers with a partner or group. Then re-write the title of the article using some of your answers.

1) What is the connection between the US economy and sterilization?

2) What is the relationship between natural resources and sterilization?

3) What is the relationship between unions and sterilization?

4) Who was in favor of sterilization? Why? How did they convince others to be in favor?

5) Re-write the title of this article using some of your answers

6) What is specific to the sterilization of Puerto Rican communities?

7) What are the connections between circumstances of Native American, Puerto Rican and Incarcerated women's forced sterilization?

9. Final Activity (Persuasive Writing)

Instructions: Have the students answer one of the final essay questions using evidence from at least three sources.

Purpose: Students will practice writing critical essays and using specific quotes or pieces of evidence to support their opinions. This will also serve as a culminating project that will encourage students to form connections between the histories of forced sterilization in Black, Puerto Rican, and Native American populations.

Questions:

1. Imagine that state “xyz” still has involuntary sterilization laws in place. Using the information and histories you have learned from interviews, newspaper articles, and fact sheets write a convincing letter to the governor of “xyz” as to why they should or should not pass a bill making forced sterilization illegal.
2. What are the connections between circumstances of Black, Native American, Puerto Rican and Incarcerated women’s forced sterilization? How can we work together to empower these communities and protect against forced sterilizations?

Additional Resources:

Archival Resources:

All Audio and Print Archival Resources taken from materials contained in the Freedom Archives. You can find more at our search site: search.freedomarchives.org

Complete Resource Packet:

http://www.freedomarchives.org/Documents/Finder/DOC46_scans/46.SterilizationResourcesComplete.pdf

Background Readings:

Female Inmates Sterilized in California Prisons Without Approval:

<http://cironline.org/reports/female-inmates-sterilized-california-prisons-without-approval-4917>

Gov. Jerry Brown Signing Prison Anti-Sterilization Bill (Sept. 25 2014):

<http://sfbayview.com/2014/09/gov-jerry-brown-signs-sb-1135-prison-anti-sterilization-bill/>

Reproductive Justice:

<http://trustblackwomen.org/our-work/what-is-reproductive-justice/9-what-is-reproductive-justice?format=pdf>

Sterilization and Eugenics Behind Bars:

http://inthesetimes.com/article/print/16839/california_prison_illegal_sterilization

<http://digitalcommons.law.seattleu.edu/cgi/viewcontent.cgi?article=1539&context=faculty>

Sterilization of Puerto Rican Women:

<http://www.uic.edu/orgs/cwluherstory/CWLUArchive/puertorico.html>

Sterilization of Native American Women:

<http://mississippiappendectomy.wordpress.com/2007/11/20/sterilization-native-american-women/>

<https://cbhd.org/content/forced-sterilization-native-americans-late-twentieth-century-physician-cooperation-national->

<https://bitchmedia.org/post/why-does-california-need-a-sterilization-prohibition-bill-maybe-because-the-state-sterilized-ne>

Organizations:

Justice Now: <http://jnow.org/home.html>

Sister Song: <http://www.sistersong.net/>

List of Digital Resources

Sterilization Audio Clips:

1. [Rahema Amud Definitions](#): Approx. 4 Minutes
 - a. **Freedom is a Constant Struggle Active Listening Activity #2**
2. [Rahema Amud Ramifications](#): Approx. 2 Minutes
 - a. **Freedom is a Constant Struggle Active Listening Activity #2**
3. [I Wasn't Surprised Poem](#): 47 Seconds
 - a. **I Wasn't Surprised Critical Thinking Activity #4**
4. [JoAnn Tall Intro](#): Approx. 31 Seconds
 - a. **Sterilization in the Native American Community Active Listening Activity #7**
5. [JoAnn Tall Example](#): Approx. 2 Minutes
 - a. **Sterilization in the Native American Community Active Listening Activity #7**
6. [*JoAnn Tall Clip 2](#): Approx. 4 Minutes*
 - a. **Sterilization in the Native American Community Active Listening Activity #7**
7. [*Norma Jean Serrano Case](#): Approx. 3 Minutes*
 - a. **Supplemental clip about sterilization and Native American women**

Can be used as supplemental clips

Sterilization Documents:

1. [Sterilize Welfare Mothers?](#) – **Activity #3**
2. [Sterilization – Another Part of the Plan of Black Genocide](#) – **Activity #3**
3. [Sterilization Abuse of Women: The Facts](#) – **Activity #5**
4. [Native American Growing Fight Against Sterilizations of Women](#) – **Activity #7**
5. [Report Indicates New Campaign: 35% of Puerto Rican Women Sterilized](#) – **Activity #8**
6. [*Stop Forced Sterilization Now!](#) – **Activity #5 Supplement**

Resource contains supplemental cartoons if needed

Resources can be used with specific activities and/or as background information. All documents and clips originate from materials found in the Freedom Archives. The audio clips have been edited from their original, full length versions. Please contact the Freedom Archives for more information about full length versions.