

Global Sexual and Reproductive Health
GLHLTH 215/GFS 212
W/F: 10:15-11:30

Professor: Megan J Huchko

Teaching Assistant: Marty Dean

Through the examination of key reproductive health issues and case studies, students will explore the ways in which gender, ethnicity, race and nationality intersect with biology, culture, wealth and political structure to result in stark disparities in health outcomes, with widespread repercussions on human rights. We will also explore the complexity of working in the field of global sexual and reproductive health and the ways in which various health and social science disciplines can be integrated in the development of effective health programs. Using examples from high, middle and low-income countries, students will identify key focus areas in sexual and reproductive health, technical and programmatic challenges, and successful interventions.

Learning Objectives:

- Understand the key reproductive health issues that can impact women's health outcomes and quality of life globally
- Appreciate the disparity in these health outcomes between high and low-and middle income countries
- Identify key factors, timepoints and movements that have impacted international policy initiatives and advocacy for sexual and reproductive health
- Explore the gender, ethnic, racial, cultural, political and economic factors that play a role in perpetuating these health and quality of life disparities
- Critically evaluate innovative research projects, policy changes and programs that have addressed key reproductive health topics

Participation (15%)

Your participation grade will be determined by your attendance and active participation in class. You should be prepared to comment on the readings and actively contribute to the discussion and student presentations. Attendance will be taken and you are expected to attend every class with your camera on. We will be discussing the readings, so preparation and active participation are expected and are part of your grade. You will be permitted 1 unexcused absence during this course. Signing in late to class will count as 0.5 unexcused absence. After 1 unexcused absence, your overall course grade will be lowered by 3 points. Please refer to the Duke Community Standard for guidance on when to submit a Short-Term Illness Notification Form for an excused absence. Anyone with a STINF must turn in a one-page reflection on the readings and class slides via DropBox by 5pm the Sunday after the excused absence. Failure to do so will result in an unexcused absence with resultant grade penalties as above.

Individual Assignments (15%)

There will be periodic individual assignments covering reading and additional materials. These assignments will consist of several questions based on reading and potentially some research into external sources, and should be turned in via DropBox by 10am on the day of the class. Assignments will be described in class and posted in Sakai. Assignments will be worth up to 10 points each; any late assignment will be docked 1 point per day late. Students with excused absences will have up to 48 hours to turn in assignments.

Team Assignments (30%)

Students will be assigned groups that will work together throughout the semester to research and present about the topics we are covering. There will be six overall group assignments (3 per team) over the course of the semester, aligned with SRH themes covered during class. Pre-reading and independent research will often be necessary prior to meeting with your team, and you may need additional meetings to complete the assignment. Each team assignment will consist of at least one write-up that needs to be turned in prior to class time (may be in the form of a word-document or slide-deck), and we will discuss the assignments during class. Materials can be updated as a result of class discussion and feedback, and a second copy turned in after class. When your group is not presenting in class, active participation in the discussion is expected.

Paper #1 (10%)

This paper will be due in the Sakai DropBox folder by September 24 at 5pm. The topics in the first part of the class focus on the intersection of biology, gender equality and poverty. In many examples, we see a clear relationship between lack of empowerment and poor reproductive health outcomes. For this paper, students should describe a country setting in which reproductive health indicators are poor. Using well-referenced sources, describe some of the social, economic and political factors contributing to the poor indicators, providing historical, political and temporal links between these factors and the poor outcomes. This country setting will provide the background for your second paper. Graphs and figures can be included, but must be created by the student. Papers should be no more than 4 double-spaced pages, not including figures.

Paper #2 (10%)

This paper will be due in the Sakai Dropbox Folder by October 29 at 5pm. Choose at least one of the health indicators that you described in Paper #1, and describe an intervention that sought to address some of the structural factors contributing to the poor outcomes (political, cultural, social). Describe how empowerment was considered in the intervention design and implementation. Describe the metrics used to evaluate the intervention and whether it was found to be “successful.” Discuss the strengths and weaknesses and suggest alternative strategies that would build on, strengthen or replace the intervention. Papers should be no more than 5 double-spaced pages, not including references. More details will be provided in class.

Final Projects and Briefs (20%)

Students will work in groups of 4-5 to analyze a reproductive health issue and develop a context-specific solution. The group will choose a reproductive health topic that has not been covered in class. Topics and countries will need to be cleared by Dr. Huchko by November 1, but ideally should be discussed before that. Student groups will take on the role of researchers, legislators, or program planners, and present their own novel idea to impact a reproductive health problem. In a 20-minute presentation recorded on zoom, they must convince the class, acting as grant reviewers, lawmakers or community advisory board members that they should approve of their plan. Following the presentation during one of the last three class periods, the class will challenge the group to think about issues they may not have considered in creating their intervention. Students may choose background articles to circulate to the class prior to their presentations, and can include multi-media if they feel it would be appropriate and enhance their presentation. We will discuss the final presentation more in-depth during the class. Students will then

submit **individual** 4-5 page briefs describing the framework for the intervention and the specific empowerment-based aspects to be addressed, along with potential weaknesses and alternative strategies. Briefs will be due 5PM November 7

Paper formatting:

Both papers and the final brief should be double-spaced and in 11 font with 1" margins all around. Footnotes are acceptable but should be used judiciously. References should be cited in the text and organized in endnotes. There are many available options to organized references; I recommend Refworks or Endnote. Include a title page with the title, date, course # and your name. Include your first and last name in a header on each page. I do not provide specific rubrics, but overall paper grades will include an assessment of style, organization and readability.

Duke Reader Project:

GLHLTH 215 is participating in the Duke Reader Project, which allows students to work with an external reader to get extra help preparing papers and projects. For this class, interested students can get feedback on the second and final paper, as well as the ideas for the final presentation. More information will be provided in class. Participation is voluntary.

Day	Date	Topic
W	Aug 25	Intro to Global Sexual and Reproductive Health
F	Aug 27	International population politics, women's health and human rights
W	Sept 1	Gender, empowerment and Social Determinants of Reproductive Health
F	Sept 3	Maternal mortality: a global health victory or a grand divergence
W	Sept 8	Obstetric Fistula: A preventable tragedy
F	Sept 10	Respectful Maternity Care
W	Sept 15	Meeting women's needs for effective family planning
F	Sept 17	Contraceptive Development
W	Sept 22	Safe abortion: politics, policy and health
F	Sept 24	Immediate and downstream effects of the Global Gag Rule
W	Sept 29	Global Burden of STIs and infertility
F	Oct 1	Gender and HIV
W	Oct 6	Women and Cancer: Questions of Equity
F	Oct 8	Maternal Mental Health
W	Oct 13	Issues in Adolescent Sexual and Reproductive Health
F	Oct 15	Menstrual Management
W	Oct 20	Impact of COVID-19 on Maternal and Child Health
F	Oct 22	Gender Based Violence
W	Oct 27	Human Trafficking
F	Oct 29	Sexual and RH in times of complex humanitarian emergencies PAPER 2 DUE TO PROFESSOR
W	Nov 3	Women, girls and the right to sex work
F	Nov 5	Migration and Health
SU	Nov 7	INDIVIDUAL BRIEFS DUE TO PROFESSOR
W	Nov 10	
F	Nov 12	Sexual and Gender Minorities
W	Nov 17	In-Class Presentations
F	Nov 19	In-Class Presentations
W	Dec 1	In-Class Presentations
F	Dec 3	In-Class Presentations