

**International Population and Family Health
E33.2383.001, Spring 2011**

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Office hour by appointment

Course Description

The course will examine health from both a Population and Human Rights perspective. It focuses largely on reproductive health the impact international and cross-cultural reproductive health rights have on the health of women, men and children world-wide.

Objectives:

1. Examine health from a human rights and a population perspective
2. Identify general and specific ways that gender affects health status
3. Examine various reproductive health policies and issues and nationally and internationally
4. Examine policy that impacts maternal and child health
5. Identify secular changes in women's roles and status that affect family health

Course Requirements

1. Take-home mid-term exam

No more than 3 pages double spaced of text for each question. Answers can be in note form rather than prose, but points must be fully and clearly explained. (references cited for each answer should be on a separate page.) 10 Points deducted for failure to proof or cite correctly hard copies must be in my box on the 12th floor or reach my computer no later than 7:00 pm on March 9th. E copies should be sent as well. Late exams will not be accepted without a totally convincing excuse.

**2 In lieu of a final exam students will be asked to become certified in 3 of any of the USAID certificate programs that are relevant to this class. Certification can be done any time during the semester as long as proof of certification is presented by the last class. This will be further discussed in class. The website to begin certification is: globalhealthlearning.org
No certifications will be accepted after the last class in the semester.**

3. The term paper and Presentation: Take one of the 8 Millennium goals related to MCH or reproductive health and compare and contrast 2 countries which are similar in terms of their GNP but different in terms on where they currently stand in relation to achieving the goal. *Please use the Gini coefficient, The Human Development Index, as well as other information* when comparing the two countries. What policies did they put in place to achieve the goal. Why were the policies more successful in one of the countries? Explain whether you think that their progress so far predicts that they will

achieve the 2015 targets. If not, why not and what need to happen for the country to achieve the goals.

By class on Feb 16th please state in two sentences or less why you have selected these two countries for comparison. Students may compare the same countries, but not on the same millennium goal, so it is best not to wait until the last minute to make your choice.

A hard copy of the paper must be submitted or in my mailbox end of the last class.

Presentation:

The presentation should take no more than 10 minutes and the timing will be strictly adhered to and will be reflected in your presentation grade. About 4 minutes will be allowed for questions. Your Power Point slides must be emailed to me a day before your presentation so that they can be posted on Blackboard for other class members to review. All presentations will be evaluated by class members. These evaluations must be submitted by the end of class on May 4th.

Two people can work together on the paper and presentation. It will be evaluated as a 2 person project and the expectation is that it will be slightly longer and better researched.

3. Class participation.

By the 5:00 pm on the Monday before class, students must post on blackboard one issue or question that could provoke interesting class discussion on the topic to be covered in class. Some time will be left toward the end of each class to discuss some of these issues. Some of the questions posted may be selected for the mid-term exam.

Student Evaluation

Mid-term exam = 25 %

USAID certification = 20 %

Presentation = 10%

Final term-paper = 30%

Class Participation= 15 % (blackboard contribution considered as one aspect of participation)

Required Readings

1. Chavkin, Wendy and Ellen Chesler, Where Human Rights Begin, Rutgers University Press, 2005
2. White, AC, Merrick, TW, Yazbeck, A, Reproductive Health: The Missing Millennium Development Goal, The World Bank, Wahington, DC 2006
3. Reichenbach, Laura & Roseman, Mindy Jane Reproductive Health and Human Rights, University of Pennsylvania Press, 2009
4. [Clearing the Global Health Fog: A Systematic Review of the Evidence on Integration of Health Systems and Targeted Interventions](#)

- Rifat Atun, Thyra de Jongh, Federica V. Secca, Kelechi Ohiri, Olusoji Adeyi,
The World Bank, 2009
5. [The Millennium Development Goals for Health: Rising to the Challenges](#), the
The World Bank, 2004

Recommended

6. Murray, Anne Firth, Women Taking Action for Health and Justice, Common
Courage Press, 2008
7. Much of the additional reading can be downloaded from blackboard or the net.
You may not have the time to read all that is suggested, but please do your best.

Class Schedule and Assigned Readings

Jan 26. Course Introduction. Challenges of the Millennium Goals for Health Best Practices

Reading

Required

[The Millennium Development Goals for Health: Rising to the Challenges](#), the
The World Bank, 2004

Feb. 2 Population versus Human Rights framework for Examining Population Health

Reproductive Rights & sexual rights

Reading

Required

1. Winckler, “*Maximizing the Impact of Cairo on China*” in Chavkin and Wesler
2. White, Chap. 1 & 2
3. Reichenbach, chaps. 1 & 2

Recommended

4. Murray Chap. 1
5. <http://www.iisd.ca/Cairo/program/p07000.html>

Feb. 9. Definitions, Demographic Transition, Fertility Control & Disparities in Reproductive Health

Reading

1. “*Adding It Up*” <http://www.guttmacher.org/sections/index.php?page=reports>
2. *Maternal Health: Implications for Children and Adolescents*, fact sheet, IPAS web site
3. White Chap. 3 & 9

Feb. 16 Policy Responses to Declining Birth Rates; The Impact of Religion on population health

Reading

1. Chesnais, J., Fertility, Family, and Social Policy. *Population & Development Review*, 1996. 22(4): p. 729-739.
2. Castles, F., The World Turned Upside Down: Below Replacement Fertility, Changing Preferences and Family-friendly Public Policy in 21 OECD Countries. *Journal of European Social Policy*, 2003. 13(3): p. 209-227.
3. McDonald, P. *The "Toolbox" of Public Policies to Impact on Fertility - a Global View*. in *Low Fertility, Families, and Public Policies*. Sevilla. 2000.
5. Jones, Gavin & Leete, Richard (2002)
"Asia's Family Planning Programs as Low Fertility Is Attained."
Studies in Family Planning 33 (1), 114-126. (web)
- 6.. Imam, "Women's Reproductive and Sexual Rights and the Offense of Zina in Muslim Laws in Nigeria" in Chavkin & Chessler
- 7.. Hoodfar H, Assadpour S
"The politics of population policy in the Islamic Republic of Iran"
Studies in Family Planning 1 (1): 19-34 Mar 2000 (web)

Feb 23: Access to Contraception and Abortion in the US Rachel Jones, Senior Research Associate, The Guttmacher Institute.

Reading

1. Stanley K. Henshaw and Kathryn Kost Trends in the Characteristics of Women Obtaining Abortions, 1974 to 2004 , Guttmacher (on the net)
2. L. Finer and S. Henshaw "Disparities in Rates of Abortion" Posted on Blackboard
3. "Contraception" , AGI Brief Posted on Blackboard
4. L. Finer et al. "Reasons for Abortion" Posted on Blackboard
5. .Sonfield, "The Reproductive Health Needs of Men" Posted on Blackboard

Recommended readings on abortion policy in the US

1. "Abstinence-Only-Until-Marriage Sex Education Censors Vital Health Care Information, Jeopardizing Teenagers' Health" ACLU, Reproductive Freedom Project
2. The Federal Abortion Ban, Center for Reproductive Rights:
http://www.crlp.org/crt_pba.html.
3. The reproductive rights of low-income women.
<http://www.aclu.org/printer/printer.php>
4. "Laws Restricting Teenagers' Access to Abortion" ACLU, Reproductive Freedom Project
5. "Preventing Pregnancy After Rape: Emergency Care Facilities Put Women at Risk" ACLU, Reproductive Freedom Project
6. "Religious Refusals and Reproductive Rights: Executive Summary" , ACLU, Reproductive Freedom Project

Mar. 2 Guest Speaker: Beverly Winikoff, MD, MPH, President, Gynuity Health Projects

Unsafe abortions & maternal mortality, worldwide restriction on abortion, medical abortion & the unmet need for contraception.

Reading;

1. Center for Reproductive Law and Policy, Reproductive Rights 2000: Moving Forward. CRLP, New York, 2003 Chapter <http://www.crlp.org/pdf/rr2k-1.pdf>
2. Ortiz-Ortega, "The Politics of Abortion in Mexico: The Paradox of Doble Discurso" In Chavkin & Chesler
3. Reichenbach, chap 11, Berer, Marge "The Cairo "Compromise" on Abortion and Its Consequences for Making Abortion Safe and Legal.

Recommended

Murray, Chap 5

Mar. 9 Mid-term exam

Mar 16 Spring Break NO CLASS

March 23

Cultural factors Influencing Maternal, Child & Adolescent Health

Reading

1. The Lancet series on Maternal Health

Add: Maternal Mortality for 181 Countries, The Lancet: vol 375:9727, pp. 1609-1623, May 8, 2010

2.. Chavkin and Chessler, “ Not Culture but Gender: Reconceptualizing Female Genital Mutilation/Cutting

3.. de Bruyn, Maria, *Violence, pregnancy and abortion; Issues of women’s rights and public health*, 2nd Edition, Chapel Hill, NC, IPAS, 2003

4. Center for Reproductive Rights, Report on “*Female Genital Mutilation: A Matter of Human Rights*” (on the web)

5. Center for Reproductive Law and Policy, *Reproductive Rights 2000: Moving Forward*. CRLP, New York, 2003 Chapter 6. <http://www.crlp.org/pdf/rr2k-1.pdf>

6. *Forced sexual relations among married young women in developing countries* (2004) <http://popcouncil.org> (PDF)

7. Medical Research Council Report, “*Every six hours a woman is killed by her intimate partner*” June 2004, <http://www.mrc.co.za>

8. White Chap 5-8

9.. Murray: Chaps. 2-5, 6 & 7

10.. *Intersecting health risks: Adolescents, unwanted pregnancies, abortion and AIDS*, IPAS web site

11. *Adolescent Sexual and Reproductive Health and Rights*, IPAS web site

12. "Laws Restricting Teenagers' Access to Abortion" ACLU, Reproductive Freedom Project

13. *Children, youth and unsafe abortion*, (IPASA web site)

14.. IWHC factsheet: *Child Marriage* (IWHC web site)

March 30 Reproductive Health Policy
Professor Helen DePinho, Columbia University

Reading

1. Summary of the Millennium Project & chaps. 1-3
[-http://www.unmillenniumproject.org/documents/TF4Childandmaternalhealth.pdf](http://www.unmillenniumproject.org/documents/TF4Childandmaternalhealth.pdf)

2. Summary of findings and chapter 10 of the UNFPA publication Investing in people - can be downloaded from the following site:

<http://www.unfpa.org/publications/detail.cfm?ID=179&filterListType=>

3. Summary policy brief from “Adding it up” (Guttmacher Institute)

4. De Pinho, Helen, “Towards the ‘Right’ Reforms: The impact of health sector reforms on sexual and reproductive health” *Development*, 2005, 48(4), (61-68) on Blackboard

6. White Chaps. 11-17

April 6 Gender and Health

Perceptions of masculinity and men’s health

The debate on male circumcision and HIV/AIDS

1. Keijzer, “Sexual-Reproductive Health and Rights: What About Men?” in Chavkin and Chesler

2. *In Their Own Right: Addressing the Sexual and Reproductive Health Needs of Men Worldwide*, Guttmacher Institute March 2003 (web)

3. Sonfreid, Alan, *Meeting the Sexual and Reproductive Health of Men Worldwide*, The Guttmacher Report, no. 1, March 2004 (web)

4. Sonfreid, Alan, *Looking at Men’s Reproductive Health Needs*, The Guttmacher Report, vol. 5, no. 2, May 2002 (web)

Add: Worldwide Mortality in Men & Women age 15-59 years from 1070-2010: a systematic Analysis: *The Lancet*: Vol 375: 9727, pp. 1704-1720, May 2010

April 13

STIs, HIV/AIDS & health service integration

Testing for HIV/AIDS

HIV/AIDS in Sub-Saharan Africa

Reading

1. [Clearing the Global Health Fog: A Systematic Review of the Evidence on Integration of Health Systems and Targeted Interventions](#)

Rifat Atun, Thyra de Jongh, Federica V. Secca, Kelechi Ohiri, Olusoji Adeyi,
The World Bank, 2009

2.. Health Systems Trust, *South African Health Review, 2004*, chap 14,

<http://www.hst.org.za/generic/29>

3. South Africa and HIV/AIDS (Helpful list of additional resources)

<http://www.avert.org/aidssouthafrica.htm>

4. . Medical Research Council Report, *What are the leading causes of death of South African children.*, Dec. 2003 (web = mrc.co.za)

5. Richey, Lisa Ann, *Uganda: HIV/AIDS and Reproductive Health*, in Chavkin and Chesler

6. White Chap. 5

7 Murray Chap 8

**April 20. Advocating for human rights and for Reproductive Health
Professor Wendy Chavkin, Columbia University**

Readings

Reichenbach chaps. 5, & 12

(more readings to be added)

April 27, May 4 presentations

Resources

A few of the many Web sites for resources

Journals:

International Women's Health Coalition
Family Planning Perspectives
International Family Planning Perspectives
Reproductive Health Matters
Social Science and Medicine
Health Policy and Planning
Jr. of Adolescent Health
Reproductive Health
Studies in Family Planning
The Lancet

Web of Science (journal articles)
Center for Reproductive Rights
The Guttmacher Institute
ACLU, Reproductive Freedom
Project

IPAS

IWHC.org

STATEMENT ON ACADEMIC INTEGRITY*
“Your degree should represent genuine learning”

The relationship between students and faculty is the keystone of the educational experience in The Steinhardt School of Education at New York University. This relationship takes an honor code for granted. Mutual trust, respect and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A University education aims not only to produce high quality scholars, but also to cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do, from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.

You violate the principle of academic integrity when you:

- *Cheat on an exam;*
- *Submit the same work for two different courses without prior permission from your professors;*
- *Receive help on a take-home examination that calls for independent work;*
- *Plagiarize*

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials which are not your original work. You plagiarize when, without proper attribution, you do any of the following:

- *Copy verbatim from a book, an article or other media;*
- *Download documents from the Internet;*
- *Purchase documents;*
- *Report from other’s oral work;*
- *Paraphrase or restate someone else’s facts, analysis and/or conclusions;*
- *Copy directly from a classmate or allow a classmate to copy from you.*

Your professors are responsible for helping you to understand other people’s ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

Avoiding Academic Dishonesty

- Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
- Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.
- Always proofread your finished work to be sure that quotation marks or footnotes or other references were not inadvertently omitted. Know the source of each citation.
- Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
- Save your notes and drafts of your papers as evidence of your original work.

Disciplinary Sanctions

When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action is as follows:

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the Professor confirms that violation(s), he/she, in consultation with the Program Director and Department Chair may take any of the following actions:
 - Allow the student to redo the assignment
 - Lower the grade for the work in question
 - Assign a grade of F for the work in question
 - Assign a grade of F for the course
 - Recommend dismissal

Once an action(s) is taken, the Professor will inform the Program Director and Department Chair, and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Student Services and Public Affairs, as a final step. Copies of the letter will be sent to the Department Chair for his/her confidential student file and the Associate Dean for Student Services and Public Affairs. The student has the right to appeal the action taken in accordance with the School's Student Complaint Procedure as outlined in *The Steinhardt School of Education Student Handbook*.

When dismissal is recommended, that recommendation will be forwarded to the Associate Dean for Student Services and Public Affairs, who will convene all parties involved. An appeal of the decision at this step is submitted in writing to the Vice Dean, including full documentation to support the appeal.

*The Steinhardt School of Education Statement on Academic Integrity is consistent with New York University Policy on Student Conduct, published in the NYU Student Guide.