



GPH-GU 5312-001 Global Perspectives in Reproductive Health & Human Rights

Class Schedule: Asynchronous

Class Location: Online & Zoom

Semester and Year: Fall 2022

Professor: Sally Guttmacher sg2@nyu.edu

Office: 708 Broadway Office Hours: Upon Request

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COURSE DESCRIPTION:

This course examines reproductive health from a human rights perspective, both nationally and internationally. After a review of the intersection of reproductive health and human rights, topics to be covered include: the demographic transition and declining birth rates; the rights of women with HIV infection and other vulnerable populations; the impact of Covid-19 on reproduction and women’s reproductive health; men’s influence on reproductive rights; viewing traditional practices through a human rights lens; and current reproductive rights.

COURSE OVERVIEW:

Reproductive health is an area of major concern to public health as it encompasses a range of topics such as contraception, gender roles, maternal and infant mortality and demography. This course views reproductive health issues through the lens of human rights. It examines how an individual’s human rights are frequently ignored when they attempt to access services.

Reproductive Health and Human Rights (RHHR) is a contentious topic because it deals with gender relations and power, which comes up in most of the lessons. It is also a focus of contention when looking at access to abortion and family planning. The course explores how RHHR are particularly a problem for marginalized populations such as migrants or prisoners.

Interwoven in most of the lessons are videos as well as interviews conducted by Professor Guttmacher with individuals who are experts in the specific areas being covered.

You will find that many of the graphs and other supportive material comes from the Guttmacher Institute, which is the leading organization in the US in terms of collecting and analyzing reproductive health data. The institute was named after my father Alan Frank Guttmacher (1898-1974) a physician trained in OBGYN who was an important figure in the fight for women’s reproductive rights.

COURSE LEARNING OBJECTIVES AND RELATED COMPETENCIES AND COMPONENTS:

Objective	Competency	Course component lesson #, see reading assignment in weekly syllabus
Examine how reproductive health is viewed from a human rights and from a population perspective	<i>Demonstrate ethical choices, values and professional practices implicit in public health decisions while considering the effect of choices on community stewardship, equity, social justice and accountability.</i>	Lectures 1, 2, 4 and 9;
Identify general and specific ways that gender affects health status and human rights	<i>Understand the patterns of disease and injury in human populations and apply to the control of health Problems</i>	Lectures 1, 5, 7, 10;

Examine various reproductive health policies and issues globally from a reproductive rights and human rights perspective	<i>Identify and assess preventable health problems among diverse population groups in the United States and internationally;</i>	Lectures 3, 5, 6, 11, and 12;
Review policies that impact reproductive health from a public health and a human rights perspective.	<i>Demonstrate the ability to plan for the design, development, implementation, and evaluation of strategies related to policies to improve individual and community health</i> <i>Recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.</i>	Lectures 3, 5, 10 and 11, 13.
Identify secular changes in gender roles and status that affect family and reproductive health	<i>Identify the social, cultural, economic, environmental, and institutional factors that contribute to the risk of health problems among diverse populations.</i>	Lectures 1, 3, 4, and 6

PRE-REQUISITES: No Pre-requisites

COURSE REQUIREMENTS AND EXPECTATIONS:

Students are required to complete all assignments (including weekly discussion forum postings and lesson quizzes) in a timely manner, and relevant readings as outlined in this syllabus. Students are expected to complete all online lessons in a timely manner/weekly, as outlined in the syllabus as well. If students have questions regarding any material or assignment(s) in this course, they should contact either the instructor or the course assistant, whose email addresses are provided at the top of this document.

ASSIGNMENTS:

1. Class participation - Weekly

There are 2 components to class participation in this course, which must both be completed weekly in order to receive full credit: [discussion posts](#), and [lesson quizzes](#).

Discussion Posts: Students are expected to participate actively in class discussions on NYU Classes/BrightSpace. Each week, there will be two discussion topics posted related to that week’s lesson. Students should select one of the discussion topics and post a **200-word response** to the discussion section of BrightSpace. The response should **reference at least 2 readings or resources** from that week.

Students should also **comment on at least one post about the discussion topic you did not choose** to write about, yourself.

All discussion posts are due by the end of the week (Sunday at 11:55pm). All discussion comments are due by the following Monday at 11:55pm (24 hours after the forum posts are due).

Lesson Quizzes: At the end of each lesson is a quiz, composed of ~10 questions reflecting the content in the lesson. All quizzes are due by the end of the week (Sunday at 11:55pm). There is no time limit, and you are allowed to retake the quiz as many times as you wish - your highest score, submitted by the deadline, will be the one recorded.

2. USAID Certificate(s) - Due 10/17/2022

In lieu of a midterm, students will complete one of the following [USAID certificate programs](#) on:

- *Reproductive Health Issues (6 courses)
- *Gender and Health (4 courses)
- Maternal Health (10 courses)
- *Family Planning Methods (5 courses)
- Family Planning Programming (15 courses)

If doing the *d programs, must choose at least 2 of the 3.
For example, you can combine:
 Reproductive Health Issues + Gender and Health
 Reproductive Health Methods + Family Planning Methods, or
 Gender and Health + Family Planning Methods.

These USAID certificates all involve multiple courses of about 2 hours each that you pass via multiple-choice questions, and can be redone until a passing grade is obtained. You will be required to share with the class your reflections on the certificate and the degree to which a human rights framework was applied to the courses.

The website for certification is: globalhealthlearning.org. Proof of certificate program completion is due **October 17, 2022** on Brightspace.

2. Lesson Assignments

There will be four assignments throughout the semester related to lesson 3, lesson 6, lesson 9, and lesson 12. Assignments should be submitted via NYU Classes/Brightspace and are due at the end of the respective week (Sunday at 11:55pm). Full descriptions of each assignment can be found on the NYU Classes Assignment tab.

Each assignment is worth 5% of the final grade, and should be 300-500 words total.

- **Lesson 3 Assignment:** Population Pyramids – Country Comparison
- **Lesson 6 Assignment:** Gender Norms & Health
- **Lesson 9 Assignment:** HIV, Gender, & Human Rights
- **Lesson 12 Assignment:** Country or 2 US States Contraceptive (including Abortion) Legislation in the Past 50 Years.

3. Final Paper (Individual, 3-4 Pages) - Due 12/04/2022, by 11:55pm EST

12pt font, double spaced, 1" margins

The final paper will be an individual assignment.

Each student will write about one country, addressing the following points:

- Select one of the [Sustainable Development Goals/Targets](#) (SDG 3.7, 5.6, or another you think applies) related to reproductive health
- What policies did the country put in place to achieve the goal that you have selected?
- Were the policies appropriate and successful? Why or why not?
- Did these policies express a concern for the reproductive rights of the population?
- If yes, what evidence do you have for this?
- Was the country able to achieve their SDG? Why or why not, and if yes, what policies helped them to achieve this?
- What can/do you conclude from this exercise?

Papers will be submitted online via Brightspace and will be checked for plagiarism via Turnitin. References should be cited using a consistent format of your choice

By **October 2, 2022**, please share with the professor the country you have selected and the SDG that you will use to analyze its reproductive health policies.

4. Final Project Presentation (Group, ~20 min) - Due 12/11/2022, by 11:55pm EST

For your final project, students will be put in groups based on the countries they selected for their final papers. Each group will compare and contrast the countries' success in meeting the selected SDGs, and the countries' policies in relation to reproductive health and rights.

You are encouraged to use the following indices to inform your assessment:

- Gini coefficient
- Gross Domestic Product (GDP)
- Human Development Index (HDI)
- Multidimensional Poverty Index (MPI)
- Gender Inequality Index (GII)
- Global Gender Gap Index
- [SDG Index](#)

Your group should include age-sex pyramids for each country as well as changes in their fertility and longevity over the past 50 years. (You can do this with the help of [PopulationPyramid.net](#), [U.S. Census Bureau's International Population Pyramids](#), or [UN World Population Prospects](#). You will be learning about population pyramids in Lesson 3.)

The duration of your presentation will be determined by the number of group members. Each team member should present for 3-5 minutes, *not including the introduction or conclusion*. The presentations should be recorded with speaker videos (via Zoom or another platform) and uploaded to [NYU Stream \(instructions\)](#) by December 11, 2022

[Here is guidance on how to record a presentation using Zoom.](#)

Once the recording is complete, submit it in the assignment portal following [these instructions](#) (timestamp 0:50).

For any technical questions, please contact your TA or CA.

GRADING COMPONENTS:

Item:	Percentage or Points:
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Lesson Assignments	20% (4 assignments x 5% each)
Class Participation	25% (original posts 10%; comments on others' posts 5%; lesson quizzes 10%)
USAID certification	15%
Final Term Paper (Individual)	20%
Group Presentation	20%

GRADING SCALE:

A:	94-100	C+:	77-79
A-:	90-93	C:	73-76
B+:	87-89	C-:	70-72
B:	83-86	D+:	67-69
B-:	80-82	D:	60-66
		F:	<60

BRIGHTSPACE:

Brightspace will be used extensively throughout the semester for assignments, announcements, and communication. Brightspace is accessible through at <https://home.nyu.edu/academics>

TECHNOLOGY POLICY:

During Zoom Sessions: Mobile device (e.g., smart phones, pagers, etc.) ringers will be turned off or placed on vibrate prior to class. Laptops and tablets can be used in the classroom to take notes, make calculations, and download/read course materials. Research suggests that non-academic use of the internet is associated with poorer learning outcomes.

COURSE OUTLINE:

Date	Topics	Readings/Materials Due	Assignment(s) Due
Lesson 1: 9/1/22 – 9/5/22	Introduction to Reproductive Health and Human Rights	<p>Cook et al, Part I ch. 1, Medical, Ethical and Legal Principles; Part III ch.4 Human Rights Relating to Reproductive and Sexual Health</p> <p>Gutmacher-Lancet Commission on Sexual and Reproductive Health and Rights (Published May 9, 2018)</p> <p>Greene, Margaret E., and Andrew Levack. "Synchronizing gender strategies: A cooperative model for improving reproductive health and transforming gender relations." (2010). http://www.prb.org/igwg_media/synchronizing-gender-strategies.pdf</p> <p>General Comments of the International Covenant on Economic, Social and Cultural Rights: Comment 14, Comment 22</p> <p>World Health Organization. (2017). Sexual health and its linkages to reproductive health: an operational approach. In <i>Sexual health and its linkages to reproductive health: an operational approach</i>.</p> <p>London, Leslie, "What is a Human Rights-Based Approach to Health and Does it Matter?" <i>Health & Human Rights</i>, vol. 10,N1. (NYU Classes)</p> <p>RP Petchesky, K Judd, Negotiating reproductive rights, women's perspectives across countries and cultures <i>Reproductive Health Matters</i>, vol. 6, n.11, May 1998</p> <p>R P. Petchesky, Human Rights, reproductive health and economic justice, <i>Reproductive Health Matters</i>, vol. 8, no. 15, May 2000</p> <p>"Federal Agency Fail to Include Key Sexual and Reproductive Health Services" Gutmacher Institute, Dec. 2014, (online)</p>	Zoom Session 1: Class Introductions, Course Overview, & Roe v. Wade

<p>Lesson 2: 9/6/22 – 9/12/22</p>	<p>Maternal Health and United Nations Development Goals</p>	<p>Cook et al, Part I, chap 2 and Part II chap 16, “A Global Overview of Reproductive Health”, “A Maternal Death”</p> <p>de Pinho, Helen. "On the" Rights" Track: The Importance of a Rights-Based Approach to Reducing Maternal Deaths." <i>Health and Human Rights in a Changing World</i>(2013): 434-440. (online)</p> <p>Miller, Suellen, Felicia Lester, Monique Webster, Obstetric Fistula, a Preventable Tragedy, Jr. of Midwifery and Women’s Health, 24 Dec. 2010</p> <p>Miller, Suellen, et al. "Beyond too little, too late and too much, too soon: a pathway towards evidence-based, respectful maternity care worldwide." <i>The Lancet</i>388.10056 (2016): 2176-2192.</p> <p>Shrestha, Binjwala et al. "Women’s Experiences and Health Care-Seeking Practices in Relation to Uterine Prolapse in a Hill District of Nepal." <i>BMC Women’s Health</i>14 (2014): 20. <i>PMC</i>. Web. 14 Aug. 2017.</p> <p>Comrie-Thomson, Liz, et al. "Challenging gender inequity through male involvement in maternal and newborn health: critical assessment of an emerging evidence base." <i>Culture, health & sexuality</i> 17.sup2 (2015): 177-189.</p> <p>The Millennium Goals Report, 2015, United Nations , (download pdf) Retrieved from: http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf</p> <p>Jeffrey D. Sachs: From Millennium Goals to Sustainable Development Goals. <i>The Lancet</i>, Vol 379, Issue 9832 9-15, June 2012, pp2206-2212</p> <p>UN Women. Turning promises into action: Gender equality in the 2030 Agenda for Sustainable development (2018). Chapter 4 – Beyond the Averages: Who is Being Left Behind?</p> <p>White, AC et al Reproductive Health The Missing Millennium Goal, World Bank. Chapter 8 – Gender, Health, and Poverty and Chapter 9 – Poverty and Reproductive Health. Retrieved from: https://openknowledge.worldbank.org/bitstream/handle/10986/7116/368040PAPER0Re101OFFICIAL0U SE0ONLY1.pdf?sequence=1&isAllowed=y</p> <p>Langford, Malcolm, Andy Sumner, and Alicia Ely Yamin, eds. <i>Millennium development goals and human rights</i>. Cambridge University Press, 2013. Part II, Chapter 9 – Sexual and Reproductive Health, Rights, and MDG 5.</p> <p>de Bruyn, Maria, <i>Violence, pregnancy and abortion; Issues of women’s rights and public health</i>, 2nd Edition, Chapel Hill, NC, IPAS, 2003</p> <p>USAID. (2017). ACTING ON THE CALL: Ending Preventable Child and Maternal Deaths: A Focus on Health Systems. pp 6-16; 68-98 Retrieved from: https://www.usaid.gov/sites/default/files/documents/1864/USAID_2017_AOTC_final.pdf</p> <p>UNFPA. (2013). Motherhood in Childhood: Facing the challenge of adolescent pregnancy, UNFPA. Chapter 1 – A global challenge and Chapter 2 – The impact on girls’ health, education and productivity. Retrieved from: http://www.unfpa.org/sites/default/files/pub-pdf/EN-SWOP2013-final.pdf</p> <p>UNFPA. (2017). UN report stresses need to ensure women’s reproductive rights.</p>	
<p>Lesson 3: 9/13/22 – 9/19/22</p>	<p>Demographic Concepts and Population</p>	<p>McFarlane, chaps. 1,2, 5</p> <p>“Population and Reproductive Health”</p> <p>“History and Future of World Population</p> <p>“Population Theories and Dynamics”</p> <p>Singh,S., DArroch, JE, and Ashford LS. “Adding It Up: The Costs and Benefits of Investing in Sexual and Reproductive Health 2014” UNFPA/Guttmacher Institute Retrieved from: https://www.guttmacher.org/report/adding-it-costs-and-benefits-investing-sexual-and-reproductive-health-2014</p> <p>Determinants and Consequences of High Fertility: A Synopsis of the Evidence – portfolio review, The World Bank, 2010. Retrieved from:</p>	<p>Lesson 3 assignment 3 due 9/18/22 at 11:55pm</p>

		<p>http://documents.worldbank.org/curated/en/389381468147851589/pdf/630690WP0P10870nants0pub08_023010web.pdf</p> <p>"Adding It Up: The Costs and Benefits of Investing in Sexual and Reproductive Health 2017: Fact sheet" UNFPA/Guttmacher Institute. Retrieved from: https://www.guttmacher.org/sites/default/files/factsheet/adding-it-up-contraception-mnh-2017.pdf</p> <p>WATCH video: Painful legacy of China's one-child policy 29 October 2015. Retrieved from: http://www.bbc.com/news/av/world-asia-china-34664827/painful-legacy-of-china-s-one-child-policy</p> <p>Castles, F., The World Turned Upside Down: Below Replacement Fertility, Changing Preferences and Family-friendly Public Policy in 21 OECD Countries. <i>Journal of European Social Policy</i>, 2003. 13(3): p. 209-227.</p> <p>McDonald, P. <i>The "Toolbox" of Public Policies to Impact on Fertility - a Global View</i>. in <i>Low Fertility, Families, and Public Policies</i>. Sevilla. 2000.</p> <p>Rajaratnam, Julie, Marcus, J., Levin-Rector, ., et al. <i>Worldwide mortality in men and women aged 15-59 years from 1970 to 2010: a systematic analysis</i>, <i>The Lancet</i>, vol 375, May 15, 2010</p> <p>Economist Asia. (25 Jan 2017). Understanding the spike in China's birthrate: Will it end the country's woes? <i>The Economist</i>.</p> <p>Li W, Chen S, Wang J, Zhao L, Wang D. 2019. Fertility cost in China should be borne by the state. <i>The Lancet Global Health</i> 7(6).</p>	
<p>Lesson 4: 9/20/22 – 9/26/22</p>	<p>Advancing Human Rights to Family Planning</p>	<p>McFarlane, chap. 9, Women's Status and Reproductive Rights</p> <p>Gruskin, S., E. Mills, D. Tarantola. 2007. The history, principles and practice of health and human rights; <i>The Lancet</i>, Vol. 370, No. 9585: 449-455. (1)</p> <p>Singh, JA, Govendar, M. and Mills, E. 2007. Do human rights matter to health? <i>The Lancet</i>, Vol. 372:521-527</p> <p>Hardee, K. et al. Voluntary, Human Rights-based Family Planning: A Conceptual Framework. 2014. <i>Studies in Family Planning</i>. Vol. 45, Issue 1: 1-18.</p> <p>No Mas Bebés – video</p> <p>Dreweke, Joerg. 2018. Coercion in the heart of Social Conservatives' Reproductive Health Agenda. Guttmacher Institute. Vol 21.</p> <p>Kumar, Jan, "How does quality of care relate to a rights-based Approach to family planning Programs", <i>The Population Council</i>, 2015</p> <p>Gruskin S, Ferguson L, Kumar S, Nicholson A, Ali M, Khosla R. 2017. A novel methodology for strengthening human rights based monitoring in public health: Family planning indicators as an illustrative example.</p> <p>Gruskin S, Waller E, Safreed-Harmon K, Ezer T, Cohen J, Gathumbi A, Kameri-Mbote P. 2015. Integrating Human Rights in Program Evaluation: Lessons from Law and Health Programs in Kenya.</p> <p>Rodríguez M, Harris S, Wilson K, Hardee K. 2013. Voluntary Family Planning Programs that Respect, Protect, and Fulfill Human Rights: A Systematic Review of Evidence.</p> <p>WHO. 2014. Ensuring human rights in the provision of contraceptive information and services: Guidance and Recommendations.</p>	<p>Submit Final Paper Topic in Assignments by 10/02/22 at 11:55pm</p>
<p>Lesson 5: 9/27/22 – 10/3/22</p>	<p>Adolescent Sexual and Reproductive Health</p>	<p>Cook et al. ,Part II, chap.3 "An adolescent girl seeking SRH care"</p> <p>Patton, G., Sawyer, S., Santelli, J., et al. Our future: a Lancet commission on adolescent health and wellbeing. <i>The Lancet</i>. 387 (10036), 2423-2478.</p> <p>Brahmbhatt, H., Kågesten, A., Emerson, M., Decker, M. R., Olumide, A. O., Ojengbede, O., ... Delany-Moretlwe, S. (2014). Prevalence and determinants of adolescent pregnancy in urban disadvantaged settings across five cities. <i>The Journal of Adolescent Health: Official Publication of the Society for Adolescent Medicine</i>, 55(6 Suppl), S48–57.</p> <p>Patton, G. C., Coffey, C., Cappa, C., Currie, D., Riley, L., Gore, F., ... Ferguson, J. (2012). Health of the world's adolescents: a synthesis of internationally comparable data. <i>The Lancet</i>, 379(9826), 1665–1675. http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(12)60203-7/fulltext</p> <p>Svanemyr, J., Amin, A., Robles, O. J., & Greene, M. E. (2015). Creating an Enabling Environment for Adolescent Sexual and Reproductive Health: A Framework and Promising Approaches. <i>Journal of Adolescent Health</i>, 56(1), S7–S14.</p>	

		<p>Chandra-Mouli, V., Svanemyr, J., Amin, A., Fogstad, H., Say, L., Girard, F., & Temmerman, M. (2015). Twenty Years After International Conference on Population and Development: Where Are We With Adolescent Sexual and Reproductive Health and Rights?<i>Journal of Adolescent Health</i>, 56(1), S1–S6.</p> <p>Bleakley, Amy, Atika Hurana, Michael Hennessy, Morgan Ellithorpe (2018) How patterns of learning about sexual information among adolescents are related to sexual behaviors, <i>Perspectives on Sexual and Reproductive Health</i>, 50 (1), 15-23</p> <p>WHO Recommendations on Adolescent Sexual and Reproductive Rights. 2018</p> <p>Sommer, M. (2011). An overlooked priority: puberty in sub-Saharan Africa. <i>American Journal of Public Health</i>, 101(6), 979–981.</p> <p>Watch VIDEO- Chandra-Mouli, V. Why we shouldn't shy away from sexual education. (2015). TEDxChisinau https://youtu.be/-7V9S9wdLfc</p> <p>Venkatraman Chandra-Mouli, Marina Plesons, Sheena Hadi, Qadeer Baig & Lliana Laong, Building support for adolescent sexuality and reproductive health education and responding to resistance in conservative contexts: cases from Pakistan, <i>Global Health: Science and Practice</i> March 2018, 6(1): 128-136; https://doi.org/10.97.45/GHSP-D-17-00285</p> <p>Anderson, Ragnar, C. Panchaud, L. Remez, S. Singh, "Measuring Adolescent Woman's Sexual and Reproductive Health Within a Rights-Based Framework: Developing and Applying an Index", Guttmacher Institute, Dec. 2014, (online)</p> <p>Lindberg, L.D., Bell, D.L. and Kantor, L.M. (2020), The Sexual and Reproductive Health of Adolescents and Young Adults during the COVID 19 Pandemic. doi:10.1363/psrh.12151</p> <p>Latest from Guttmacher: Difference in National Data on Adolescent Sexual and Contraceptive Behaviors and Updated Emergency Contraception Fact Sheet (2021) - multiple articles</p>	
<p>Lesson 6: 10/4/22 – 10/11/22</p>	<p>Men and Reproductive Health</p>	<p>Boudet, A., Petesch, P., Turk, C. with Thumala A. On Norms and Agency. Conversations about Gender Equality with Women and Men in 20 Countries. Chapter 3 - Strategic Life Decisions: Who Has the Final Say?</p> <p>Men's Reproductive Health: Defining, Designing and Delivering Services</p> <p>In Their Own Right: Addressing the Sexual and Reproductive Health Needs of American Men</p> <p>Gibbs, Andrew, Cathy Vaughan, and Peter Aggleton. "Beyond 'working with men and boys': (re) defining, challenging and transforming masculinities in sexuality and health programmes and policy." <i>Culture, health & sexuality</i> 17.sup2 (2015): 85-95.</p> <p>El Feki, S., Heilman, B. and Barker, G., Eds. (2017) Understanding Masculinities: Results from the International Men and Gender Equality Survey (IMAGES) – Middle East and North Africa. Cairo and Washington, D.C.: UN Women and Promundo-US. http://imagesmena.org/en/ <i>Read the Exec summary only</i></p> <p>Kabagenyi, Allen, et al. "Barriers to male involvement in contraceptive uptake and reproductive health services: a qualitative study of men and women's perceptions in two rural districts in Uganda." <i>Reproductive health</i> 11.1 (2014):</p> <p>Kraft, Joan Marie, et al. "An evidence review of gender-integrated interventions in reproductive and maternal-child health." <i>Journal of health communication</i> 19.sup1 (2014): 122-141.</p> <p>Stirer, Heather L., Erin A Casey, Juliana Carlson et al, "Primary Prevention Is? A Global Perspective on How Organizations Engaging Men in Preventing Gender-Based Violence Conceptualize and Operationalize their Work", <i>Violence Against Women</i>, 2016, vol 22(2), 249-268, Sage</p> <p>Altshuler, Anna L., et al. "Male Partners' Involvement in Abortion Care: A Mixed-Methods Systematic Review." <i>Perspectives on sexual and reproductive health</i> 48.4 (2016): 209-219.</p> <p>Singh, Hari, et al. "Increasing male participation in the uptake of vasectomy services." <i>J Fam Plann Reprod Health Care</i> 40.1 (2014): 64-65.</p> <p>Barker, Gary Thomas, Christine Ricardo, and Marcos Nascimento. <i>Engaging Men and Boys in Changing Gender-based Inequity in Health: Evidence from Programme Interventions</i>. Geneva: World Health Organization, 2007. Perry, Brian, et al. "Recent experience and lessons learned in vasectomy programming in low-resource settings: a document review." <i>Durham, NC: FHI 360 and Washington, DC: Population Council, the Evidence Project</i> (2016).</p> <p>Sonfreid, Alan, <i>Meeting the Sexual and Reproductive Health of Men Worldwide</i>, The Guttmacher Report, no. 1, March 2004 (web)</p>	<p>Assignment 6 due 10/9/22 at 11:55pm</p>

<p>Lesson 7: 10/12/22 – 10/17/22</p>	<p>USAID Certificate</p>		<p>USAID Certificate(s) due 10/17/22 at 11:55pm</p>
<p>Lesson 8: 10/18/22 – 10/24/22</p>	<p>Traditional Practices and Reproductive Health</p>	<p>Moaddab, Amirhossein, et al. "Virginity testing in professional obstetric and gynaecological ethics." <i>The Lancet</i> 388.10039 (2016): 98-100. http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(15)01275-1/fulltext?rss%3Dyes</p> <p>UNFPA. Marrying too Young: End Child Marriage. (2012) http://www.unfpa.org/end-child-marriage</p> <p>Cottingham, Jane, and Eszter Kismodi. "Protecting girls and women from harmful practices affecting their health: Are we making progress?" <i>International Journal of Gynecology & Obstetrics</i> 106.2 (2009): 128-131.</p> <p>Anand, Enu, Jayakant Singh, and Sayeed Unisa. "Menstrual hygiene practices and its association with reproductive tract infections and abnormal vaginal discharge among women in India." <i>Sexual & Reproductive Healthcare</i> 6.4 (2015): 249-254.</p> <p>Ras-Work, Berhane, <i>The impact of harmful traditional practices on the girl child</i>, UNICEF, Innocenti Research Center, Florence, Italy, Sep. 2006</p> <p>Mekhubele, JC, Indigenous Knowledge in the context of sexual and reproductive health and rights amongst the Tsonga/Shangaan speaking people in a rural community of Limpopo Province: A Social work perspective, <i>Int. Jr. of Health Promotion & Education</i>, vol. 49, no. 4, 2011, pp. 161-168.</p> <p>Saida Hodzic, <i>The Twilight of Cutting</i>, University of California Press, 2017(online) Chapter 2 - Making Harmful Traditional Practices</p> <p>Dorkenoo, Efua, <i>Cutting the Rose</i></p>	
<p>Lesson 9: 10/25/22 – 10/31/22</p>	<p>Emerging Infectious Disease & Reproductive Health</p>	<p>Covid & Reproductive Health (doc, see "resources" tab)</p> <p>Cook et al, Part II, ch 8 "Counseling and Caring for an HIV+ woman."</p> <p>Consensus statement: Supporting Safer Conception and Pregnancy For Men And Women Living with and Affected by HIV. Matthews et al. <i>AIDS Behavior</i>.(2017). Retrieved from: https://link.springer.com/article/10.1007/s10461-017-1777-7</p> <p>Schuklenk, U & A. Kleinsmidt "Rethinking Mandatory HIV Testing during pregnancy in areas with high HIV prevalence rates: Ethical & Policy Issues" <i>AJPH</i>, 2007, 97/7, pp. 1179-1183</p> <p>Brink, S. (6 July 2015). Cuba Is First To Earn WHO Seal For Ending Mother-Baby HIV Transmission. NPR. Retrieved from:http://www.npr.org/sections/goatsandsoda/2015/07/06/419567594/cuba-is-first-to-earn-who-seal-for-ending-mother-baby-hiv-transmission</p> <p>Decker, Michele R., et al. "Sex trafficking, sexual risk, sexually transmitted infection and reproductive health among female sex workers in Thailand." <i>Journal of Epidemiology & Community Health</i>(2010): jech-2009.</p> <p>Abramsky T, Devries K, Kiss L, et. al. A community mobilisation intervention to prevent violence against women and reduce HIV/AIDS risk in Kampala, Uganda (the SASA! Study): study protocol for a cluster randomised controlled trial.(2012). Retrieved from: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3503643/</p> <p>Gandhi A, Pettifor A, Barrington C, et. al. Migration, multiple sexual partnerships, and sexual concurrency in the Garifuna population of Honduras (2016). Retrieved from: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4714585/</p> <p>MacPherson E, Sadalaki J, Njoloma M, et. al. Transactional sex and HIV: understanding the gendered structural drivers of HIV in fishing communities in Southern Malawi(2012). Retrieved from: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3499929/</p> <p>HIV and Human Rights Good Practice Guide (pages 1-49) (2014)</p>	<p>Assignment 9 due 10/30/22 at 11:55pm</p>

		<p>WHO Consolidated guideline on sexual and reproductive health and rights of women living with HIV .WHO AFRO and Department of Reproductive Health and Research (2017) pp. 48-78 http://www.who.int/reproductivehealth/publications/gender_rights/srhr-women-hiv/en/</p> <p>Tynan, Anna, et al. "Vasectomy as a proxy: extrapolating health system lessons to male circumcision as an HIV prevention strategy in Papua New Guinea." <i>BMC health services research</i> 12.1 (2012): 299.</p> <p>Castro, Arachu, Yasmin Khawja, and Ida González-Nunez. "Sexuality, reproduction, and HIV in women: the impact of antiretroviral therapy in elective pregnancies in Cuba." (2007): S49-S54.</p> <p>Ranganathan M, Heise L, Pettifor A, et. al. Transactional sex among young women in rural South Africa: prevalence, mediators and association with HIV infection. (2016) <i>Journal of the International AIDS Society</i></p> <p>Mah T, Halperin D. Concurrent Sexual Partnerships and the HIV Epidemics in Africa: Evidence to Move Forward. February 2010, <i>AIDS and Behavior</i>.</p> <p>Rollins, Nigel, et al. "Prioritizing the PMTCT implementation research agenda in 3 African countries: Integrating and Scaling up PMTCT through Implementation REsearch (INSPIRE)." <i>AIDS Journal of Acquired Immune Deficiency Syndromes</i> 67 (2014): S108-S113.</p> <p>Turan, Janet M., and Laura Nyblade. "HIV-related stigma as a barrier to achievement of global PMTCT and maternal health goals: a review of the evidence." <i>AIDS and Behavior</i> 17.7 (2013): 2528-2539.</p> <p>Gupta, G. R. (2000). Gender, sexuality, and HIV/AIDS: The what, the why, and the how. <i>Can HIV AIDS Policy Law Rev</i>, 5(4), 86-93.</p>	
<p>Lesson 10: 11/1/22 – 11/7/22</p>	<p>Vulnerable Populations, Climate Change, and Reproductive Health</p>	<p>Women Deliver. <i>The Link Between Climate Change and Sexual and Reproductive Health and Rights: An Evidence Review</i>. Jan 2021 https://womendeliver.org/wp-content/uploads/2021/02/Climate-Change-Report-1.pdf</p> <p>Cook et al., Part II Chs 4 and 7, Sexual Assault and Emergency Contraception; Involuntary Female Sterilization</p> <p>Platform for International Cooperation on Undocumented Migrants. <i>The Sexual and Reproductive Health Rights of Undocumented Migrants</i>, Feb 2016 http://picum.org/wp-content/uploads/2017/11/Sexual-and-Reproductive-Health-Rights_EN.pdf</p> <p>Kallianes, Virginia & P. Rubinfeld, <i>Disabled Women and Reproductive Rights</i>, Disability & Society, vol. 12, no. 2, 1997, pp. 203-221. https://www.slideshare.net/VirginiaKallianes/kallianes-rubefelddisability-and-society-article</p> <p>Hidden Casualties: Sexual and Reproductive Health and Rights and Sexual Violence in Conflict. Center for Reproductive Rights (2016). https://www.reproductiverights.org/document/hidden-casualties-sexual-and-reproductive-health-a-nd-rights-and-sexual-violence-in-conflict</p> <p>Fleming, D. Silenced Women: The Fight for Recognition in Peru. <i>Foreign Affairs Review</i>. (3 Mar 2017). http://foreignaffairsreview.co.uk/2017/03/silenced-women-the-fight-for-recognition-in-peru/</p> <p>Hoover, Elizabeth et al., Indigenous Peoples of North America: Environmental Exposures and Reproductive Justice, <i>Environmental Health Perspectives</i>, vol 120, no. 12, 2012, pp. 1645-1649</p> <p>[Video] BBC News. (2013). Interview about an intersex childhood shattered by ignorance.</p> <p>Taft, Angela J., Rhonda L. Powell, and Lyndsey F. Watson. "The impact of violence against women on reproductive health and child mortality in Timor-Leste." <i>Australian and New Zealand journal of public health</i> 39.2 (2015): 177-181.</p> <p>O'Connell, Ciara, Women's Reproductive Rights in the Inter-American System of Human Rights: Conclusions from the Field, June-September 2014 (January 2015). https://www.researchgate.net/publication/332880571_Women's_Reproductive_Rights_in_the_Inter-American_System_of_Human_Rights_Conclusions_from_the_Field_June-September_2014</p> <p>Lasimbang, Helen et al., <i>Migrant workers in Sabah, East Malaysia: The importance of legislation and policy to uphold equity on sexual and reproductive health and rights</i>, <i>Best Practice & Research Clinical Obstetrics & Gynaecology</i>, 32, 2016, pp. 113-123</p>	

		<p>UN CELADE, Division de Poblacion, <i>Gender, Reproductive Rights and International Migration</i>, 23 de Oct.,2006</p> <p>van den Bergh, Brenda et al. Imprisonment and women’s health: concerns about gender sensitivity, human rights and public health, <i>Bulletin of the WHO</i>, 10/25/2016, pp.1-9</p> <p>Smith, E. et al, Barriers to accessing safe motherhood and reproductive health services: the situation of women with disabilities in Lusaks, Zambia, <i>Disability and Rehabilitation</i>, 2004, vol. 26, no. 2, 2004, pp. 121-127</p> <p>Stelle, Linda, Court Authorized Sterilization and Human Rights: Inequality, Discrimination and Violence against Women and Girls with Disability, <i>UNSW Law Journal</i>, vol 39(3) 2016, pp 1002-1038</p> <p>Chou, Y-C & Z-Y Lu, <i>Deciding about Sterilization: Perspectives from women with an intellectual disability and their families in Taiwan</i>, Jr. of <i>Intellectual Disability Research</i>, vol. 55, part 1, 2011, pp. 63-74</p> <p>Center for Reproductive Rights, Briefing Paper , <i>Reproductive Rights and Women with Disabilities: A Human Rights Framework</i>, 2002</p> <p style="text-align: center;">InterAmerican Commission on Human Rights; [1]</p> <p>REPORT N° 71/03 , PETITION 12.191, FRIENDLY SETTLEMENT, MARÍA MAMÉRITA MESTANZA CHÁVEZ, PERU (October 22, 2003). Retrieved from: https://www.cidh.oas.org/annualrep/2003eng/Peru.1_2191.htm</p> <p>Freitas, A. M., Igácio, A. R., & Saavedra, L. (2016). Motherhood in Prison. <i>Prison Journal</i>, 96(3), 415.</p> <p>Paine, T., Khanyile, N. J., Herstad, M., & Nkurunziza, J. M. (2012). Study on involving men and boys in preventing and responding to gender-based violence in conflict, post-conflict and humanitarian settings. <i>Sonke Gender Justice Network</i>, 1-62.</p> <p>The erosion of women’s sexual and reproductive rights. <i>The Lancet</i> 2019;393(10183).</p>	
<p>Lesson 11: 11/8/22 – 11/14/22</p>	<p>Global Access to Abortion</p>	<p>Louie KS, Chong E, Tsereteli T, Avagyan G, Abrahamyan R, Winikoff B, “Second trimester medical abortion with mifepristone followed by unlimited dosing of buccal misoprostol in Armenia,” <i>Eur J Contracept Reprod Health Care</i>, (Feb 2017), Vol. 22(1):76-80. link</p> <p>Platais I, Tsereteli T, Grebennikova G, Lotarevich T, Winikoff B, “Prospective study of home use of mifepristone and misoprostol for medical abortion up to 10 weeks of pregnancy in Kazakhstan,” <i>Int J Gynaecol Obstet</i>, (Sep 2016), Vol. 134(3):268-71. link</p> <p>Jones, Rachel and Stanley Henshaw, Mifepristone for Early Medical Abortion: Experiences in France, Great Britain and Sweden, <i>Perspectives on Sexual and Reproductive Health</i>, Vol. 34, No. 3 (May – Jun., 2002), pp. 154-161 link</p> <p>Ortiz-Ortega, “The Politics of Abortion in Mexico: The Paradox of Doble Discurso” IN Chavkin & Chesler <i>Where Human Rights Begin: Health, Sexuality, and Women in the New Millennium</i> link</p> <p>Reichenbach, <i>Reproductive Health and Human Rights: The Way Forward</i>, chap 11, Berer, Marge “The Cairo “Compromise” on Abortion and Consequences for Making Abortion Safe and Legal” link</p> <p>General Comment 22 on Article 12 of the Covenant on Economic, Social and Cultural Rights on the right to sexual and reproductive health link</p> <p>General Comment 14 on Article 12 of the Covenant on Economic, Social and Cultural Rights on theright to sexual and reproductive health link</p> <p>Donovan MK. 2019. Improving Access to Abortion via Telehealth. Guttmacher Institute. link</p>	
<p>Lesson 12: 11/15/22 – 11/21/22</p>	<p>Access to Abortion in the U.S.</p>	<p>Carol Joffe & Jennifer Reich, <i>Reproduction and Society</i>, Section II, Abortion, pp. 45-99</p> <p>Jones, Rachel K & Jenna Jermann <i>Abortion Incidence and Service Availability in the US</i>, 2014, <i>Perspectives on Sexual and Reproductive Health</i>, 49:1, March 2017</p> <p>Gruber Garvey, Ellen , “I in helped Women get abortions in pre-Roe America”, <i>The Atlantic</i>, June 4, 2022</p> <p>Trapped (documentary film)</p>	<p>Assignment 12 due 11/20/22 at 11:55pm</p>

		<p>After Tiller (documentary film)</p> <p>Webcam Abortion Services Offer Crucial Access – So What's Stopping Them?, Gizmodo, 4/17/18</p> <p>Abortion's Next Frontier: Video Chat, Cosmopolitan, March 2018</p> <p>Facts on Induced Abortion in the United States (Fact sheet)</p> <p>Reversing Roe – documentary available on Netflix</p> <p>Reproductive justice: A different horizon Willie Parker (TEDX Talk)</p> <p>Paltrow, Lynn M. "Roe v Wade and the new Jane Crow: Reproductive rights in the age of mass incarceration." <i>American Journal of Public Health</i> 103.1 (2013): 17-21. http://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2012.301104</p> <p>Sonfield A. 2019. 'Refusal of Care' Rule Provides Potent New Tools to Deny Health Care and Discriminate Against Patients. Guttmacher Institute.</p> <p>Donovan M. 2019. Improving access to abortion via telehealth. Guttmacher Institute.</p> <p>Nash, Mohammed, Cappello, Naide, Ansar-Thomas. 2019. State Policy Trends at Mid-Year 2019: States Race to Ban or Protect Abortion. Guttmacher Institute.</p>	
THANKSGIVING BREAK - NO CLASS			
<p>Lesson 13: 11/29/22 – 12/4/22</p>	<p>Reproductive Justice and Activism</p>	<p>Ross, L., & Solinger, R. (2017). <i>Reproductive Justice: An Introduction</i>(Vol. 1). Univ of California Press. Introduction (pp 1-8)</p> <p>Luna, Zakiya, and Kristin Luker. "Reproductive justice." (2013). http://www.annualreviews.org/doi/pdf/10.1146/annur-ev-lawsocsci-102612-134037</p> <p>Center for Reproductive Rights, "Breaking Ground 2018: Treaty Monitoring Bodies and Reproductive Rights" 2018</p> <p>Zakiya Luna, From Rights to Justice: Women of Color Changing the Face of Reproductive Rights Organizing, <i>Societies Without Borders</i> 4 (2009) 343-365</p> <p>K. Crenshaw, Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics K Crenshaw – U. Chi. Legal F., 1989</p> <p>Carmel Shalev Reproductive Health: The ICPD and the Convention on the Elimination of All Forms of Discrimination against Women, <i>Health and Human Rights</i>, vol 4, no 2 "Reproductive and Sexual Rights" (2000) pp. 38-66</p>	<p>Final Individual Paper due 12/04/22 at 11:55pm</p>
<p>Lesson 14: 12/6/22 – 12/12/22</p>	<p>Work on Final Group Presentation, due 12/18/22 at 11:55pm</p>		

READING/VIEWING LIST:Course Textbooks

1. McFarlane, Deborah, Global Population and Reproductive Health, Jones and Bartlett, 2015
2. Cook, Rebecca J., Bernard M. Dickens, and Mahmoud F. Fathalla. Reproductive health and human rights: integrating medicine, ethics, and law. Clarendon Press, 2003.

Recommended Books

1. Joffe, Carole & Jennifer Reich (editors) Reproduction and Society, Routledge, 2015
2. Altaf, Samia Waheed, "So Much Aid, So Little Development: stories from Pakistan, Johns Hopkins University Press, 2011
3. Chavkin, Wendy and Ellen Chesler, Where Human Rights Begin, Rutgers University Press, 2005.
4. Murray, Anne Firth, Women Taking Action for Health and Justice, Common Courage Press, 2008
5. Rifat Atun, Thyra de Jongh, Federica V. Secca, Kelechi Ohiri, Olusoji Adeyi. Clearing the Global Health Fog: A Systematic Review of the Evidence on Integration of Health Systems and Targeted Interventions, The World Bank, 2009 (online)
6. White, AC, Merrick, TW, Yazbeck, A, Reproductive Health: The Missing Millennium Development Goal, The World Bank, Washington, DC 2006 (download from World Bank site)

A few of the many online Journals:

International Women's Health Coalition/ IPAS

Family Planning Perspectives Guttmacher Institute
 International Family Planning Perspectives/The Guttmacher Institute
 Reproductive Health Matters
 SEXES
 Social Science and Medicine
 HealthPolicy and Planning
 Jr. of Adolescent Health
 Reproductive Health/The Center for Reproductive Rights
 Studies in Family Planning
 The Lancet
 The New England Journal of Med
 Center for Reproductive Rights

GPH DIVERSITY, EQUITY, and INCLUSION (DEI) STATEMENT:

The NYU School of Global Public Health (GPH) is committed to maintaining and celebrating a diverse, just, and inclusive environment for our students, faculty, and staff around the world. To foster this atmosphere and ideals of Diversity, Equity, and Inclusion (DEI), GPH promotes a welcoming learning environment that embraces cultural humility, and respects and values differences. These differences can include race, ethnicity, religion, gender identity, sexual orientation, physical, mental and emotional abilities, socioeconomic status, and other aspects of human diversity. In this course, we encourage students to share and discuss different perspectives, beliefs, and experiences while treating all with dignity and respect.

STATEMENT OF ACADEMIC INTEGRITY:

The NYU School of Global Public Health values both open inquiry and academic integrity. Students in the program are expected to follow standards of excellence set forth by New York University. Such standards include respect, honesty and responsibility. The SGPH does not tolerate violations to academic integrity including:

- Plagiarism
- Cheating on an exam
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Collaborating with other students for work expected to be completed individually
- Giving your work to another student to submit as his/her own
- Purchasing or using papers or work online or from a commercial firm and presenting it as your own work

Students are expected to familiarize themselves with the SGPH and University's policy on academic integrity as they will be expected to adhere to such policies at all times – as a student and an alumni of New York University.

Plagiarism

Plagiarism, whether intended or not, is not tolerated in the SGPH. Plagiarism involves presenting ideas and/or words without acknowledging the source and includes any of the following acts:

- Using a phrase, sentence, or passage from another writer's work without using quotation marks
- Paraphrasing a passage from another writer's work without attribution
- Presenting facts, ideas, or written text gathered or downloaded from the Internet as your own
- Submitting another student's work with your name on it
- Submitting your own work toward requirements in more than one course without prior approval from the instructor
- Purchasing a paper or "research" from a term paper mill.

Students in the SGPH and SGPH courses are responsible for understanding what constitutes plagiarism. Students are encouraged to discuss specific questions with faculty instructors and to utilize the many resources available at New York University.

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 Chairperson or Program Director 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 Chairperson or Program Director and inform the student in writing, instructing the student to schedule an appointment with the Senior Associate Dean for Academic Affairs, as a final step. The student has the right to appeal the action taken in

accordance with the GPH Student Complaint Procedure.

STUDENTS WITH DISABILITIES:

Students with disabilities should contact the Moses Center for Students with Disabilities regarding the resources available to them, and to determine what classroom accommodations should be made available. More information about the Moses Center can be found here: <https://www.nyu.edu/life/safety-health-wellness/students-with-disabilities.html>. Students requesting accommodation must obtain a letter from the Moses Center to provide to me as early in the semester as possible.