



CIEE Legon, Ghana

Course name:	Culture and Reproductive Health
Course number:	PUBH 3001 ACGH / SOCI 3002 ACGH
Programs Offering course:	January Term Ghanaian Studies
Language of Instruction:	English
US Semester Credits:	3
Contact Hours:	30 lecture hours and 15 seminar hours
Term:	January 2020

Course Description

This course seeks to provide students with a basic understanding of reproductive health issues with an emphasis on the ways through which culture influences reproductive health outcomes. Some of the topics to be explored include: approaches to the study of Reproductive Health—the reproductive health approach; cultural approach; empowerment approach—adolescent reproductive health; family planning; maternal health; sexually transmitted diseases with a focus on HIV/AIDS; infertility and new reproductive technology. These topics would be discussed by describing the trends and discuss them within the context of family and kinship, marriage, status of females, some cultural practices and socio-economic issues. Programmes and policies to deal with Reproductive Health issues would also be discussed.

Learning Objectives

This course seeks to provide students with a basic understanding of the reproductive health issues in Africa as a whole with an emphasis on the ways in which culture is implicated in creating challenges for the successful implementation of various reproductive health programmes. The goal is to provide students with a variety of information that helps them think critically about the influence of social norms on reproductive health.

At the end of this course, the student should be able to:

1. Explain the factors the led to a move from population control to reproductive health
2. Identify cultural factors that affect reproductive health
3. Distinguish between the biomedical and cultural explanations for infertility
4. Write an essay on the uniqueness of Ghana's fertility transition and the factors that led to this transition
5. Identify Caldwell's explanation for Africa's high rates of HIV/AIDS
6. Write an essay on the factors that lead to successful reproductive health programmes.

Course Prerequisites

Previous coursework in one of the following areas: African Studies, Anthropology,



Sociology, Political Science or Health Studies.

Course Requirements

Assigned readings
Reading summaries
Individual Research Paper
Attending class well-prepared and participating in discussions

Methods of Instruction

Interactive lecture style with student presentations.

Assessment and Final Grade

This course is evaluated with a research paper (Reproductive Health History Narrative) due in class on **January 19**. Students will make a presentation of their research in class on **January 19** before handing it in. Below are the guidelines for the research paper. There will also be one sitting test, and two reflection papers on the two field trips to be organized.

Grading
Test (**15 marks**)
2 Reflection papers (**20 marks per reflection paper**):
Research Paper: (**45 marks**)

Reproductive Health Narrative is due on January 19. This is a 12-15 page paper (double-spaced, 12 point font, 1 inch margins) is based on an ethnographic interview students conduct with two people regarding a past event in their reproductive life or an ongoing reproductive situation. The informants (interviewee) can be a family member, close friend, or a complete stranger. Students may conduct the interview in any language, but the final paper must be in English with translated quotations. Students interview questions should inquire about the informant's lived experience and their perception of the event/situation vis-à-vis their social networks, their healthcare providers (if appropriate), and their situated positioning. Students should be sure to include reflexive references to their position in relation to the informant, including a description of the interview process and any significant interactions beyond the scope of questioning, as captured in field notes that surround the interview.

Do not submit a transcription of the interview as the narrative. Students must condense the information gathered into a coherent narrative that tells a situated story of the informant's reproductive experience. I expect that students incorporate course readings and discussion into the analysis. A bibliography is required with this assignment.



Field Trip

There will be one experiential session: a field trip to the University of Ghana Hospital in the Greater Accra Region. Date for the trip are:

- January 9 2020-Visit to the University of Ghana Hospital.

PLAGIARISM POLICY:

Plagiarism in any form is unacceptable in the University of Ghana and shall be treated as a serious offence. Appropriate sanctions, as stipulated in the Plagiarism Policy, will be applied when students are found to have violated the Plagiarism policy.

Daily Schedule and Required Readings

Day One, Jan 3: Introduction

*Lane, S.D. 1994. From Population Control to Reproductive Health: An Emerging Policy Agenda. *Social Science and Medicine* 39 (9): 1303—1314.

Day Two, Jan 4: Approaches to Reproductive Health: Human rights, cultural, empowerment and life course

*Pillai, V. & Gupta, R. 2011. Reproductive Rights Approach to Reproductive Health in Developing Countries. *Global Health Action*, 4: 8423.

Day Three, Jan 5: Cultural Context of reproductive health: family and kinship, marriage, status of females, cultural practices and issues of vulnerability

*Horne, C., Dodoo, F. & Dodoo, N. A. 2013. The Shadow of Indebtedness: Bridewealth and Norms Constraining Female Reproductive Autonomy. *American Sociological Review* (78): 503-520.

*Ngom, P et al. 2003. Gate-keeping and Women's Health Seeking Behaviour in Navrongo, Northern Ghana. *African Journal of Reproductive Health* 7(1): 17-26.

COMPONENTS OF REPRODUCTIVE HEALTH

Day Four, Jan 8: Maternal Health

*Senah, Kodjo. 2003. Maternal Mortality: The Other Side. *Research Review* NS 19 (1): 47-55.

*Gyimah, S.O., Takyi, B., Addai, I. 2006. Challenges to the Reproductive Health Needs of African Women: On Religion and Maternal Health Utilization in Ghana. *Social Science and Medicine*, 62: 2930-2944.

Day Five, Jan 9: Visit to University of Ghana Hospital

Day Six, Jan 10: Family Planning Issues/Submit Field Report



*Adongo, P, B. Phillips, J. F., Kajihara, B., Fayorsey, C., Debpuur, C and F. N. Binka. 1997. Cultural Factors constraining the Introduction of Family Planning among the Kassena-Nankana of Northern Ghana. *Social Science and Medicine* 45 (12): 1789-1804.

*Onwuzurike, B. K. & Uzochukwu, B. S. C. 2001. Attitude and Practice of Family Planning amongst Women in a High Density Low Income Urban of Enugu, Nigeria. *African Journal of Reproductive Health*, 5 (2): 83-89.

Day Seven, Jan 11: Issues and Challenges of Adolescent Reproductive Health

*Boafo, I. 2001. Dating Violence and Condom Use Self-Efficacy: a Study of School Going Adolescents in Cape Town. *Ife Psychologia*, 19 (2): 296-320.

*Otoide, V. O., Oronsaye, F. and Okonofua, F. E. 2001. Why Nigerian Adolescents Seek Abortion rather than Contraception. Evidence from Focus Group Discussions. *International Family Planning Perspectives* 27 (2): 77-81.

Day Eight, Jan 12: Abortion

*Bleek, W. 1990. Did the Akan resort to Abortion in Pre-colonial Ghana? Some Conjectures. *Africa* 60 (1): 121-131.

*Morhee, R. A. S., Morhee, E.S.K. 2006. Overview of the Law and Availability of Abortion Services in Ghana. *Ghana Medical Journal*, 40 (3): 80-86.

Sedgh, G. 2010. Abortion in Ghana. *In Brief*, New York: Guttmacher Institute, No. 2.

Day Nine, Jan 15: HIV/AIDS/Guest Speaker

*Gausset, Q. 2001. AIDS and Cultural Practices in Africa: The Case of the Tonga (Zambia). *Social Science and Medicine* 52 (4): 509-518.

*Adanu, R.M.K., et al. 2008. Sexually Transmitted Infections and Health Seeking Behaviour among Ghanaian Women in Accra. *African Journal of Reproductive Health*, 12 (3): 151-158.

Ohemeng, F. 2016. The Meaning of AIDS-Related Deaths in an Urban Town in Ghana. *Illness, Crisis & Loss*, 24(4): 261–278. DOI: 10.1177/1054137315592756

Day Ten, January 16: Class test at 9.00 am. Write reflection paper 2 and submit 9. 0 am January 17 next day in class.

Day Eleven, Jan 18: Infertility

*Mogobe, D. K. 2005. Denying and Preserving Self: Botswana Women's Experiences of Infertility. *African Journal of Reproductive Health*, 9 (2): 26-37.

*Hollos, M et al. 2009. The Problem of Infertility in High Fertility Populations: Meanings, consequences and coping mechanisms in two Nigerian Communities. *Social Science and Medicine*, 68 (11): 2061-2068.

Day Twelve, Jan 19: New Reproductive Technologies/Reproductive Health Narrative Due

*Inhorn, M. C. 2005. Religion and Reproductive Technologies. *Anthropology News*.



*Gooldin, S. 2013. 'Emotional Rights', Moral Reasoning, and Jewish-Arab Alliances in the Regulation of in-vitro-fertilization in Israel: theorizing the Unexpected Consequences of Assisted Reproductive Technologies. *Social Sciences & Medicine* 83: 90-98.