Course code: PUBH 3001 ACGH/ SOCI 3002 ACGH
Course name: Culture and Reproductive Health
Program offering course: Summer Ghanaian Studies
Language of instruction: English
Contact hours: 30 lecture hours and 15 seminar hours
U.S. Semester Credits: 3
Term: Summer 2019

Course Description

This course seeks to provide students with a basic understanding of reproductive health with an emphasis on the ways culture influences reproductive health outcomes. The cultural factors include family and kinship systems, marriage practices, status of women gender relations, cultural beliefs and practices and socio-economic statuses. 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. The discussions will encompass trends, the cultural context and how it impacts the experience and reproductive health outcomes of people. Some programs and policies of Reproductive Health would also be discussed.

Learning Objectives

This course seeks to provide students with a basic understanding of the reproductive health issues with an emphasis on Africa. Furthermore, it would enable students to appreciate the various ways culture impacts on reproductive health experiences, policy planning and its implementation. 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 that led to a shift from population control to reproductive health
2. Identify cultural factors that affect reproductive health
3. Distinguish between the biomedical and cultural explanations of infertility
4. Identify and explain Africa’s high rates of HIV/AIDS
5. Analyze reproductive health programs and interventions and possibly design their own reproductive health interventions.
Course Pre-requisites

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. Students will make a presentation of their research in class 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
Class Test (15 marks)
2 Reflection papers (20 marks per reflection paper)
Research Paper: (45 marks)

Reproductive Health Narrative. This is a 12-15page 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.

**PLAGIARISM POLICY:**
Plagiarism in any form is unacceptable at CIEE Study Center, 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: Introduction & Approaches to Reproductive Health: Human rights, cultural, empowerment and life course**

**Day Two: Cultural Context of reproductive health: family and kinship, marriage, status of females, cultural practices and issues of vulnerability**

**COMPONENTS OF REPRODUCTIVE HEALTH**

**Day Three: Maternal Health**

**Day Four: Family Planning Issues**


**Day Five: Visit to University of Ghana Hospital**

**Day Six: Issues & Challenges of Adolescent Reproductive Health/Submit Field Report**


**Day Seven: Abortion**


**Day Eight: HIV/AIDS**


**Day Nine: HIV/AIDS/Guest Speaker**


**Day Nine: Class test at 9.00 am. Write reflection paper 2 and submit next day in class.**

**Day Ten: Infertility**


**Day Eleven: New Reproductive Technologies/Reproductive Health Narrative Due**


**Day Twelve: Revision**

**Day Thirteen: Presentations and Submission of Final Paper.**