

# Add Course Request

Submitted on: 2011-11-01 10:56:36

1. COURSE SUBJECT	NURS
2. COURSE NUMBER (OR PROPOSED NUMBER)	2175
3. COURSE TITLE	Global Politics of Childbearing & Reproductio
4. INITIATING DEPARTMENT or UNIT	NURS
5. NAME OF SUBMITTER	Heather L Evans
6. PHONE of SUBMITTER	Phone: +1 860 486 1699
7. EMAIL of SUBMITTER	Email: heather.evans@uconn.edu
8. CONTACT PERSON	John McNulty
9. UNIT NUMBER of CONTACT PERSON (U-BOX)	2026
10. PHONE of contact person	Phone: 860-486-5261
11. EMAIL of of contact person	Email: john.mcnulty@uconn.edu
12. Departmental Approval Date	N/A
13. School/College Approval Date	09/26/2011
14. Names and Dates of additional Department and School/College approvals	
15. Proposed Implementation Date	Term: Spring, Year: 2012
16. Offered before next printed catalog is distributed?	Yes
17. General Education Content Area	Content Area 1 Arts and Humanities Content Area 2 Social Sciences Content Area 4 Diversity and Multiculturalism  International
18. General Education Skill Code (W/Q). Any non-W section?	None
19. Terms Offered	Semester: Spring Year: Every_Year
20. Sections	Sections Taught: 1
21. Student Number	Students/Sections: 35
22. Clarification:	

23. <b>Number of Credits</b>	3 if VAR Min: Max: credits each term
<b>24. INSTRUCTIONAL PATTERN</b> One class per week. Lecture.	
25. Will this course be taught in a language other than English?	No If yes, then name the language:
26. Please list any prerequisites, recommended preparation or suggested preparation: none	
27. Is Instructor, Dept. Head or Unit <b>Consent Required?</b>	No
28. Permissions and Exclusions:	
29. Is this course <b>repeatable for credit?</b>	No If yes, total credits allowed: Allow multiple enrollments in same term? No
30. <b>Grading Basis</b>	Graded
31. If satisfactory/unsatisfactory grading is proposed, please provide <b>rationale:</b>	
32. Will the course or any sections of the course be taught as Honors? AsHonors	
33. Additional Details:	
34. Special Attributes:	
<b>35. REGIONAL CAMPUS AVAILABILITY:</b> Course will be offered on Storrs campus only. Instructor is not available to travel to other campuses. Future may offer availability of other campuses but starting with Storrs only.	
<b>36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY:</b>  Global Politics of childbirth & reproduction NURS2175 Spring2012 Three Credits Meet once per week Lecture  Course description: This course will enlarge the scope of understanding pertaining to maternal health and reproductive issues on a global scale. This course provides focused and sustained examination of the social, cultural, and political forces which organize childbirth and reproductive experiences.  Course Objectives: 1) Students will describe reproduction & childbearing practices within multiple social, historical, and political contexts.	

- 2) Students will identify the political, social, and historical birth practices which affect global reproductive decisions and experiences.
- 3) Students will demonstrate understanding of the relationship between social and political understandings of the reproductive body and cultural representations thereof.
- 4) Students will describe how policies regarding birth and contraception influence women, and how such influences are mediated by class, race, location, sexuality, and access to resources.
- 5) The student will be able to evaluate the availability, access, and quality of reproductive medical interventions globally and transnationally.

### **37. RATIONALE FOR ACTION REQUESTED**

- a) This course introduces students to the concepts of globalism, global healthcare, healthcare disparities, and cultural, as they relate to childbirth and reproduction. This course supports Global Citizenship, one of the university's guiding principles for internationalization efforts.
- b) This course is suitable as a 2000 level course because it does not have any prerequisites or exclusions.
- c) There are no enrollment restrictions.
- d) This course was designed in collaboration with Women's Studies but is being offered by Nursing and will not have any effect on other departments, including Women's Studies.
- e) While this course touches on some concepts, theories, and ideas from other courses (in Nursing, Women's Studies, etc), the content is unique and is not redundant. This course does not have significant overlap with any other courses at the university. There is currently no permanent course offered at UConn which examines the social, political, cultural, and economic contexts of maternal health and healthcare in a global context. The Women's Studies Program has offered a course titled "The Politics of Reproduction" as a special topics selection; however, childbirth is only one of many facets of reproduction it covers. The Women's Studies course "The Politics of Reproduction" offers sustained examination of transnational processes of maternal experience, and further considers the effects of these processes on reproductive experiences, law, and activism in locally and globally marginalized communities. For example, the Women's Studies course incorporates consideration of transnational adoption and surrogacy as well as globally differential access to contraception, abortion, and reproductive technologies such as in-vitro fertilization. Our proposed course "The Global Politics of Childbearing and Reproduction" offers students a close examination of childbirth in a global perspective which foregrounds social, political, and economic links between different geographic and cultural regions of the world, while maintaining a central focus on the intersections between healthcare modalities and the subjective experiences of women in childbirth. The focus in our proposed course on differential maternal healthcare practices as well as the sustained consideration of nursing theory further differentiates our proposed course from the Women's Studies course. In this proposed course, students will have the opportunity to engage in critical analysis of the social structures which shape the human experience of childbirth as well as master the tools with which to further their own understandings of the ethical, physical, and cultural dimensions of childbirth. We see these courses as complementary, but substantially different.

- f) This course was designed in collaboration with Women's Studies.
- g) This course will not effect regional campuses.
- h) The dean (formally Dean Bavier and currently Interum Dean Cusson) have approved this course and are supporting the coruse by adding it to the faculty teaching load.
- i) This course is not cross-lited.
- j) This course is not being offered as an experimental course.

**38. SYLLABUS:**

Online URL: ( [https://web2.uconn.edu/senateform/request/course\\_uploads/hle10001-1319818480-Global\\_Reproduction\\_Syllabus\\_OCT28.doc](https://web2.uconn.edu/senateform/request/course_uploads/hle10001-1319818480-Global_Reproduction_Syllabus_OCT28.doc) )

**39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question**

a)

Course Description: This course will enlarge the scope of understanding pertaining to maternal health and reproductive issues on a global scale. This course provides focused and sustained examination of the social, cultural, and political forces which organize childbirth and reproductive experiences.

Course Objectives:

- 1) Students will describe reproduction & childbearing practices within multiple social, historical, and political contexts.
- 2) Students will identify the political, social, and historical birth practices which affect global reproductive decisions and experiences.
- 3) Students will demonstrate understanding of the relationship between social and political understandings of the reproductive body and cultural representations thereof.
- 4) Students will describe how policies regarding birth and contraception influence women, and how such influences are mediated by class, race, location, sexuality, and access to resources.
- 5) The student will be able to evaluate the availability, access, and quality of reproductive medical interventions globally and transnationally.

b) Course grading is expected to be as follows:

In class Assignments and Reading Checks (35%)

Midterm Exam (15%)

Critical Book Review (20%)

Final Exam (30%)

In class assignments will be directly related to both the course objectives AND the weekly content. Students will reflect individually and in small groups to the assignments.

The midterm exam will assess the knowledge, comprehension, and synthesis of information

covered in readings, multimedia, and lecture. The final exam will be cumulative.

The critical book review will be a two-part assignment. Each student will respond to questions related to the book chapters. There will also be an in-class, small group discussion/assignment.

Weekly discussion related to the poems, historical writing, and fictional writings will be ungraded but will add to the students' understanding of the week's content. The discussion will include geographic location of the writing, political context, historical context, and social context.

c) Major themes for the course are outlined in the weekly outline and include:

- Meanings of the reproductive body in cultural artifacts and visual representations
- Birth and the Big Bad Wolf: An Evolutionary Perspective
- Moaning, groaning, rocking, and rolling. The birth process.
- Culture Stories: How Birth is Given Meaning, How Meaning is Given Birth
- Childbirth Across Cultures
- Contraception, Control, & Access
- Birth policies, practices, and expectations (through history)
- Culture in parenting
- Current political and social practices and standards
- Breastfeeding
- Surrogacy and adoption

d) This is NOT an existing general education course.

**40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question**

There are 7 possible components of general education courses. Below you will see the components specific to this course as well as a brief description of how the course meets the standard.

1. Become articulate

- This course encourages and requires both written and oral discussion. Students must internalize new content, synthesize the new information, and be able to discuss the content (written and oral) in terms of how it relates to social, political, geographic and healthcare issues.

3. Acquire critical judgment

- This is specifically met with the critical book review but will also be met in weekly discussion.

4. Acquire moral sensitivity

- Moral sensitivity is a necessary component of this course. The student will be stretched in their moral and ethical thinking. Many students will be confronted with moral and ethical dilemmas, as they explore cultures, social norms, and political systems vastly different than their own.

6. Acquire consciousness of the diversity of human culture and experience

- This course is founded on the expectation that students will acquire consciousness of cultural

diversity, social norms, and individual experience. Students will be challenged to view childbirth and reproduction outside the lense of what is expected and experienced in the United States.

**41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria**

**a. Arts and Humanities:**

Content Area 1, Arts and Humanities, is met as this course explores childbirth and the cultural meanings attached to it through consideration of different mediums and artistic presentations of of childbirth and the maternal body, thus fostering. historical and aesthetic inquiry of the childbirth experience. Group Two, Social Sciences, is met as the course examines the economic and political impact of society on childbirth and the reproductive lives of women in these cultures. Group Four, Diversity and Multiculturalisam/International, is met as this course explores childbirth in multiple cultures around the globe. Gaining an understanding of the human rights and reproductive lives of women and the dynamic impacts of social, political, and economy in these cultures further meets this criteria.

Specifically, this course meets requirements in Group One by: incorporating a sustained consideration of cultural productions of childbearing and the maternal body through history and across cultures, including sculpture, architecture, painting, photography, poetry, theatre, and dance. For example, this course will open with an introduction to visual representations of the maternal body dating back to the famed Venus of Willendorf and other Venus figures, and consider the paintings of Mary Cassat and Frida Kahlo as well as the photography of Renee Cox. Linked readings by scholars such as archaeologist Marija Gimbutas; art historians Jessica Clements, Imogen Tyler, and Andrea Liss; and visual sociologist Rosemary Betterton will be used to enhance student understanding of visual art treatments of the maternal body. Additionally, throughout the semester, students will be exposed to and encouraged to critically consider theatre and poetry of childbirth from diverse cultures. Examples include poetry from Rosario Castellanos, Luci Tapahonso, Sylvia Plath, Meng Chiao, and Reetika Vazirani as well as, potentially, theatre pieces by Karen Brody and Claire Dowie and performance pieces by the Judy Dworin Dance Ensemble.

**b. Social Sciences:**

Content Area 2, Social Sciences, is met by: introducing students to and encouraging critical analysis of the ways in which the subjective experience of childbearing in different cultures is influenced by local, national, regional, and transnational structures; introducing students to and encouraging students to engage with sociological, anthropological, and family studies theories of the State, globalization, the family, and the life course; introducing students to and encouraging the practice of sociological research methods; and emphasizing the links between social issues as well as providing students with the tools to think critically about these issues and form educated opinions on them.

**c. Science and Technology:**

**i. Laboratory:**

**d. Diversity and Multiculturalism:**

Content Area 4, Diversity and Multiculturalism, is met by centralizing consideration of childbearing experiences outside of the U.S. context. Specifically, this course will: emphasize the varieties of as well as the similarities between social experiences and values around childbirth; locate these varieties within their diverse social and cultural contexts; and incorporate a sustained examination of maternal health and the conditions for maternal health as a fundamental human right, including consideration of the multiple violations of this right globally as well as current efforts to protect and provide for adequate maternal health.

**43. International:**

Similar to Content Area 4, the international component, is met by centralizing consideration of childbearing experiences outside of the U.S. context. Specifically, this course will: emphasize the varieties of as well as the similarities between social experiences and values around childbirth; locate these varieties within their diverse social and cultural contexts; and incorporate a sustained examination of maternal health and the conditions for maternal health as a fundamental human right, including consideration of the multiple violations of this right globally as well as current efforts to protect and provide for adequate maternal health.

e. **Q course:**

f. **W course:**

**42. RESOURCES:**

Does the department/school/program currently have resources to offer the course as proposed  
YES

If NO, please explain why and what resources are required to offer the course.

**43. SUPPLEMENTARY INFORMATION:**

Additional CA2 information, email 12/8/11 AP:

. I'll address the CA2 criteria below (and I've cc'd everyone from your original email). I appreciate the opportunity to address these concerns.

1. Introduce students to theories and concepts of the social sciences.

This course is not a theory-intensive course. However, this course will discuss relationships among social, cultural, and political systems that shape human behavior related to childbearing and reproduction. This course will highlight human diversity and will examine intergroup conflicts such as classism and patriarchy.

2. Introduce students to methods used in the social sciences, including consideration of the ethical problems social scientists face.

We will be examining ethical dilemmas all throughout the course. Many of the topics discussed (birth practices, birth interventions, parenting practices, circumcision, surrogacy, infertility treatments, and birth control) are complex issues with vastly different viewpoints. Students will be called upon to explore these issues with consideration of the culture for which they are situated as they explore each ethical dilemma.

3. Introduce students to ways in which individuals, groups, institutions, or societies behave and influence one another and the natural environment.

This course will cover this area extensively. We will look at the ways in which historical individuals and groups behaved and influenced one another. We will also look at current individuals/groups. This will include in-depth discussion and examination of parenting, which varies from group to group. As an example, the movie *Babies* will be shown and discussed. This movie beautifully illustrates the way in which 4 different groups of people parent. We will also examine current practices such as maternal/paternal leave. These policies are vastly different around the globe and reflect the social norms and expectations of groups. We will also be looking at ways in which the medical profession has influenced the birth practices of groups and the ways in which individuals have “pushed back”. These are only a few examples.

4. Provide students with tools to analyze social, political, or economic groups/organizations (such as families, communities, or governments), and to examine social issues and problems at the individual, cultural, societal, national, or international level. Social issues that might be addressed include gender, race, social class, political power, economic power, and cross-cultural interaction.”

This is another area in which the course is particularly strong. We will be looking extensively at communities and governments as we explore birth and reproductive practices around the globe. Social issues such as circumcision (both male and female) will be discussed and examined with consideration of the cultural and religious context in which these practices take place. We will also be addressing surrogacy, which has strong connection to social class and power. While the wealthy are frequent beneficiaries of children from surrogate mothers, this has become similar to organ donation/harvesting in many nations, with poor or powerless women economically forced into surrogacy. Cross-cultural interaction will be woven throughout the course, especially in discussions for the book “*Monique and the Mango Rains*”. Discussions for the movie “*A Walk to Beautiful*” illustrate the struggle of social class, power, and poverty as it relates to the complex social stigma of obstetric fistulas. Race, social class, political power, and economic power are challenged and examined with our discussion of the movie “*Guerrilla Midwife*”.

I hope that those comments are specific enough. If you need more information, please let me know.

Heather Evans, PhD, RNC, CLC

**ADMIN COMMENT:**

Senate approved CA1 2.27.2012 // CA2GEOCdidnotapproveforCA2\_021412AP.  
GEOCCA1app\_CA2stillreviewing\_CA4alreadySenAppd\_120511AP. Senate approved new,  
CA4 course 12.12.11 // GEOCCA4Intlapp\_111711AP. newCA124Intl\_110111AP.



# The Global Politics of Childbearing and Reproduction

NURS 2175

Heather Evans, PhD, RNC-MNN, CLC

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Office Hours: TBA

## **Course Description:**

This course will enlarge the scope of understanding pertaining to maternal health and reproductive issues on a global scale. This course provides focused and sustained examination of the social, cultural, and political forces which organize childbirth and reproductive experiences.

## **Course Objectives:**

- 1) Students will describe reproduction & childbearing practices within multiple social, historical, and political contexts.
- 2) Students will identify the political, social, and historical birth practices which affect global reproductive decisions and experiences.
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- 4) Students will describe how policies regarding birth and contraception influence women, and how such influences are mediated by class, race, location, sexuality, and access to resources.
- 5) The student will be able to evaluate the availability, access, and quality of reproductive medical interventions globally and transnationally.

## **Course Policies:**

1. As members of the university community, students have an obligation to uphold the Student Code. Please refer to the Student Code at <http://www.dosa.uconn.edu>

2. HuskyCT will be used for the posting of assignments and readings. Please check HuskyCT frequently. You are responsible for the content posted.
3. Policy on missed exams: Exams must be taken on the assigned dates. Missing an exam without notifying the professor 24 hours prior will result in the grade of 0 on the exam.
4. Students anticipating a conflict regarding religious observances should inform the instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.
5. Final exam week for Spring 2012 begins on Monday, April 30 and ends on Sunday, May 6, 2012. Students are required to be available for their exam during the stated time. If you have a conflict with this time you must visit the Office of Student Services and Advocacy to discuss the possibility of rescheduling this exam. *Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the exam schedule and over-sleeping are not viable excuses for missing a final exam.* If you think that your situation warrants permission to reschedule, please contact the Office of Student Services and Advocacy with any questions. Thank you in advance for your cooperation.
6. There will be NO rounding up of final grades. Your final grade will reflect a whole integer. So, a cumulative grade of 89.9 will be recorded as 89.
7. Students are expected to come to class on time and refrain from using cell phones, computers, or other electronic devices for non-class related activities.
8. While taking the final exam, students are not permitted to leave the classroom and return to finish taking the exams.

**Evaluation:**

In class Assignments and Reading Checks	35%
Midterm Exam	15%
Critical Book Review	20%
Final Exam	30%

**Required Texts:**

Epstein, R. H. (2011). *Get Me Out: A History of Childbirth From the Garden of Eden to the Sperm Bank.* W.W. Norton & Company, NY.

Holloway, K. (2006). *Monique and the Mango Rains: Two Years with a Midwife in Mali.* Waveland Press, IL.

Selin, H., & Stone, P. (2009). *Childbirth across cultures: Ideas and practices of pregnancy, childbirth, and the postpartum.* New York: Springer.

*All other readings, videos, or webcasts will be posted on HuskyCT*

## **Assignment Calendar**

### **Week 1: Meanings of the reproductive body in cultural artifacts and visual representations**

-Introductions

-Review of Syllabus

-Cultural artifacts and visual representations

A number of artifacts and visual representations will be shown and discussed. This discussion is aimed at opening dialogue and also desensitizing the students to visual and verbal representations of the maternal body.

### **Week 2: Birth and the Big Bad Wolf: An Evolutionary Perspective**

-Poetry and/or historic writing

Each week's class will open with the reading of a poem or historic writing pertaining to the week's topic. Writing will be discussed with consideration of placement in history, location, and social situation of each poem/writing. Professor will guide discussion following the reading.

-Read prior to class:

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum.* pages 1-17

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum.* pages 41-51

Epstein, R. (2010). *Get Me Out: A history of Childbirth from the Garden of Eden to the Sperm Bank.* Pages 3-34

-Reading check – points count toward grade.

**Week 3: Moaning, groaning, rocking, and rolling. The birth process.**

-Poetry and/or historic writing

-Watch prior to class:

Celebrate Birth – available through the library and linked to HuskyCT

-In class discussion:

-Processes of labor and birth

-Watch in class:

-Born in Water

-Selected scenes from Business of Being Born

#### **Week 4: Culture Stories: How Birth is Given Meaning, How Meaning is Given Birth**

-Poetry and/or historic writing

-Read prior to class:

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum.* pages xiii-xvii

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum.* pages 33-39

-Monique & the Mango Rains

Chapters 1-3 questions due

#### **Week 5: Childbirth Across Cultures**

-Poetry and/or historic writing

-Read prior to class (choose at least 4 of the following selections):

Hong Kong

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum.* pages 71-75

Korea

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum*. pages 77-82

India

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum*. pages 95-105

Nepal

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum*. pages 137-143

Tibet

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum*. pages 145-158

Hmong

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum*. pages 161-171

-Reading check – points count toward grade.

**Week 6: Childbirth Across Cultures (continued)**

-Poetry and/or historic writing

-Henna

-Read prior to class (choose at least 4 of the following selections):

Israel

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum.* pages 185-192

Morocco

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum.* pages 195-202

Zimbabwe

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum.* pages 205-212

Uganda

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum.* pages 229-233

Navajo

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum.* pages 245-251

Myan

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum.* pages 255-263

Australian Aboriginal women

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum*. pages 225-285

### **Week 7: Midterm Exam**

### **Week 8: Contraception, Control, & Access**

-Poetry and/or historic writing

-Read prior to class:

Selin, H. & Stone, P. (2009). *Childbirth Across Cultures: Ideas and Practices of Pregnancy, Childbirth, and the Postpartum*. pages 55-67

Roberts (1997). *Killing the Black Body*. Pages 104-149

Visit <http://everywomancounts.org/> and click on “Learn More”; on this page you will read:

“Transportation and Access to Care Study Guide General”

“Family Planning Study Guide General”

AND choose one country fact sheet to read (bring to class)

-Listen in class to:

Family planning in Pakistan: <http://www.npr.org/2011/08/10/139382653/in-pakistan-birth-control-and-religion-clash>



-Monique & the Mango Rains

Chapters 4-6 questions due

**Week 9: Birth policies, practices, and expectations (through history)**

-Poetry and/or historic writing

-Read prior to class:

Amnesty International. 2010 *Deadly Delivery*.

<http://www.amnesty.org/en/library/asset/AMR51/007/2010/en/926e361c-4941-45c5-9368-ab18859254fd/amr510072010en.pdf>

(available on HuskyCT)

Valenti, Jessica. 2007. "Real Women Have Babies" in *Full Frontal Feminism* (pgs 151-164). (available on HuskyCT)

Epstein, R. H. (2011). *Get Me Out: A History of Childbirth From the Garden of Eden to the Sperm Bank*. W.W. Norton & Company, NY. Pages 78-92 and 153-168

-Watch in class:

*Guerilla Midwife* (movie)

-In-class assignment related to movie

**Week 10: Culture in parenting**

-Poetry and/or historic writing

-Read and/or listen to prior to class:

Circumcision

<http://www.npr.org/2011/07/25/138620685/circumcision-age-old-rite-faces-modern-concerns>

([available](#) on HusckCT)

Circumcision

<http://www1.salon.com/mwt/feature/1998/10/26feature.html>

(available on HuskyCT)

Circumcision

[http://www.salon.com/2011/10/05/is\\_circumcision\\_good\\_for\\_health/](http://www.salon.com/2011/10/05/is_circumcision_good_for_health/)

Circumcision

[http://open.salon.com/blog/judy\\_mandelbaum/2010/01/11/male\\_circumcision\\_-\\_a\\_short\\_cut\\_to\\_improved\\_african\\_health](http://open.salon.com/blog/judy_mandelbaum/2010/01/11/male_circumcision_-_a_short_cut_to_improved_african_health)

-Watch and listen in class:

Rites of Passage

<http://www.npr.org/2011/07/29/138792679/at-7-days-egyptian-babies-mark-first-rite-of-passage>

(Available on HuskyCT)

Babies (movie)

-In-class assignment related to movie

**Week 11: Current political and social practices and standards**

-Poetry and/or historic writing

-Read prior to class:

WHO Trends in Maternal Mortality (2010)

[http://whqlibdoc.who.int/publications/2010/9789241500265\\_eng.pdf](http://whqlibdoc.who.int/publications/2010/9789241500265_eng.pdf)

(available on HuskyCT)

View WHO's interactive flash movie at:

[http://www.who.int/features/great\\_expectations/en/index.html](http://www.who.int/features/great_expectations/en/index.html)

-Listen in class:

Mozambique: <http://www.npr.org/2011/06/27/137404439/in-mozambique-grim-prospects-for-mother-and-child> - misoprostol.

Mozambique 2: <http://www.npr.org/2011/06/29/137479308/drug-that-saves-womens-lives-carries-controversy> - misoprostol.

Sweden's leave policy

<http://www.npr.org/blogs/babyproject/2011/08/09/139121410/parental-leave-the-swedes-are-the-most-generous>

(available on HuskyCT)

-In class Assignment:

Bring laptop (you will be working in groups of 3 so you can share computers)

View WHO's interactive map for maternal reproductive health

[http://www.who.int/gho/maternal\\_health/en/index.html](http://www.who.int/gho/maternal_health/en/index.html)

View WHO's interactive map for contraception, family planning, adolescent fertility, and antenatal care

[http://www.who.int/gho/maternal\\_health/reproductive\\_health/en/index.html](http://www.who.int/gho/maternal_health/reproductive_health/en/index.html)

Answer questions (provided in class) pertaining to how political/social practices and access to care affect the maternal reproductive health stats you are seeing on the WHO's interactive maps. Be able to compare, contrast, and discuss 3 countries.

**Week 12: Critical book review: Monique and the Mango Rains**

-Poetry and/or historic writing

-Chapters 7-end of book assignment due

-Watch in class

A Walk to Beautiful (movie)

-In-class assignment based on Monique and the Mango Rains and A Walk to Beautiful.

**Week 13: Breastfeeding: these things do more than sell cars and beer!**

-Poetry and/or historic writing

-Read prior to class:

AAP policy statement on breastfeeding (available on HuskyCT)

HIV and breastfeeding guidelines and summary of evidence (available on HuskyCT)

Optimal duration of breastfeeding (available on HuskyCT)

WHO code for breastfeeding (available on HuskyCT)

Surgeon General's 2011 call to action for breastfeeding (available on HuskyCT)

WHO's baby friendly initiative (available on HuskyCT)

-In class assignment

Debate.

Groups are assigned to the following content areas the previous week. Reading assignments will guide discovery. Students will also supplement their knowledge and understanding with additional, self-identified resources. During class, debate will be run asking for representatives from each group to put forth support for questions posed. The members of group will be there to support speaker.

Content areas for debate:

HIV and Breastfeeding

WHO code and WHO Baby Friendly Initiative

American Academy of Pediatrics Policy Statement and Surgeon General's Call to Action

Exclusive Breastfeeding

Note: guest lecture and debate moderator will be a Neonatal Nurse Practitioner who is also a Internationally Board Certified Lactation Consultant (IBCLC)

#### **Week 14: Surrogacy and adoption**

-Poetry and/or historic writing

-Read prior to class:

Epstein, R. H. (2011). *Get Me Out: A History of Childbirth From the Garden of Eden to the Sperm Bank*. W.W. Norton & Company, NY. Pages 203-227 and 228-244.

Womb for Rent (available on HuskyCT)

Pages 5, 14-15, 17, 34-35, 39, 40-42.

Watch prior to class:

Juno (available on HuskyCT)

In class case discussions, including legal, moral, ethical, religious, and financial implications

Baby M

Historical surrogacy in Bible

Indian surrogacy: health risk, financial gain

Racism and Slaver

Foster Care System

Domestic and international adoption process

**Week 15: Review for final exam**

-Poetry and/or historic writing

-In class:

Final discussions

Wrapping thing up

Review for final exam