

# WOMEN'S HEALTH IN GLOBAL PERSPECTIVE (GLBH 113)

Spring 2018

M • W • F | 1:00 to 1:50 PM

Sequoyah Hall Room 148

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## **Faculty Instructor**

**Jennifer A. Wagman, PhD, MHS**

Assistant Professor, Division of [Infectious Diseases](#) and [Global Public Health](#)

Associate Director, Center on Gender Equity and Health ([GEH](#))

UC San Diego Department of Medicine | Central Research Services Facility (CRSF), 3<sup>rd</sup> floor

Office: 858-543-9618

Email: [jwagman@ucsd.edu](mailto:jwagman@ucsd.edu)

Skype name: jenniferwagman

Office hours: By appointment

## **Teaching Assistant (TA)**

**Amanda P. Miller, MS**

PhD Student, UCSD/SDSU Joint Doctoral Program in Public Health

Email: [apmiller@ucsd.edu](mailto:apmiller@ucsd.edu)

Skype name: amanda miller

Office hours: Wednesdays: 2:15 to 4:00 PM (CRSF, 3<sup>rd</sup> floor) & by appointment

## **University Course Catalog Description**

The course examines women's and girl's health throughout the world, focusing on the main health problems experienced primarily in low resource settings. This course presents issues in the context of a woman's life, from childhood, through adolescence, reproductive years, and aging. The course will have a strong emphasis on social, economic, environmental, behavioral, and political factors that affect health behaviors, reproductive health, maternal morbidity/mortality, and STIs/HIV.

**Course Format:** Lectures, discussions and small group work.

**Course Credits:** 4

## **Materials**

All course readings and other materials will be available on TritonEd. Additional or alternative readings may be added. If such changes occur, you will be notified.

## **Supplementary (Optional) Materials**

Dworkin S, Gandhi M, Passano P (Editors). (2016) Women's Empowerment and Global Health: A Twenty-First-Century Agenda. Univ of California Press, 352 pages

**Course Objectives:** *At the completion of this course, the student should be able to:*

1. Describe the main diseases and public health issues affecting girls and women across the globe, including non-communicable diseases, communicable diseases and injury;
2. Demonstrate an understanding of how health issues differentially impact women and girls living in settings with high-income vs. middle-lower-income vs. vs. low-income economies;
3. Identify existing public health interventions (including both models that have been evaluated and models that are currently being pilot tested) for promoting women's health, globally;
4. Write a critical essay/Op-Ed on a global women's health topic covered in class, and demonstrate skills to take a position on that topic and clearly argue your points;
5. Lead conversation with peers/others about how young people can effectively engage with and give back to their communities so as to improve the health and well-being of women and girls. Students should demonstrate awareness of ways in which young people can take focused action.

### **Course Evaluation**

1. **Attendance and Participation (10%).** You are expected to come to all class sessions and participate in discussions and group discourse. Absences, late arrivals and early departures must be conveyed via email to Dr. Wagman or Ms. Miller in advance, or on the day of the absence (for illness).
2. **Reflection Papers (2) – 15% each (30%).** Over the course of the term there will be 2 reflection papers. These offer the opportunity to consider how your participation in lectures, reading of background materials, interaction with peers and personal experiences and observations shape your thinking and acceptance of new ideas. These papers are assigned to help you improve your analytical skills and become familiar with how your thoughts are shaped by your assumptions and preconceived ideas.
3. **Midterm Project (40%).** In groups of 2-3 students, you will design a project to engage young people (under age 30) in Global Citizenship to improve the health and well-being of women and girls. With your group members you will discuss and come to agreement on: (a) How young people can effectively give back to their communities to deliver sustained positive health impacts, globally; and (b) What the most effective ways are to positively engage youth who care about the future of the planet. The project will be done in the form of a 2 page concept note and 10 minute presentation, proposing an innovative approach for using new knowledge to engage young people in Global Citizenship toward for the Sustainable Development Goals Goal 3 (Good health and well-being) and 5 (Gender equality).
4. **Op-Ed Article (20%).** An Op-Ed ("opposite the editorial page" or "opinion editorial") is a brief written piece published in newspapers or magazines. Op-Eds allow individuals other editorial board members to express their opinion on a topic. Those submitted for class should follow the format of a LA Times / San Diego Union-Tribune Op-Ed piece. You will choose a global women's health topic and write a critique/reaction. You should take a position, clearly argue your points (drawing on class readings and discussions). These Op-Ed pieces should be no longer than 2, double-spaced pages (500 words, max) and will be graded on grammar/spelling, organization and content.

## Grades

<b>A</b>	92.50 – 100	<b>B</b>	82.50 – 86.49	<b>C</b>	72.50 – 76.49	<b>D</b>	60.00 – 66.49
<b>A-</b>	89.50 – 92.49	<b>B-</b>	79.50 – 82.49	<b>C-</b>	69.50 – 72.49	<b>F</b>	59.00 and below
<b>B+</b>	86.50 – 89.49	<b>C+</b>	76.50 – 79.49	<b>D+</b>	66.50 – 69.49		

## KEY DATES

- REFLECTION PAPER 1: Due Monday, April 16, 2016 at 11:00pm (submit online)
- MIDTERM PROJECT (2-page concept note): Due Friday, April 27, 2016 at 11:00pm (submit online)
- MIDTERM PROJECT PRESENTATIONS: Done in person, in class on:
  - Monday, April 30, 2018
  - Wednesday, May 2, 2018
  - Friday, May 4, 2018
- REFLECTION PAPER 2: Due Friday, May 18, 2016 at 11:00pm (submit online)
- OP-ED ARTICLE Due: Wednesday, June 6, 2018 at 11:00pm (submit online)

## Course Policies

### **Late Work Policy**

Essays turned in late will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

### **Grades of "Incomplete"**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

### **Writing Policy**

Commentary on written work will be delivered in written format, at the end of the assignment. However, upon request, an alternate delivery method can be used. If desired, instructor comments can be made verbally and delivered to the student as an mp4. This approach yields far fewer written comments, but much more commentary in general is delivered, due to the speed and specificity of speech. Those requesting mp4 feedback must state so when the essay is turned in. All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. If you need writing assistance, please seek help from the Student Support Services Program in the Office of Academic Support and Instructional Services ([OASIS](#)). You can also contact the UCSD [Writing Hub](#) ([writinghub@ucsd.edu](mailto:writinghub@ucsd.edu)). All papers are to be word-processed, proofread, and solely the work of the author.

## **Group Work Policy**

Everyone must take part in the assigned group (midterm) project. All members of a group will receive the same score; that is, the project is assessed and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual, and refers to your teamwork. Every person in the group will provide the instructor with a suggested grade for every other member of the group, and the instructor will assign a grade that is informed by those suggestions.

## **Student Expectations**

### **Statement of University of California's Policy on Integrity of Scholarship**

The UCSD Policy on Integrity of Scholarship provides in-depth information about the policies and procedures relating to student integrity of scholarship.

According to the policy, "Integrity of scholarship is essential for an academic community. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld."

More information can be found on the Academic Senate Office website, <https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/appendices/2>.

### **Statement Related to Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must first contact the Office for Students with Disabilities (<http://disabilities.ucsd.edu/>) to determine eligibility for modifications, and other adjustments and accommodations due to a disability. You should inform the course instructor as soon as possible regarding eligibility determinations. The university is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor or to seek confidential assistance at Student Health Services, 858-534-3300 or Counseling and Psychological Services (CAPS), 858-534-3755. Visit their web site for more information: <https://wellness.ucsd.edu/Pages/default.aspx>.

Crisis intervention is always available 24/7 from: CAPS, 858-534-3755. **BUT** – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

## **Title IX Statement**

The Office for the Prevention of Harassment and Discrimination (OPHD) is the Title IX Office for UC San Diego and investigates reports of sexual harassment, sexual violence, dating and domestic violence and stalking. You may file a report online with the UC San Diego Office for the Prevention of Harassment and Discrimination (OPHD) at <http://ophd.ucsd.edu/reportbiasform.asp> or you may call OPHD at 858-534-8298. For further information about OPHD, please visit <http://ophd.ucsd.edu/>.

**Please note that University employees (including faculty and teaching assistants), who are not confidential resources, are designated Responsible Employees. Responsible Employees are required to report any incidents of sexual violence or sexual harassment to Elena Dalcourt, Interim OPHD Director / Title IX Officer.**

If you are not ready to file a report, but wish to receive confidential support and advocacy, please contact [CARE at the Sexual Assault Resource Center](#) (CARE at SARC). CARE at SARC provides violence prevention education for the entire UCSD campus and offers free and confidential services for students, staff and faculty impacted by sexual assault, relationship violence and stalking. Accessing resources at CARE at SARC will not constitute a report to the University.

## **Academic Conduct Policy**

The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination;
- Illegally obtained test questions before the test;
- Any and all forms of plagiarism – submit all or part of someone else’s work or ideas as your own;
- The destruction and/or confiscation of school and/or personal property.

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment, and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

### **Instructor Goals**

At a minimum, I hope to pursue the following goals and solicit your open and timely feedback on how well we are meeting these goals:

- Communicate effectively and frequently;
- Be an enthusiastic, active and involved;
- Demonstrate a mastery of the discipline;
- Relate material to current practices;
- Clearly explain complex concepts and ideas;
- Provide a framework for lifelong learning;
- Strive to involve participant in class activities;
- Be available to assist participants in or out of class; and
- Have respect and concern for all participants.

## Schedule / Classes

### **Week 1: Introduction and Overview of Global Women's Health Issues**

#### **MONDAY, APRIL 2, 2018: INTRODUCTION TO COURSE**

##### Topics covered:

- Welcome and introductions;
- Review of learning objectives and assessment;
- Overview of course structure and content.

#### **WEDNESDAY, APRIL 4, 2018: GENDER AND GLOBAL HEALTH RESEARCH**

##### Topics covered:

- How does gender factor into global health research?
- The United Nations' Millennium Development Goals and Sustainable Development Goals;
- Review of midterm assignment

##### Readings:

1. United Nations. 2015. The Millennium Development Goals Report 2015. Available from: [http://www.un.org/millenniumgoals/2015\\_MDG\\_Report/pdf/MDG%202015%20rev%20\(July%201\).pdf](http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf)
2. UNDP. Sustainable Development Goals Booklet. Available from: [http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs\\_Booklet\\_Web\\_En.pdf](http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf)
3. UN Women. 2018. Turning Promises into Action: Gender Equality in the 2030 Agenda for Sustainable Development. Available from: [www.unwomen.org/sdg-report](http://www.unwomen.org/sdg-report)

#### **FRIDAY, APRIL 6, 2018: OVERVIEW OF WOMEN'S HEALTH ISSUES ACROSS THE GLOBE**

##### Topics covered:

- Introduction to global burden of disease and public health issues affecting girls and women;
- Brief discussion of some of the main health issues faced by women across the globe;
  - Maternal mortality,
  - Female genital mutilation
  - Gender-based violence

##### Readings (please read at least 1 of these articles)

1. Peters SAE, Woodward M, Jha V, Kennedy S, Norton R. Women's health: a new global agenda. BMJ Glob Health. 2016 Nov 1;1(3):e000080. doi: 10.1136/bmjgh-2016-000080.
2. Nour NM. An Introduction to Global Women's Health. Rev Obstet Gynecol. 2008 Winter; 1(1):33-7.
3. Nour NM. Global women's health--a global perspective. Scand J Clin Lab Invest Suppl. 2014;244:8-12, discussion 11-12. doi: 10.3109/00365513.2014.936673

**MONDAY, APRIL 9, 2018: ACCESS TO CARE FOR MARGINALIZED MIGRANT WOMEN**

*Guest lecturer: Shira Goldenberg, PhD*, is an Assistant Professor in the Faculty of Health Sciences at Simon Fraser University, a Research Scientist with the Gender and Sexual Health Initiative of the BC Centre for Excellence in HIV/AIDS, and an Assistant Professor in the UCSD Division of Infectious Diseases and Global Public Health. Dr. Goldenberg's research aims to improve HIV prevention and care, sexual and reproductive health, and access to healthcare for migrants, sex workers, and women living with HIV.

Readings:

1. World Health Organization – Reg Office for Europe. Migrant women's health issues: addressing barriers to access to health care for migrant women with irregular status. [www.euro.who.int](http://www.euro.who.int)

**WEDNESDAY, APRIL 11, 2018: UNINTENDED AND UNWANTED PREGNANCY**

*Guest lecturer: Shahina Begum, PhD, MPS, MSc* is in the Department of Biostatistics at the National Institute for Research in Reproductive Health in Mumbai, India.

Readings:

1. World Health Organization. 2015. Not every pregnancy is welcome.

**OPTIONAL:**

2. Bearak J, Popinchalk A, Alkema L, Sedgh G. Global, regional, and subregional trends in unintended pregnancy and its outcomes from 1990 to 2014: estimates from a Bayesian hierarchical model. *Lancet Glob Health*. 2018 Apr;6(4):e380-e389.
3. Sebastian A, Begum S, Donta B, Tapas P. Abusive yet affectionate husbands: Conflicting perceptions of domestic violence experiences of wives living in urban slum communities of Mumbai, India. *Int J Reprod Contracept Obstet Gynecol*. 2017 Oct; 6(10):4413-4418

**FRIDAY, APRIL 13, 2018: CHILD MARRIAGE**

*Guest lecturer: Anita Raj, PhD*, is a Tata Chancellor Professor of Medicine and the Director of UCSD's Center on Gender Equity and Health in the Department of Medicine; and Professor of Education Studies in the Division of Social Sciences. Dr. Raj's research focuses on reproductive, maternal, neonatal, child, and adolescent health and gender inequities including early and child marriage, intimate partner violence and sexual assault, and son preference; development and evaluation of HIV, unintended pregnancy, and gender-based violence prevention interventions in low resource settings.

Topics covered:

- Scope of child marriage, and social and contextual vulnerabilities to child marriage;
- Physical and mental health consequences of child marriage and examples of prevention interventions.

Readings:

1. Raj A. When the mother is a child: the impact of child marriage on the health and human rights of girls. *Arch Dis Child*. 2010 Nov;95(11):931-5. doi: 10.1136/adc.2009.178707.
2. United Nations Children's Fund (UNICEF). Early Marriage: A Harmful Traditional Practice. A Statistical Exploration. New York: UNICEF; 2005. [http://www.unicef.org/publications/files/Early\\_Marriage\\_12.lo.pdf](http://www.unicef.org/publications/files/Early_Marriage_12.lo.pdf)

## Week 3: Midterm Preparation and Safe Abortion/Access to Contraception

### MONDAY, APRIL 16, 2018: RECAP OF WEEK 2 & CONTINUED EXPLORATION OF GLOBAL WOMEN'S HEALTH ISSUES

#### Topics covered:

- Summary of lectures on health care for migrant women, unintended/unwanted pregnancy and child marriage across the globe;
- A comparison of disease burden among women and girls living in settings with high-income vs. upper-middle-income vs. lower-middle-income vs. low-income economies.

#### Readings:

1. World Economic Forum. The top causes of death for women – and how to combat them. 2017. Available from: <https://www.weforum.org/agenda/2017/10/the-top-causes-of-death-for-women-and-how-to-combat-them/>

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### Reflection paper assignment 1 due

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### WEDNESDAY, APRIL 18, 2018: PREPARATION WORK FOR MIDTERM ASSIGNMENT

#### Readings:

1. Advocating for change for adolescents! A Practical Toolkit for Young People to Advocate for Improved Adolescent Health and Wellbeing. Geneva: World Health Organization; 2017 (WHO/FWC/NMC/17.2). Licence: CC BY-NC-SA 3.0 IGO.
2. Cesario, Sandra K. What Does it Mean to Be a Global Citizen? *Nursing for Women's Health*, 2017: 21 (1); 59 – 63.
3. Temmerman M, Khosla R, Laski L, Mathews Z, Say L; Women and Health Working Group for the Global Strategy for Women's, Children's and Adolescents' Health. Women's health priorities and interventions. *BMJ*. 2015 Sep 14;351:h4147. doi: 10.1136/bmj.h4147.

### FRIDAY, APRIL 20, 2018: SAFE ABORTION / CONTRACEPTION

*Guest lecturer: Sarah H. Averbach, MD*, is a board-certified obstetrician/gynecologist who provides comprehensive gynecological care and specializes in family planning. Her expertise includes surgical management of gynecologic conditions and reproductive infectious disease. As an assistant professor in the Department of Reproductive Medicine, Dr. Averbach instructs medical students, residents and fellows at UCSD School of Medicine. Her research interests include intrauterine device use and risk of precancerous cervical lesions and cervical cancer, development of novel contraceptives, contraception for women living with HIV and at risk for HIV, and expanding access to contraception globally.

#### Readings:

1. World Health Organization. January 2018. Fact Sheet: Preventing unsafe abortion. Available from: <http://www.who.int/mediacentre/factsheets/fs388/en/>

**MONDAY, APRIL 23, 2018: TAKING ACTION FOR WOMEN'S HEALTH AND RIGHTS: LESSONS LEARNED FROM THE GLOBAL SOUTH**

*Guest lecturer:* **Melissa Smith, MD** is a family medicine physician who has worked in primary care clinics in resource poor communities in the US and Central America for three decades. She joined UC Santa Barbara in January 2018 as Director of Health Equity Initiatives. Dr. Smith has developed training programs for community health workers and midwives in Nicaragua and Guatemala, and is currently engaged in Participatory Action Research focused on maternal health in Mexico, about which she will talk to our class.

Readings:

1. Smith M, Shannon S, Vickery K. Chapter 1: Taking Action for Women's Health. In Health Actions for Women: Practical Strategies to Mobilize for Change. Hesperian Foundation; 1st edition (February 2, 2015)
2. Aziz A, Shams M, Khan KS. Participatory action research as the approach for women's empowerment. *Action Research*; 2011: 9(3) 303–323.

**WEDNESDAY, APRIL 25, 2018: YOUTH-LED INTERVENTIONS FOR HEALTH**

Adolescents and young people across the globe are involved with health promotion efforts. People under the age of 30 years were some of the largest contributors to the development of the Sustainable Development Goals in 2015. Although young people's involvement in health interventions seems to have decreased since 2015, we will spend today's class talking about some of the creative and innovative approaches youth have developed and led to make positive change in their communities and countries, including:

- Youth-led reproductive health programs;
- Social media campaigns;
- Health advocacy programs on college campuses;
- Peer group interventions.

Readings:

1. Djalalinia S, Ramezani Tehrani F, Malekafzali H, Hashemi Z, Peykari N. A youth-led reproductive health program in a university setting. *Med J Islam Repub Iran*. 2015 May 5;29:210. eCollection 2015.
2. Soleimanpour S, Brindis C, Geierstanger S, Kandawalla S, Kurlaender T. Incorporating youth-led community participatory research into school health center programs and policies. *Public Health Rep*. 2008 Nov-Dec;123(6):709-16.
3. (FOR CONTINUED REFERENCE) Advocating for change for adolescents! A Practical Toolkit for Young People to Advocate for Improved Adolescent Health and Wellbeing. Geneva: World Health Organization; 2017 (WHO/FWC/NMC/17.2). Licence: CC BY-NC-SA 3.0 IGO.

**FRIDAY, APRIL 27, 2018: INTERACTIVE IN-CLASS WORK TO PREPARE FOR MIDTERM PROJECTS**

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**Concept note for midterm project due**

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## Week 5: Midterm Project Presentations

### MONDAY, APRIL 30, 2018: MIDTERM PRESENTATIONS

- Groups 1-4

### WEDNESDAY, MAY 2, 2018: MIDTERM PRESENTATIONS

- Groups 5-8

### FRIDAY, MAY 4, 2018: MIDTERM PRESENTATIONS

- Groups 9-12

## Week 6: Violence against Women and Girls

### MONDAY, MAY 7, 2018: INTIMATE PARTNER VIOLENCE

Intimate partner violence (IPV) is the common form of violence against women, worldwide. We will discuss the different forms of IPV, review the most updated global statistics on each type of violence, discuss the causes and consequences of IPV and learn what is known about how to prevent IPV in different settings.

#### Readings:

1. World Health Organization, 2012. Understanding and addressing violence against women: **Intimate partner violence**. [http://www.who.int/reproductivehealth/topics/violence/vaw\\_series/en/](http://www.who.int/reproductivehealth/topics/violence/vaw_series/en/)
2. World Health Organization, 2012. Understanding and addressing violence against women: **Sexual violence**. [http://www.who.int/reproductivehealth/topics/violence/vaw\\_series/en/](http://www.who.int/reproductivehealth/topics/violence/vaw_series/en/)
3. Ellsberg M, Arango DJ, Morton M, Gennari F, Kiplesund S, Contreras M, Watts C. Prevention of violence against women and girls: what does the evidence say? *Lancet*. 2015 Apr 18;385(9977):1555-66.

### WEDNESDAY, MAY 9, 2018: SEX TRAFFICKING

*Guest lecturer. Jay Silverman, PhD*, is Director of Research for the Center on Gender Equity and Health and a Professor of Medicine and Global Public Health at UCSD. Dr. Silverman is, perhaps, best known for being the world's leading public health authority on trafficking of women and girls for sexual exploitation. He has led groundbreaking studies of sex trafficking in South and Southeast Asia, and has recently expanded this line of research to Latin America.

#### Readings:

1. Brief GEH Report on Sex Trafficking
2. Silverman JG, Servin A, Goldenberg SM, Magis-Rodriguez C, Ritter J, Raj A, Brouwer KC. Sexual Violence and HIV Infection Associated With Adolescent vs Adult Entry Into the Sex Trade in Mexico. *JAMA*. 2015 Aug 4;314(5):516-8. doi: 10.1001/jama.2015.7376.

## **FRIDAY, MAY 11, 2018: REPRODUCTIVE COERCION**

*Guest lecturer. Jasmine Uysal, MPH* is a Research Project Coordinator for the Center on Gender Equity and Health in the Division of Infectious Diseases and Global Public Health at UCSD. She has experience working domestically and internationally on a variety of community research projects related to sexual and reproductive health, human resources for health, capacity of health systems, and maternal and child health. Currently, Ms. Uysal coordinates an evidence-based intervention called Addressing Reproductive Coercion in Health Settings (ARCHES) in Nairobi, Kenya. ARCHES aims to prevent reproductive coercion and IPV.

### Readings:

1. Brief GEH Report on ARCHES
2. Silverman JG, Raj A. Intimate partner violence and reproductive coercion: global barriers to women's reproductive control. *PLoS Med.* 2014 Sep 16;11(9):e1001723. doi: 10.1371/journal.pmed.1001723.
3. (Optional) Miller E, Tancredi DJ, Decker MR, McCauley HL, Jones KA, Anderson H, James L, Silverman JG. A family planning clinic-based intervention to address reproductive coercion: a cluster randomized controlled trial. *Contraception.* 2016 Jul;94(1):58-67. doi: 10.1016/j.contraception.2016.02.009.

## **Week 7: HIV and other Sexually Transmitted Infections & Campus-based Sexual Assault**

### **MONDAY, MAY 14, 2018: WOMEN, GIRLS AND HIV AND OTHER SEXUALLY TRANSMITTED INFECTIONS**

#### Topics covered:

- Global prevalence and incidence of HIV infection and select STIs among women and girls.

#### Readings:

1. UNAIDS. 2018. Women and girls and HIV. <http://www.unaids.org>
2. CDC. 2011. 10 Ways STDs Impact Women Differently from Men.
3. Newman L, et al. Global Estimates of the Prevalence and Incidence of Four Curable Sexually Transmitted Infections in 2012 Based on Systematic Review and Global Reporting. *PLoS One.* 2015 Dec 8; 10 (12):e0143304. doi: 10.1371/journal.pone.0143304. eCollection 2015.

### **WEDNESDAY, MAY 16, 2018: BUILDING THE EVIDENCE BASE TO UNDERSTAND AND PREVENT CAMPUS SEXUAL ASSAULT IN SWAZILAND**

*Guest lecturer. Rebecca Fielding-Miller, PhD, MSPH*, is an Assistant Professor in UCSD's Division of Infectious Diseases and Global Public Health and the Center on Gender Equity and Health. Her research examines structural drivers of HIV and gender based violence in the U.S. and sub-Saharan Africa with a focus on the intersection of race, gender, and economic inequality. Dr. Fielding-Miller is leading a study at the University of Swaziland to measure prevalence of sexual assault among female students and pilot a novel sexual assault resistance intervention shown to reduce completed sexual assault by half among University women in Canada.

#### Readings:

1. Fielding-Miller R. 2017. Why Resistance? Online blog: <http://www.svri.org/blog/why-resistance>
2. Senn CY, Eliasziw M, Barata PC, Thurston WE, Newby-Clark IR, Radtke HL, Hobden KL. Efficacy of a sexual assault resistance program for university women. *N Engl J Med.* 2015 Jun 11;372(24):2326-35. doi: 10.1056/NEJMsa1411131.

## **FRIDAY, MAY 18, 2018: THE RELATIONSHIP BETWEEN VIOLENCE AGAINST WOMEN AND HIV INFECTION**

Intimate partner violence is both a cause and consequence of HIV infection in women. In today's class we will discuss the direct and indirect pathways between violence and HIV infection, and watch "SASA! A Film about Violence, Women and HIV." The SASA! film is a 30-minute documentary that explores the connections between violence, HIV and power in women's lives. This film is an inspiring look at two women's lives and a call to action for everyone to begin working to prevent violence against women and HIV infection now.

### Readings:

1. Campbell JC, Baty ML, Ghandour RM, Stockman JK, Francisco L, Wagman J. The intersection of intimate partner violence against women and HIV/AIDS: a review. *Int J Inj Contr Saf Promot*. 2008 Dec;15(4):221-31. doi: 10.1080/17457300802423224. Review.
2. Raising Voices. SASA! Mobilizing Communities to Inspire Social Change. <http://raisingvoices.org>

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### **Reflection paper assignment 2 due**

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## **Week 8: Water and Women's Health, Equity and Empowerment & Film Screening**

### **MONDAY, MAY 21, 2018: WASH: WOMEN'S HEALTH, EQUITY AND EMPOWERMENT**

*Guest lecturer. Georgia Kayser, PhD*, is an Assistant Project Scientist in UCSD's Department of Family Medicine and Public Health. Her research explores the factors that limit the delivery of safe and sustainable water, sanitation and hygiene (WaSH) services and she tests specific WaSH interventions (technologies and management strategies) for their human and environmental health outcomes and sustainability over time.

### Readings:

1. Caruso BA, Sevilimedu V, Fung IC, Patkar A, Baker KK. Gender disparities in water, sanitation, and global health. *Lancet*. 2015 Aug 15;386(9994):650-1. doi: 10.1016/S0140-6736(15)61497-0.
2. Guo A, Bowling JM, Bartram J, Kayser G. Water, Sanitation, and Hygiene in Rural Health-Care Facilities: A Cross-Sectional Study in Ethiopia, Kenya, Mozambique, Rwanda, Uganda, and Zambia. *Am J Trop Med Hyg*. 2017 Oct;97(4):1033-1042. doi: 10.4269/ajtmh.17-0208. Epub 2017 Aug 18.

### **WEDNESDAY, MAY 23, 2018: ACTIVE LEARNING EXERCISE**

In today's class we will discuss how topics covered during the course are reflected in current events. We will brainstorm on how narrative essays can be crafted from global women's health issues we have learned about. Everyone will take turns, briefly sharing their opinion or thoughts about an issue of choice. Op-eds can raise awareness about a topic or aim to persuade others, and can substantiate the writer as an expert on a subject.

### **FRIDAY, MAY 25, 2018: FILM SCREENING OF A WALK TO BEAUTIFUL**

"A Walk to Beautiful" tells the story of five women in Ethiopia suffering from childbirth injuries. Rejected by their husbands and ostracized by their communities, these women are left to spend the rest of their lives in loneliness and shame. We follow each of these women on their journey to a special hospital in Addis Ababa where they find solace for the first time in years, and we stay with them as their lives begin to change.

## Week 9: Working with Youth in Sri Lanka to Prevent GBV & Op-Ed Writing

**MONDAY, MAY 28, 2018: HOLIDAY – MEMORIAL DAY (NO CLASS)**

**WEDNESDAY, MAY 30, 2018: WORKING WITH YOUTH TO PREVENT GENDER-BASED VIOLENCE: CASE STUDIES FROM SRI LANKA**

*Guest lecturer. Ruvani Fonseka, MPH, MSW*, is a PhD Student in the UCSD/SDSU Joint Doctoral Program in Public Health, Health Behavior track. She is working with Dr. Jay Silverman at the Center on Gender Equity and Health within the Department of Global Public Health as a Predoctoral Fellow. Ruvani is also a 2017-2018 UCSD Katzin Fellow. Prior to entering the JDP, Ruvani conducted 9 months of Fulbright research on gender norm formation among young adults in Sri Lanka in 2016-2017. In today's class, Ms. Fonseka will discuss:

- Her undergraduate certificate training in Global Health and Health Policy and her Peace Corps experience in Mali and research experience on gender-based violence in India and Sri Lanka;
- Her Master of Public Health and Master of Social Welfare degrees from UC Berkeley;
- Her research with young adults in Sri Lanka to understand how their experiences helped them to develop their own gender identity, as well as to understand and respond to gender norms.

Readings:

1. Fonseka RW, Minnis AM, Gomez AM. Impact of Adverse Childhood Experiences on Intimate Partner Violence Perpetration among Sri Lankan Men. PLoS One. 2015 Aug 21;10(8):e0136321. doi: 10.1371/journal.pone.0136321. eCollection 2015.

**FRIDAY, JUNE 1, 2018: REVIEW SESSION ON HOW TO WRITE OPINION PIECES ON HEALTH TOPICS**

## Week 10: Course Wrap-Up

**MONDAY, JUNE 4, 2018: VISIT BY LOCAL NON-GOVERNMENTAL ORGANIZATION REPRESENTATIVE TO TALK ABOUT WOMEN'S GLOBAL HEALTH WORK AND OPPORTUNITIES FOR STUDENT INVOLVEMENT**

**WEDNESDAY, JUNE 6, 2018: COURSE WRAP-UP SESSION**

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**Final (Op-Ed) assignment due**

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**FRIDAY, JUNE 8, 2018: NO CLASS. MEETINGS BY APPOINTMENT AVAILABLE IF YOU WOULD LIKE TO DISCUSS SUBMITTING YOUR OP-ED FOR PUBLICATION**