



# ANTH841

## Regulating Intimacy: Sexual and Reproductive Health in a Global Context

S2 Evening 2015

*Dept of Anthropology*

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## General Information

Unit convenor and teaching staff

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Credit points

4

Prerequisites

ANTH816 or admission to MGlobalHlthDevStud or GradCertGlobalHlthDevStud

Corequisites

Co-badged status

Unit description

This unit examines how modernisation impacts on populations in developing countries by focusing on sexual and reproductive health. Improving these dimensions of well-being are central elements of global development goals and numerous health projects. As market engagement expands around the world, changing material and affective economies offer new opportunities for many people in developing countries. Everyday social and cultural aspects of reproduction are increasingly commoditised and linked into global circuits of value. At the same time, public health regulations seek to control intimate life and reduce disease spread. We will consider how social life unfolds through practices of intimacy and how these in turn have specific implications for how health is imagined and maintained by looking at the assumptions and practices underpinning sexual and reproductive health programs. This unit will thereby examine why sexual and reproductive domains are such prominent targets for development attention and the significant challenges that arise in seeking to intervene in these aspects of everyday life.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Synthesize the common anthropological, epidemiological, historical, policy, and political-

economic approaches to major sexual and reproductive health problems in developing countries.

Examine links between relative status of health and development in poor countries through looking at sexual and reproductive health of men and women and why these formed such a substantial portion of the Millenium Development Goals

Identify the role of neoliberal expansion, affective economies, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions in developing countries.

Critically examine the role of culture within experiences of sexuality and how this in turn can inform marginalisation and associated vulnerability to sexual and reproductive health problems as well as the style and practice of government and donor interventions

Read widely and actively participate in discussions concerning the nature of interactions between development agencies and target communities and thereby gain detailed picture of what international aid can contribute to global health.

## Assessment Tasks

| Name                                  | Weighting | Due       |
|---------------------------------------|-----------|-----------|
| <u>Participation/Discussion Guide</u> | 20%       | weekly    |
| <u>Essay 1</u>                        | 20%       | Week 8    |
| <u>Essay 2</u>                        | 20%       | exam week |
| <u>research essay</u>                 | 40%       | Week 13   |

### Participation/Discussion Guide

Due: **weekly**

Weighting: **20%**

Active attendance and engagement with discussions and a discussion guide based on the readings will be turned in at the conclusion of each class

On successful completion you will be able to:

- Synthesize the common anthropological, epidemiological, historical, policy, and political-economic approaches to major sexual and reproductive health problems in developing countries.
- Examine links between relative status of health and development in poor countries through looking at sexual and reproductive health of men and women and why these

formed such a substantial portion of the Millenium Development Goals

- Identify the role of neoliberal expansion, affective economies, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions in developing countries.
- Critically examine the role of culture within experiences of sexuality and how this in turn can inform marginalisation and associated vulnerability to sexual and reproductive health problems as well as the style and practice of government and donor interventions
- Read widely and actively participate in discussions concerning the nature of interactions between development agencies and target communities and thereby gain detailed picture of what international aid can contribute to global health.

## Essay 1

Due: **Week 8**

Weighting: **20%**

A take-home essay exam with pre-set questions that cover the key concepts from first half of the semester.

On successful completion you will be able to:

- Synthesize the common anthropological, epidemiological, historical, policy, and political-economic approaches to major sexual and reproductive health problems in developing countries.
- Examine links between relative status of health and development in poor countries through looking at sexual and reproductive health of men and women and why these formed such a substantial portion of the Millenium Development Goals
- Critically examine the role of culture within experiences of sexuality and how this in turn can inform marginalisation and associated vulnerability to sexual and reproductive health problems as well as the style and practice of government and donor interventions

## Essay 2

Due: **exam week**

Weighting: **20%**

A take-home essay exam with pre-set questions that cover the key concepts from second half of the semester.

On successful completion you will be able to:

- Synthesize the common anthropological, epidemiological, historical, policy, and political-economic approaches to major sexual and reproductive health problems in developing

countries.

- Identify the role of neoliberal expansion, affective economies, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions in developing countries.
- Critically examine the role of culture within experiences of sexuality and how this in turn can inform marginalisation and associated vulnerability to sexual and reproductive health problems as well as the style and practice of government and donor interventions

## research essay

Due: **Week 13**

Weighting: **40%**

A final paper with a 10-15 minute class presentation.

On successful completion you will be able to:

- Synthesize the common anthropological, epidemiological, historical, policy, and political-economic approaches to major sexual and reproductive health problems in developing countries.
- Examine links between relative status of health and development in poor countries through looking at sexual and reproductive health of men and women and why these formed such a substantial portion of the Millenium Development Goals
- Identify the role of neoliberal expansion, affective economies, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions in developing countries.
- Critically examine the role of culture within experiences of sexuality and how this in turn can inform marginalisation and associated vulnerability to sexual and reproductive health problems as well as the style and practice of government and donor interventions

## Delivery and Resources

Weekly seminar Wednesday 6-8pm in room W6A 730

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy

applies to all who connect to the MQ network including students.

## **Graduate Capabilities**

### **PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

#### **Learning outcomes**

- Examine links between relative status of health and development in poor countries through looking at sexual and reproductive health of men and women and why these formed such a substantial portion of the Millenium Development Goals
- Critically examine the role of culture within experiences of sexuality and how this in turn can inform marginalisation and associated vulnerability to sexual and reproductive health problems as well as the style and practice of government and donor interventions

#### **Assessment tasks**

- Participation/Discussion Guide
- Essay 1
- Essay 2
- research essay

### **PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

#### **Learning outcomes**

- Synthesize the common anthropological, epidemiological, historical, policy, and political-economic approaches to major sexual and reproductive health problems in developing countries.
- Examine links between relative status of health and development in poor countries through looking at sexual and reproductive health of men and women and why these formed such a substantial portion of the Millenium Development Goals
- Identify the role of neoliberal expansion, affective economies, increased mobility and

structural inequalities in creating disparities in sexual and reproductive health conditions in developing countries.

- Critically examine the role of culture within experiences of sexuality and how this in turn can inform marginalisation and associated vulnerability to sexual and reproductive health problems as well as the style and practice of government and donor interventions
- Read widely and actively participate in discussions concerning the nature of interactions between development agencies and target communities and thereby gain detailed picture of what international aid can contribute to global health.

## **Assessment tasks**

- Participation/Discussion Guide
- Essay 1
- Essay 2
- research essay

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- Synthesize the common anthropological, epidemiological, historical, policy, and political-economic approaches to major sexual and reproductive health problems in developing countries.
- Examine links between relative status of health and development in poor countries through looking at sexual and reproductive health of men and women and why these formed such a substantial portion of the Millenium Development Goals
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picture of what international aid can contribute to global health.

## **Assessment tasks**

- Participation/Discussion Guide
- Essay 1
- Essay 2
- research essay

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## **Learning outcomes**

- Synthesize the common anthropological, epidemiological, historical, policy, and political-economic approaches to major sexual and reproductive health problems in developing countries.
- Examine links between relative status of health and development in poor countries through looking at sexual and reproductive health of men and women and why these formed such a substantial portion of the Millenium Development Goals
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- Read widely and actively participate in discussions concerning the nature of interactions between development agencies and target communities and thereby gain detailed picture of what international aid can contribute to global health.

## **Assessment tasks**

- Participation/Discussion Guide
- Essay 1
- Essay 2
- research essay

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcome

- Read widely and actively participate in discussions concerning the nature of interactions between development agencies and target communities and thereby gain detailed picture of what international aid can contribute to global health.

### Assessment task

- Participation/Discussion Guide

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Learning outcomes

- Synthesize the common anthropological, epidemiological, historical, policy, and political-economic approaches to major sexual and reproductive health problems in developing countries.
- Identify the role of neoliberal expansion, affective economies, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions in developing countries.

### Assessment tasks

- Participation/Discussion Guide
- Essay 1
- Essay 2
- research essay