ANTH322

Culture, Health and Sexuality in the Developing World

S2 Day 2019

Dept of Anthropology

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General Information

Unit convenor and teaching staff Unit Convenor Siobhan Irving siobhan.irving@mq.edu.au
Credit points 3
Prerequisites (39cp at 100 level or above) or admission to GDipArts
Corequisites
Co-badged status
Unit description This unit explores health in developing countries through a focus on culture and sexuality. Students will learn about cultural dimensions of disease transmission and access to services. We examine cross-cultural understandings of sexual identity and practices, and how diversity complicates international health programs. We consider how social relations become a key factor in disease spread in different times and places. In so doing we see that sexuality remains a key underpinning through which 'third world' populations are both the focus of cross-cultural desires and the targets of health interventions seeking to promote health security through regulating sexual contact and disease spread. We then examine global health issues such as family planning, maternal and infant health, and HIV/AIDS and explore their links to gender and sexuality in developing countries. We consider how specific health dilemmas are impacted by migration, poverty, marginalisation, state and donor policies, service provision and community mobilisation.

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:

1.) Identify links between health and development through looking at sexual and reproductive health of men and women in developing countries and why these are central within development programming.

2.) Gain critical understanding of 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 policies and interventions.

3.) Learn to think critically and reflexively about the role of global markets, rise of human capital, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions in developing countries.

4.) Read widely and 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.

General Assessment Information

1: Tutorial Reading Response and Participation

Weight: 20% Due: Weekly **Reading Responses:** Tutorial preparation involves roughly 20-40 pages of reading per week. To facilitate tutorial discussion, you are required to submit a one-page typed reflection on the reading.

Please type out, double space your reading response and use 12 point font. This ensures that everyone does the same amount of work for each week. Do not go over the one page limit. It is quite challenging to provide a meaningful response to the question in such a small word limit, but this exercise will help you to develop a really important set of skills that will make it easier to grasp some of the complex concepts in the course as well as improve your essay writing abilities.

There are ten tutorial reading responses required for full credit, which are to be submitted at the tutorial in which the reading is discussed. Use the reading response to help formulate questions and examples to discuss during the seminar. The tutorial mark will be awarded both on the basis of the written work as well as on tutorial participation.

In writing your reading responses, review and respond to the week's materials. That is, describe and/or discuss one or more significant themes, ideas, or findings (either for a specific reading or, ideally, for themes across both). These can be things that struck you as important, not necessarily what the author says is important. After discussing a theme (or themes) of importance, you may make links to current events, connect with your personal experiences, or describe how this material might be useful. At the end of the reading response, offer one or more developed questions based on the readings and/or weekly themes that can be used to initiate a seminar discussion.

Each reading response will be assessed according to the quality and accuracy of the description, critique, and/or analysis. Your questions will be evaluated according to how thoughtfully they are formed and how relevant they are to the readings and/or weekly theme.

Tutorial Participation: Students are expected to be active participants and demonstrate that they have engaged with the readings and material presented. Participation also means

contributing to a general atmosphere of scholarly enquiry and showing respect for the opinions of others.

If you are having trouble speaking up in class discussion, please speak with the course convenor or tutor and together we can find ways to facilitate your contribution. A good strategy would be to prepare summaries of sub-themes that you find especially compelling for each reading, and raise specific questions to clarify some aspect of those readings. Look for and bring in related outside ideas and material. Take notes on what you read and write out questions or comments in advance—this is indeed what the reading responses are for.

You are permitted to miss two tutorials without an excuse. Do not submit a special consideration request unless you have already used your two free absences. Nobody likes bureaucracy and this will help reduce both of our paperwork loads. Attendance is vital and please arrive on time.

Tutorial attendance is required to pass the unit (it's a 'hurdle task'). For every unexcused absence beyond the first two you will receive a 5% reduction in your final tutorial mark (4 absences = 15% reduction). If you miss six or more tutorials you will fail the unit regardless of accumulated marks.

2: Group Project: PowerPoint Presentation

Weight: 10% Due: Various weeks to be assigned in weeks 1 & 2.

In the first two weeks of tutorials, each student will be assigned a group and a topic (from weeks 4 to 12). Each group will need to collaborate on a tutorial presentation. All group members must contribute to both the preparation of content and to the presentation itself. Here are some points to bear in mind while preparing your presentations:

• The presentation must be accompanied by PowerPoint slides that engage with the relevant topic for the week and critically engaging with the issues and arguments raised in that week's reading assignments. The presentation must be approximately 15 minutes long.

• Presentations may link the reading to current or recent events, may engage respected news sources and blogs, and may include images. This will require some further research into the phenomena raised in the reading.

• You are encouraged to use secondary readings and supplementary material in your PowerPoint slides that could aid the class discussion.

• Each presentation group must raise 3 questions to initiate class discussion and must also lead these discussions. It is expected all group members will actively engage in posing questions and interacting with these discussions.

• Groups must submit their PowerPoint slides (no more than 5 slides) to their tutor. The tutor will be active in helping facilitate the discussion with the presenters but the aim of the panel is to give you the opportunity to lead the discussion and engage your peers in the readings and lecture material. You will be graded based on the quality of your slides, your reflections, the questions you raise, and your ability to lead the discussion (see Marking Sheet). Groups are also welcome to speak with the tutor before your allocated weeks to brainstorm ideas for your discussion points and relevant activities you might want to initiate with the class. Each group is allocated a single grade and it is thus incumbent upon all members to actively contribute.

3: Research Essay

Weight: 40% Due: Week 8 (30/9/19)

The essay topics and suggested readings will be posted by Week 2.

Format: Your essay must be typed in 12 point font and double spaced. Make sure all of the pages are numbered. Writing guidance is available on iLearn. Marking guidelines will also be provided along with the essay questions.

Handing in your essay: You must submit your essay through Turnitin, which can be accessed through a link under the Assessments tab on iLearn. Please note that you cannot resubmit the same assignment twice, so only submit your final draft to Turnitin.

Feedback: Your essays will be returned with written feedback within 2-3 weeks of submission. Remember, this is an opportunity to test out your anthropology writing before you have to write the final take-home exam (which is also in an essay format and must be properly cited like any anthropology essay), so pay close attention to the feedback you get on your essay so that you can improve your writing and be better prepared for the take-home exam.

4: Take-Home Exam

Weight: 30% Begins: Monday, 11 November 2019; Due: Monday, 18 November 2019.

A take-home exam will be available on iLearn from 11 November and will be due on 18th November by midnight. Submit your answers via the Turnitin link on iLearn. No extensions will be allowed and any late returns will be penalised. The exam will consist of a combination of short answers to questions that link together topics and themes covered in lectures and tutorials throughout the course.

Success in this assignment necessitates seminar and tutorial attendance, taking careful notes, and completing the readings. More details will be provided later in the semester.

Assessment Tasks

Name	Weighting	Hurdle	Due
Tutorials and reading response	20%	Yes	Weekly
Presentation	10%	No	Weeks 4-12
Research essay	40%	No	30/9/19
Take-home Exam	30%	No	18/11/19

Tutorials and reading response

Due: **Weekly**
Weighting: **20%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Completion of one-page reading response per week and active participation in tutorial discussions and/or activities.

On successful completion you will be able to:

- 1.) Identify links between health and development through looking at sexual and reproductive health of men and women in developing countries and why these are central within development programming.
- 2.) Gain critical understanding of 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 policies and interventions.
- 4.) Read widely and 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.

Presentation

Due: **Weeks 4-12**
Weighting: **10%**

Short group presentation to be given within tutorial classes.

On successful completion you will be able to:

- 1.) Identify links between health and development through looking at sexual and reproductive health of men and women in developing countries and why these are central within development programming.
- 2.) Gain critical understanding of 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 policies and interventions.
- 4.) Read widely and 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.

Research essay

Due: **30/9/19**
Weighting: **40%**

An essay no longer than 2000 words that explores a topic from the course material.

On successful completion you will be able to:

- 1.) Identify links between health and development through looking at sexual and reproductive health of men and women in developing countries and why these are central within development programming.
- 2.) Gain critical understanding of 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 policies and interventions.
- 3.) Learn to think critically and reflexively about the role of global markets, rise of human capital, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions in developing countries.

Take-home Exam

Due: **18/11/19**
Weighting: **30%**

A take-home short answer exam (no more than 2000 words) with questions that cover the key concepts discussed during the semester.

On successful completion you will be able to:

- 3.) Learn to think critically and reflexively about the role of global markets, rise of human capital, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions in developing countries.

Delivery and Resources

Seminar Structure: This course involves lectures, discussion and films/multimedia material. This course is designed to be highly interactive and students will benefit the most if they attend all classes.

Tutorials: Students are also required to attend weekly tutorials. Tutorials begin in Week 2. All necessary materials needed to successfully complete this unit (required and recommended readings, web links, videos etc) are available on iLearn.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy

- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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) 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

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- 2.) Gain critical understanding of 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 policies and interventions.
- 3.) Learn to think critically and reflexively about the role of global markets, rise of human capital, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions in developing countries.
- 4.) Read widely and 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

- Presentation
- Research essay

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing

environments.

This graduate capability is supported by:

Learning outcomes

- 2.) Gain critical understanding of 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 policies and interventions.
- 3.) Learn to think critically and reflexively about the role of global markets, rise of human capital, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions in developing countries.

Assessment tasks

- Tutorials and reading response
- Presentation
- Research essay
- Take-home Exam

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- 2.) Gain critical understanding of 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 policies and interventions.
- 3.) Learn to think critically and reflexively about the role of global markets, rise of human capital, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions in developing countries.

Assessment task

- Tutorials and reading response

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1.) Identify links between health and development through looking at sexual and reproductive health of men and women in developing countries and why these are central within development programming.
- 2.) Gain critical understanding of 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 policies and interventions.
- 4.) Read widely and 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

- Tutorials and reading response
- Research essay
- Take-home Exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 1.) Identify links between health and development through looking at sexual and reproductive health of men and women in developing countries and why these are central within development programming.

- 2.) Gain critical understanding of 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 policies and interventions.
- 4.) Read widely and 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

- Tutorials and reading response
- Presentation
- Research essay
- Take-home Exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 1.) Identify links between health and development through looking at sexual and reproductive health of men and women in developing countries and why these are central within development programming.
- 2.) Gain critical understanding of 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 policies and interventions.
- 3.) Learn to think critically and reflexively about the role of global markets, rise of human capital, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions in developing countries.
- 4.) Read widely and 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

- Tutorials and reading response
- Presentation
- Research essay
- Take-home Exam

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- 4.) Read widely and 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

- Tutorials and reading response
- Presentation
- Research essay
- Take-home Exam

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 1.) Identify links between health and development through looking at sexual and reproductive health of men and women in developing countries and why these are central within development programming.
- 2.) Gain critical understanding of 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 policies and interventions.

- 3.) Learn to think critically and reflexively about the role of global markets, rise of human capital, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions in developing countries.

Assessment tasks

- Tutorials and reading response
- Presentation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- 1.) Identify links between health and development through looking at sexual and reproductive health of men and women in developing countries and why these are central within development programming.
- 2.) Gain critical understanding of 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 policies and interventions.
- 3.) Learn to think critically and reflexively about the role of global markets, rise of human capital, increased mobility and structural inequalities in creating disparities in sexual and reproductive health conditions in developing countries.

Assessment tasks

- Tutorials and reading response
- Presentation