

**University of Illinois at Chicago School of Public Health  
Community Health Sciences**

**Spring 2006  
CHSC 545: Reproductive and Perinatal Health  
(3 credit hours)**

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**Course Time:** Wednesday, 1:00-3:45

**Location:** 736 SPHPI

**Format:** Instructor and guest lectures and student-led lectures and discussions

**Course**

**Prerequisites:** EPID 400/403, BIOS 400 or consent of instructor

**Evaluation:** Grading will be based on the following:

1. Attendance and participation in class discussions, demonstrating familiarity with assigned materials (10%)
2. Student-Led Classroom Lecture (30%)
2. Facilitation of Special Topic discussion (20%)
3. Final paper (40%)

**Class Website:**

The course website utilizes Blackboard Academic Suite, which can be accessed at <https://blackboard.uic.edu/>, or via the “Quick Links” on the UIC home page. The website contains the syllabus, reading materials, instructor and guest lecturer profiles, discussion boards and other resources. See “**Accessing and Using the Blackboard Website**” below for further instructions and information.

**Class Organization:**

For each class session, there will be a **Lecture**, and in most weeks there will also be a **Special Topic Discussion**. Some of the lectures will be presented by faculty or guest lecturers. The others will be presented by students. Each student will be responsible for preparing one class lecture. All special topic discussions will be student-led. Each student will take responsibility for

leading one class discussion. In addition to delivering a lecture and leading a discussion, each student will write a final paper based on his or her lecture topic. Please see below for further instructions regarding lectures, discussions and papers.

**Reading materials:**

Most readings are available as “pdf” files on the course website under **Course Readings**. You will need Adobe Acrobat or the free Adobe Acrobat Reader to access these files. (Acrobat Reader can be downloaded at: <http://www.adobe.com/products/acrobat/readermain.html>.) A small number of readings will be in html (web page) format; others may be provided in class. Student lecturers should post readings for their session at least two weeks in advance of their class. (These will be posted in the **Discussion Board** under **Student Reading Lists**.) All reading assignments should be completed prior to the class for which they are assigned.

**Course Learning Objectives:**

At the completion of this class the student will be able to:

1. Describe the key risk factors/risk markers, sequelae, and racial/ethnic disparities associated with major reproductive and perinatal outcomes.
2. Describe the differences in incidence and prevalence and etiology for major reproductive and perinatal outcomes between developing and developed countries, with a particular focus on comparing US data and trends with those from other countries.
3. Describe theoretical models for examining reproductive and perinatal outcomes with a particular focus on the life course model.
4. Critically examine the current research in the area of reproductive and perinatal health; identify research gaps and propose a research agenda to further understanding of the etiology of a particular reproductive and perinatal outcome.
5. Facilitate a discussion about a cutting-edge issue/controversy in the area of reproductive and perinatal health.

**Accessing and Using the Blackboard Website**

Go to the main Blackboard web page by using the ‘Quick Link’ on the UIC home page, or by typing <http://blackboard.uic.edu> into your web browser. Login to Blackboard with your UIC Netid and your ACCC Common Password. If you are new to Blackboard you are strongly encouraged to review the materials supplied by the Instructional Technology Lab’s (ITL) at: [http://www.uic.edu/depts/acc/itl/blackboard/student\\_support.shtml](http://www.uic.edu/depts/acc/itl/blackboard/student_support.shtml). To obtain a NetID, or for further information concerning your NetID, please visit the ACCC NetID page at <http://www.uic.edu/depts/acc/index.html/ACCTS.html>. For further assistance with your ACCC Common Password please visit the **CSO consultant’s site**: <http://www.uic.edu/depts/acc/cso/>. Once you have successfully logged in to Blackboard, you will arrive at your home page, which will display a link to this course if you are registered. If you think you have registered but do not see this course on your home page, please inform the instructors.

## CHSC 545 Blackboard Menu

Menu items, located on the left side of the page, are organized as follows:

- **Announcements:** Look here for announcements from faculty about the class, as well as about other lectures, workshops, conferences, etc.
- **Faculty Information:** Contact information for faculty, including office hours.
- **Guest Lecturers:** Biographical information and/or *curricula vitae* for guest lecturers.
- **Course Documents:** Important documents, including course syllabus, a list of useful sources of reproductive and perinatal statistics and information, and a list of tips for conducting literature searches.
- **Course Readings:** Click here for links to pdf files and websites containing course materials.
- **Lecture Overheads:** Powerpoint presentations and other materials related to individual class lectures. Please print out any posted presentations before class. **Note:** not all class lectures are available in Powerpoint.
- **Communication:** Post announcements, messages and personal profiles to the website. (We encourage you to provide some information on your background, expertise and skills and future interests in public health). Obtain a class roster. Send e-mails to class members and faculty. The Discussion Board can be accessed here or through its own menu item.
- **Discussion Board:** Initiate or respond to class discussion forums. Open the folder for the forum to which you'd like to continue, and select either "Add New Thread" to start a new discussion, or "Reply" to respond to someone else's comment. **Note:** Reading lists, lecture notes and discussion questions prepared by student presenters will be posted in this section under the appropriate forum.

## Further Instructions for Required Coursework

### **Student Led Lectures:**

Each student will select a reproductive/perinatal outcome from the class syllabus and will prepare and present a lecture to the class on that topic. The student will be expected to develop a Powerpoint presentation which includes:

- a. Descriptive epidemiology: overview of person, place, time information for the reproductive/perinatal outcome. International data from developing and developed countries should be included. However, the emphasis should be on US data with a comparison between the US and other nations.
- b. Descriptive epidemiology: overview of racial/ethnic and socioeconomic disparities in the U.S.
- c. Risk factors for the reproductive/perinatal outcome.
- d. Sequelae for the reproductive/perinatal outcome.
- e. Current research controversies: what is known? What is not known? What are the most salient research questions? Students are expected to examine peer reviewed literature to identify the current issues related to this outcome and refer to specific articles in their summary of research issues.
- f. An outline of a public health research agenda to increase our knowledge about the etiology of the outcome or about the cause of racial/ethnic disparities in the outcome, or any other major research issue related to the outcome.
- g. A list of references on which the presentation was based. These should include peer-reviewed articles as well as web resources with an emphasis on the former.

**Student lecturers are expected to select four key peer-reviewed articles for their fellow students and instructors to read prior to class. For most lectures, the reading list from the 2004 offering of this class will be available to students to examine. The lecturer may assign readings from this list, but is also encouraged to seek more current literature where appropriate. All selected articles should be posted on the Discussion Board in Blackboard (under Student Readings) two weeks prior to the student's lecture. If scanning of any article or book chapter is necessary, please discuss with the instructors.**

**Students will be expected to post their lecture overheads on the Discussion Board by midnight of the day before class so that fellow students and the instructors can download and print out the lecture.**

**Student Led Discussions:**

Each student will select a discussion session as listed in the class syllabus and facilitate a discussion of the selected topic. The instructors have provided the list of discussion topics and key articles related to the topic have already been selected. The student should read all of the articles and consider the key research, methodological, and potentially policy and or service issues raised. Presenting students are expected to raise controversial issues for their classmates; their classmates are expected to have completed the reading for the day and be able to offer substantive contributions to the discussion.

**The student should post a list of discussion questions to the Discussion Board by midnight of the day before class so that fellow students and the instructors can download and print out the questions.**

**Final Paper:**

Students will prepare a 12-15 page paper based on the topic selected for the student-led lecture. The paper should extend the lecture with a focus on the current research controversies associated with the outcome and the development of a research agenda for public health research related to the topic. The final paper is due on **April 28 at noon.**

**Student Responsibilities and Resources**

**Academic Integrity**

Academic dishonesty is considered to be an offense against the University, and I am obligated to report any incident to the Associate Dean for Academic Affairs in the School of Public Health. Academic dishonesty includes (but is not limited to): cheating or assisting someone else in academic dishonesty, plagiarism, unauthorized possession of class materials (e.g., tests, reserve materials), and unauthorized changing of one's grade. To understanding proper procedures for referencing citations and quotation from source documents, student may consult the instructor or websites, such as [http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc\\_id=796](http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796), on how to correctly cite material and ideas of others. Students are also strongly encouraged to review and use the UIC document addressing academic integrity at: <http://www.uic.edu/depts/sja/integrit.htm>

**Disability Statement**

If you need accommodations because of a disability and are registered with the Office of Disability Services at UIC, if you have emergency medical information to share with me, or if

you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, at my office, or email me.

### **Mutual Tolerance and Respect**

Public health deals with controversial issues from multiple perspectives and consideration of these issues may cause disagreements among us or may evoke strong personal feelings, depending on our individual experience, histories, identities and worldviews. Therefore, in all of our interactions and communications, it is important that we strive to have mutual respect and tolerance for one another and for any course guests and members of the community with whom we come into contact. If you feel you have been offended by any content or interactions, you are encouraged to discuss this with the instructor or another faculty member.

## Outline of Class Sessions

### **January 11:**

#### **Overview of Key Concepts in Reproductive and Perinatal Epidemiology- Arden Handler**

Topics to be covered:

1. The reproductive/perinatal health outcomes – a continuum
2. Definitional/measurement issues in reproductive/perinatal health
3. Risk factors versus risk markers for adverse outcomes
4. Potential confounders and effect modifiers
5. Designs and biases in reproductive/perinatal health research
6. Data sources used in reproductive and perinatal health studies

### **January 18: Overview of Reproductive Physiology – Nadine Peacock**

Topics to be covered:

1. Physiology and endocrinology of the menstrual cycle, conception and pregnancy
2. Reproductive ecology: non-disease sources of variation in ovarian function (age, energy balance/nutrition, stress)
3. Nutritional requirements of pregnancy
4. Physiology and the timing of labor

#### **Discussion: Theoretical Models for Examining Reproductive/Perinatal Health**

### **January 25: Race, Class, Gender and Sexual and Reproductive Health- Guest Speaker: Toni Bonds, African-American Women Evolving**

Topics to be covered:

1. Culture, race, class, gender and reproductive health status
2. Culture race, class, gender and sexuality
3. Women's sexuality in relationship to health status

#### **Discussion: Measuring Disparities in SES /Measuring Racism**

### **Feb 1: Infertility: Student Lecture**

**Discussion:** Assisted Reproductive Technologies: Benefits, Risks and Costs

### **February 8: Unintended Pregnancy, Contraception and Abortion: Student Lecture**

**Discussion:** Issues in Access to Emergency Contraception

### **February 15: Pregnancy Loss: Spontaneous Abortion and Ectopic Pregnancy: Student Lecture**

**Discussion:** Environmental Influences on Reproduction

### **February 22: Reproductive Infections other than HIV: Student Lecture**

**Discussion:** HPV Vaccine

### **March 1: Reproductive Cancers: Student Lecture**

**Discussion:** The Association between Pregnancy and Cancer

### **March 8: Reproductive Genetics**

**Guest Speaker: Xiaobin Wang, MD, MPH, ScD, Children's Memorial Hospital**

Topics to be covered:

1. Promise of genetics in reproductive health
2. Gene-environment interactions
3. Methodologic issues
4. Preterm Genetics: a case-study

**March 15: Women and HIV/AIDS**

**Guest Speaker: Pat Garcia, MD, MPH, Northwestern Memorial Hospital**

Topics to be covered:

1. Biology and epidemiology of HIV
2. Interaction between HIV and other STDs
3. HIV prevention: vaccine trials, microbicides, condom use, ABC approach
4. HIV therapies
5. HIV and women's health
6. Social dimension of HIV policy

**March 22: Spring Break, No class**

**March 29: International Women's Health- Guest Speaker:**

**Joan Kennelly, PhD, University of Illinois School of Public Health**

Topics to be covered:

1. Overview of trends in women's health across nations
2. The paradigm shift from family planning to reproductive health in international health.
3. The importance of the Cairo and Beijing international population and women's conferences to international women's health.
4. Reducing maternal morbidity and mortality- Safe motherhood
5. Updates on the role of women around the world and how women's roles affect their health and well-being and that of their families.

**Discussion:** Obstetric Fistulas/Female Genital Cutting

**April 5: Maternal Morbidity and Mortality: Student Lecture**

**Discussion:** C-section versus Vaginal Delivery

**April 12: Preterm Delivery: Student Lecture**

**Discussion:** Impact of Medicalization of Preterm Delivery on the Genes versus Environment  
Explanations of Racial/Ethnic Disparities in Perinatal Outcomes

**April 19: IUGR and Macrosomia: Student Lecture**

**Discussion: The Cycle of Life:** Prenatal Factors Affecting Child and Adult Health Status and Factors Prior to Pregnancy Affecting Pregnancy Outcomes

**April 26: Fetal and Infant Mortality: Student Lecture**

**Discussion:** Racial and Ethnic Disparities in Uptake of Interventions: The SIDS, Genetic Screening and NICU Examples

**CHSC 545: Reproductive and Perinatal Health**  
**Arden Handler, DrPH and Nadine Peacock, PhD**  
**Spring 2006 Reading List**

**January 11:**

**Overview of Key Concepts in Reproductive and Perinatal Epidemiology**

1. Kallen B. Chapter 4: Population characteristics that may confound analysis. In *Epidemiology of Human Reproduction*. CRC Press, Florida, 1988, pp. 107-123.
2. Weinberg CR, Wilcox AJ. Chapter 29: Reproductive Epidemiology in KJ Rothman and S Greenland (Eds.), *Modern Epidemiology*, Lippincott-Raven Publishers, 1998, pp. 585-608.
3. Hogue CJR, Rubin GL, Schulz KF. Chapter 1: An Introduction to Epidemiologic Methods in *Reproductive and Perinatal Epidemiology*. Kiely M, Ed. CRC Press, Florida, 1991, pp. 1-25.
4. Standard Terminology for Reporting of Reproductive Health Statistics in the United States, Appendix E. In *Guidelines for Perinatal Care, Fourth Edition*. American Academy of Pediatrics and American College of Obstetrics and Gynecology, 1997.

**January 18:**

**Overview of Reproductive Physiology**

1. Picciano, M.F. Pregnancy and lactation: Physiological adjustments, nutritional requirements and the role of dietary supplements. *Journal of Nutrition*. 2003; 133:1997S-2002S.
2. Gennaro, S. & Hennessy, M.D. Psychological and physiological stress: Impact on preterm birth. *JOGNN*. 2003; 32(5):668-675.
3. Wood, J. Maternal Nutrition and Reproduction: Why demographers and physiologists disagree about a fundamental relationship. In *Human Reproductive Ecology, Interactions of Environment, Fertility and Behavior*. Annals of the New York Academy of Sciences (Vol.709), 1994.

**Discussion Readings: Theoretical Models for Examining Reproductive/Perinatal Health**

1. Gillman MW, Rich-Edwards JW. The fetal origins of adult disease: from skeptic to convert. *Paediatric and Perinatal Epidemiology*. 2000;14:192-193.
2. Barker, D.J.P. Fetal origins of coronary heart disease. *British Medical Journal*. 1995; 311:171-174.
3. Geronimus, A.T. Understanding and eliminating racial inequalities in women's health in the United States: The role of the weathering conceptual framework. *JAMWA*. 2001; 56:133-136.
4. Misra, D.P., Guyer, B. & Allston, A. Integrated perinatal health framework – A multiple determinants model with a life span approach. *American Journal of Preventative Medicine*. 2003; 25(1):65-75.
5. Paneth, N. The impressionable fetus? Fetal life and adult health. *American Journal of Public Health*. 1994; 84(9): 1372-1373.
6. Lu, M. and Halfon, N. Racial and Ethnic Disparities in Birth Outcomes: A Life-Course Perspective. *Maternal and Child Health Journal*. 2003; 7(1): 13-30.

## **January 25:**

### **Race, Class, Gender and Sexual and Reproductive Health**

1. Krieger N, Fee E. Man-made medicine and women's health: the biopolitics of sex/gender and race/ethnicity. *International Journal of Health Services*. 1994; 24(2):265-283.
2. Amaro, H., Navarro, A.M., Conron, K.J. & Raj, A. Cultural influences on women's sexual health. In *Handbook of Women's Sexual and Reproductive Health*. Wingood, G.M. & DiClemente, R.J., Eds. New York: Kluwer Academic/Plenum Publishers, 2002, pp. 71-92.
3. Rowland Hogue, C.J. Gender, race, and class: From epidemiologic association to etiologic hypotheses. In *Women and Health*. Goldman, M.B. & Hatch, M.C., Eds. San Diego: Academic Press, 2000. Pp.15-23.
4. Misra, D.P., Grayson, H. & Weisman, C. An intersection of women's and perinatal health: The role of chronic conditions. *Women's Health Issues*. 2000; 10(5):256-267.
5. Mullings L. Resistance and resilience: the Sojourner syndrome and the social context of reproduction in Central Harlem. In Schulz AJ and Mullings L, Eds. *Gender, Race, Class & Health: Intersectional Approaches*. San Francisco: John Wiley and Sons, 2005. pp. 345-370.
6. Fiscella, K. Racial Disparity in infant and Maternal Mortality: confluence of infection and microvascular dysfunction. *Maternal and Child Health Journal*. 2004; 8 (2): 45-54.

### **Discussion Readings: Measuring SES, Race and Racism**

1. Krieger N. Does racism harm health? Did child abuse exist before 1962? On explicit questions, critical science, and current controversies: an ecosocial perspective. *American Journal of Public Health*. 2003; 93(2):194-199.
2. Braveman, P., Cubbin, C., Egerter, S., Chideya, S., Marchi, K., Metzler, M. and Posner, S. Socioeconomic status in health research: one size does not fit all. *JAMA*. 2005; 294 (22): 2879-2888.
3. Krieger, N., Smith, K., Naishadham, D., Hartman, C. and Barbeau, E. Experiences of discrimination: validity and reliability of a self-report measure for population health research on racism and health. *Social Science and Medicine*. 2005 (61): 1576-1596.
4. Burchard, EG, Borrell, LN, Choudry, M. et al. Latino Populations: A unique opportunity for the study of race, genetics, and social environment in epidemiological research. *American Journal of Public Health*. 2005; 95:2161-2168.

## **February 1:**

### **Infertility and Infecundity: Student Lecture**

**READINGS FROM 2004 will be made available to students pursuing this topic. The reading list will be updated by the student.**

### **Discussion Readings: Assisted Reproductive Technologies: Benefits, Risks and Costs**

1. Lambert, R. Safety issues in assisted reproduction technology: The children of assisted reproduction confront the responsible conduct of assisted reproductive technologies. *Human Reproduction*. 2002; 17(12): 3011-3015.
2. Reynolds, M., Schieve, L., Martin, J., Jeng, G. and Macaluso, M. Trends in Multiple Births Conceived using Assisted Reproductive Technology, United States, 1997-2000. *Pediatrics*. 2003 111 (5): 1159-1162.
3. Lambert, R. Safety issues in assisted reproductive technology: aetiology of health problems in singleton ART babies. *Human Reproduction*. 2003 18(1): 1987-1991.

- Schieve, L., Ferre, C., Peterson, H., Macaluso, M., Reynolds, M. and Wright, V. Perinatal outcome among singleton infants conceived through assisted reproductive technology in the United States. *Obstetrics and Gynecology* 2004; 103: 1144-53.

**February 8:**

**Unintended Pregnancy, Contraception and Abortion: Student Lecture**

**READINGS FROM 2004 will be made available to students pursuing this topic. The reading list will be updated by the student.**

**Discussion: Issues in Access to Emergency Contraception**

- Schenker, J.G. Women's reproductive health: monotheistic religious perspectives. *International Journal of Gynecology and Obstetrics*. 2000; 70: 77-86.
- Raine, T., Harper, C., Rocca, C. et al. Direct access to emergency contraception through pharmacies and effect on unintended pregnancy and STIs. *JAMA*. 2005; 293:54-62.
- Rosenberg, K., DeMunter, J. and Liu, J. Emergency contraception in emergency departments in Oregon, 2003. *American Journal of Public Health*. 2005; 95: 1453-1457.
- Harper, C., Cheong, M., Rocca, C. et al. The effect of increased access to emergency contraception among young adolescents. *Obstetrics and Gynecology*. 2005; 106: 483-491.

**February 15:**

**Pregnancy Loss: Spontaneous Abortion and Ectopic Pregnancy: Student Lecture**

**READINGS FROM 2004 will be made available to students pursuing this topic. The reading list will be updated by the student.**

**Discussion Readings: Environmental Influences on Reproduction**

- Brent RL. Environmental causes of human congenital malformations: the pediatrician's role in dealing with these complex clinical problems caused by a multiplicity of environmental and genetic factors. *Pediatrics*, 2003; 113(4):957-968.
- Woodruff, TJ, Parker, JD, Kyle, AD and Schoendorf, KC. Disparities in Exposure to Air Pollution during Pregnancy. *Environmental Health Perspectives* 2003; 111 (7): 942-946.
- Venners, S., Korrick, S., Xu, X. et al. Preconception Serum DDT and Pregnancy Loss : A Prospective Study using a Biomarker of Pregnancy. *American Journal of Epidemiology* 2005; 162(8): 709-716.
- Law, D., Klebanoff, M. and Brock, J. et al. Maternal Serum Levels of Polychlorinated Biphenyls and 1,1-Dichloro-2,2-bis(p-chlorophenyl)ethylene (DDE) and Time to Pregnancy. *American Journal of Epidemiology* 2005; 162(6): 523-532.

**February 22:**

**Reproductive Infections other than HIV: Student Lecture**

**READINGS FROM 2004 will be made available to students pursuing this topic. The reading list will be updated by the student.**

### **Discussion Readings: HPV Vaccine**

1. Kahn, J., Zimet, G., Bernstein, D. et al. Pediatrician's intention to administer human papillomavirus vaccine: the role of practice characteristics, knowledge, and attitudes. *Journal of Adolescent Health* 2005; 37: 502-510.
2. Mahdavi, A. and Monk, B. Vaccines against HPV and cervical cancer: promises and challenges. *The Oncologist*. 2005; 10:528-538.
3. Olshen, E., Woods, E., Austin, SB et al. Parental acceptance of the human papillomavirus vaccine. *Journal of Adolescent Health*. 2005; 37: 248-251.

### **March 1:**

#### **Reproductive Cancers: Student Lecture**

**READINGS FROM 2004 will be made available to students pursuing this topic. The reading list will be updated by the student.**

### **Discussion Readings: The Association between Pregnancy and Cancer**

1. Cnattingius, S. Torrang, A., Ekblom, A. et al. Pregnancy characteristics and maternal risk of breast cancer. *JAMA* 2005; 294: 2474-2480.
2. Tung, K.H., Goodman, M., Wu, A. et al. Reproductive factors and epithelial ovarian cancer risk by histologic type: a multi-ethnic case-control study. *American Journal of Epidemiology*. 2003; 158(7): 629-638.
3. Merrill, R., Fugal, S., Novilla, L. and Raphael, M. Cancer risk associated with early and later maternal age at first birth. *Gynecologic Oncology*. 2005; 96: 583-593.

### **March 8:**

#### **Reproductive Genetics**

1. Romero R, Kuivaniemi H, Tromp G, Olson JM. The design, execution, and interpretation of genetic association studies to decipher complex diseases. *American Journal of Obstetrics & Gynecology*. 2002; 187 (5): 1299-1312.
2. Clayton D, and McKeigue PM. 2001. Epidemiological methods for studying genes and environmental factors in complex diseases. *Lancet* 358(9290): 1356-60.
3. Guttmacher AE, and Collins FS. 2002. Genomic Medicine A primer. *NEJM* 347: 1512-1520.
4. Little J, Khoury M, Bradley L, et al. The Human genome project is complete. How do we develop a handle for the pump? *Am J Epidemiol*. 2003; 157 (8): 667-673.
5. Marks, J.H. & Miller, M.H. Reproductive health technology and genetic counseling. In *Handbook of Women's Sexual and Reproductive Health*. Wingood, G.M. & DiClemente, R.J., Eds. New York: Kluwer Academic/Plenum Publishers, 2002, pp. 417-436.
6. Botto, L.D. & Mastroiacovo, P. Surveillance for birth defects and genetic diseases. In *Genetics and Public Health in the 21<sup>st</sup> Century – Using Genetic Information to Improve Health and Prevent Disease*. Khoury, M.J., Burke, W. & Thomson, E.J. Eds. Oxford: Oxford University Press, 2000, pp.123-139.
7. Malone, et al. First trimester or second-trimester screening, or both, for Down's Syndrome. *N Engl J Med*. 2005; 353: 2001-11.
8. Ward, K., Argyle, V., Meade, M. and Nelson, L. The heritability of preterm delivery. *Obstetrics and Gynecology* 2005; 106 (6): 1235-1239.
9. Wang, X., Zuckerman, B, Pearson, C. et al. Maternal cigarette smoking, metabolic gene polymorphism, and infant birth weight. *JAMA*, 2002; 287 (2): 195-202.

**March 15:****Women and HIV/AIDS**

1. Hader SL, Smith DK, Moore JS, Holmberg SD. HIV infection in women in the United States: status at the millenium. *JAMA*, 2005; 285(9):1186-1192.
2. Lindau, S.T., Jerome, J., Miller, K., Monk, E., Garcia, P. and Cohen, M. Mothers on the margins -- implications for eradicating perinatal HIV. *Social Science & Medicine*, 2006; 62:59-69.
3. St. Louis ME, Levine WC, Wasserheit JN, DeCock KM, West GR, Holtgrave DR, Valdiserri RO. HIV prevention through early detection and treatment of other sexually transmitted diseases - United States: Recommendations of the Advisory Committee for HIV and STD Prevention. *MMWR*, 1998; 47 (1):1-24.
4. Thorne, C., and Newell, M. Mother-to-child transmission of HIV infection and its prevention. *Current HIV Research*, 2003; 1:447-462.
5. Bulterys, M., Jamieson, D.J., O'Sullivan, M. et al. Rapid HIV-1 testing during labor: a multicenter study. *JAMA*, 2004; 292(2):219-223.
6. Anderson, J.E., Koenig, L.J., Lampe, M.A., Wright, R., Leiss, J. and Saul, J. Achieving universal HIV screening in prenatal care in the United States: Provider persistence pays off. *AIDS Patient Care and STDs*, 2005; 19(4):247-252.
7. Madan, R.P., Keller, M.J. and Herold, B.C. Prioritizing prevention of HIV and sexually transmitted infections: first-generation vaginal microbicides. *Current Opinion in Infectious Diseases*, 2006; 19:49-54.
8. Kuhn, L., Kasonde, P. and Sinkala, M. et al. Does severity of HIV disease in HIV-infected mothers affect mortality and morbidity among their uninfected infants? *CID* 2005; 41 (December 1): 1654-1661.

**March 22: Spring Break: No class.****March 29:****International Women's Health**

1. Singh S, Darroch JE, Vlassoff M, Nadeau J. *Adding It Up: the Benefits of Investing in Sexual and Reproductive Health Care*. NY, NY: The Alan Guttmacher Institute and UNFPA, 2003.
2. Chaya, N. and Dusenberry, J. *ICPD at 10: Where Are We Now?* Countdown 2015, <http://www.populationaction.org/2015/reportCard>
3. Ross, J.A. and Begala J.E. Measures of strength for maternal health programs in 55 developing countries: the MNPI study. *Maternal and Child Health Journal*, 2005; 9(1):59-70.
4. Cohen, S.A. U.S. global reproductive health policy: isolationist approach in an interdependent world. *The Guttmacher Report on Public Policy*, August 2004.
5. Adamson, P. A failure of Imagination. UNICEF: *The Progress of Nations*, 1996.
6. Koblinsky, M.A. and Campbell, O. Factors affecting the reduction of maternal mortality. In: Koblinsky, M.A. (ed.): *Reducing Maternal Mortality: Learning from Bolivia, China, Egypt, Honduras, Indonesia, Jamaica, and Zimbabwe*. World Bank – Human Development Network, pp. 5-51, 2005.
7. Chapter 1: Overview. In: *The Promise of Equality: Gender Equity, Reproductive Health and the Millenium Development Goals*. UNFPA - The State of World Population 2005. pp. 1-8. [NOTE: The entire document is available for your perusal, but only the first chapter is assigned. See a summary at: <http://www.unfpa.org/swp/2005/presskit/summary.htm>]
8. Population Reference Bureau. *2005 World Population Data Sheet*. [see webcast summary]

### **Discussion Readings : Obstetric Fistulas and Female Genital Cutting**

1. Toubia, N.F. and Sharief, E.H. Female genital mutilation: have we made progress? *International Journal of Gynecology and Obstetrics*, 2003; 82: 251-261.
2. Kalev, H.D. Cultural rights or human rights: the case of female genital mutilation. *Sex Roles*, 2004; 51(5/6): 339-348.
3. Shell-Duncan, B. The medicalization of female “circumcision”: harm reduction or promotion of a dangerous practice? *Social Science & Medicine*, 2001; 52:1013-1028.
4. Berggren, V., Salam, G.A., Bergstrom, S., Johansson, E., and Edberg, A. An explorative study of Sudanese midwives’ motives, perceptions and experiences of re-infibulation after birth. *Midwifery*, 2004; 20:299-311.
5. Miller, S., Lester, F., Webster, M.W. and Cowan, B. Obstetric fistula: a preventable tragedy. *Journal of Midwifery and Women’s Health*, 2005; 50(4): 286-294.

### **April 5:**

#### **Maternal Morbidity and Mortality; Student Lecture**

**READINGS FROM 2004 will be made available to students pursuing this topic. The reading list will be updated by the student.**

### **Discussion Readings: C-section versus Vaginal Delivery**

1. Macones, G.A., Peipert, J., Nelson, D.B. et al. Maternal complications with vaginal birth after cesarean delivery : a multicenter study. *American Journal of Obstetrics and Gynecology*, 2005; 193:1656-62.
1. Buchsbaum, G., Duecy, E., Kerr, L. et al. Urinary incontinence in nulliparous women and their parous sisters. *Obstetrics and Gynecology*, 2005; 106 (6):1253-1258.
2. Goldberg, R., Abramov, Y., Botros, M., et al. Delivery mode is a major environmental determinant of stress urinary incontinence: results of the Evanston-Northwestern Twin Sisters Study. *American Journal of Obstetrics and Gynecology*. 2005; 193: 2149-53.
3. Kalish, R., McCullough, L., Gupta, M. et al. Intrapartum elective cesarean delivery: a previously unrecognized clinical entity. *Obstetrics and Gynecology*. 2004; 103 (6): 1137-1141.

### **April 12:**

#### **Preterm Delivery: Student Lecture**

**READINGS FROM 2004 will be made available to students pursuing this topic. The reading list will be updated by the student.**

### **Discussion Readings: Impact of Medicalization of Preterm Delivery on the Genes versus Environment Explanations of Racial/Ethnic Disparities in Perinatal Outcomes**

1. Meis PJ, Klebanoff M, Thorn E et al. Prevention of recurrent preterm delivery by 17 alpha-hydroxyprogesterone caproate. *New England Journal of Medicine*, 2003; 348(24):2379-2385.
2. Brancanzio LR, Murtha AP, Heine RP. Prevention of recurrent preterm delivery by 17 alpha-hydroxyprogesterone caproate [correspondence]. *New England Journal of Medicine*, 2003; 349(11):1087-1088.
3. Greene MF. Progesterone and preterm delivery – déjà vu all over again. *New England Journal of Medicine*, 2003; 348(24):2453-2455.

4. Petrini JR, Callaghan WM, Klebanoff M et al. Estimated effect of 17 alpha-hydroxyprogesterone caproate on preterm birth in the United States. *Obstetrics & Gynecology* 2005; 105(2):267-272.
5. Fiscella, K. Race, genes and preterm delivery. *Journal of the National Medical Association*. 97(11): 1516-?

**April 19:**

**IUGR and Macrosomia: Student Lecture**

Student can access professor's files for previous literature on this topic.

No comparable 2004 lecture.

**Discussion Readings: The Cycle of Life: Prenatal Factors Affecting Child and Adult Health Status and Factors Prior to Pregnancy Affecting Pregnancy Outcomes**

1. Emanuel, I., Kimpo, C. and Mocer, V. The association of maternal growth and socio-economic measures with infant birthweight in four ethnic groups. *International Journal of Epidemiology* 2004; 33: 1236-1242.
2. McCarron P., Smith, GD and Hattersley, A, Type 2 diabetes in grandparents and birthweight in offspring and grandchildren in the ALSPAC study. *Journal of Epidemiology and Community Health*. 2004; 58: 517-522.
3. Wideroe, M., Vik, T., Jacobsen, G. and Bakketeig, L. Does maternal smoking during pregnancy cause childhood overweight? *Paediatric and Perinatal Epidemiology*. 2003; 17: 171-179.
4. Friedlander, Y., Paltiel, O., Deutsch, L. et al. Birthweight and relationship with infant, child and adult mortality in the Jerusalem perinatal study. *Paediatric and Perinatal Epidemiology*. 2003; 17: 398-406.

**April 26 :**

**Fetal and Infant Mortality: Student Lecture**

**READINGS FROM 2004 will be made available to students pursuing this topic. The reading list will be updated by the student.**

**Discussion Readings: Racial and Ethnic Disparities in Uptake of Interventions: The SIDS, Genetic Screening and NICU Examples**

1. Pickett K, Luo Y, Lauderdale DS. Widening social inequalities in risk for sudden infant death syndrome. *American Journal of Public Health*, 2005; 95(11):1976-1981.
2. Morales, L., Staiger, D., Horbar, J. et al. Mortality among very low-birthweight infants in hospitals serving minority populations. *American Journal of Public Health*, 2005; 95 (12): 2206-2212.
3. Khosnood, B., Blondel, B., De Vigan, C. and Breart, G. Socioeconomic barriers to informed decision-making regarding maternal serum screening for Down Syndrome: results of the French National Perinatal Survey of 1998. *American Journal of Public Health*. 2004; 94: 484-491.