

WST 498: PROSEMINAR: Women and HIV/AIDS (74242)
Mondays 1:40-4:30pm, ECA 216, Fall 2005

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COURSE OBJECTIVES:

In this course we will examine the lives of women infected, or affected by, HIV/AIDS. Although we will focus primarily on women in the U.S., we will also discuss issues relevant to women around the globe. Topics include prevention, care, and treatment issues for women, gender and sexuality, social stigma and discrimination, and the impact of race/ethnicity and poverty. By the end of this course, you should be able to: 1) contextualize women's greater vulnerability to HIV/AIDS as a result of biology, social relations, and culture; 2) compare and contrast similarities and differences between women affected by the epidemic; and 3) demonstrate the importance of grassroots and public policy efforts in shaping the response to the epidemic.

REQUIRED READING

You are expected to complete readings during the week for which they are assigned. You are accountable for all readings through in-class discussions and activities. There will also be selected handouts that will also be distributed that you are responsible for reading. There are **three books required for this course**. All are available in the ASU bookstore, the library, or through amazon.com:

Campbell, Carole. (1999) *Women, Families and HIV/AIDS: A Sociological Perspective on the Epidemic in America*. Cambridge University Press.

Schneider, Beth E. and Nancy E. Stoller, eds. (1995) *Women Resisting AIDS: Feminist Strategies of Empowerment*. Tempe University Press.

Goldstein, Nancy and Jennifer L. Manlowe, eds. (1997) *The Gender Politics of HIV/AIDS in Women: Perspectives on the Pandemic in the United States*. New York University Press.

COURSE STRUCTURE:

Class sessions will be based on discussion and analysis of the readings, and will focus on learning to critique and develop arguments through group exercises. For this to work, you must do the assigned readings *before* class. If you don't, class will be boring and I will be cranky.

Warning: Often I will ask a student a question, wait as long as it takes for an answer, and then ask the same student a follow-up question to encourage even deeper analysis. This can be an uncomfortable experience. However, it's the only way to learn: A true education must give students opportunities to think things through for themselves. If I keep prodding you, please take it as a compliment: I think you are worth the time and have the intelligence needed to do the work.

COURSE OVERVIEW

This is a proseminar, the capstone course required of all majors, which is designed to give you a research experience as well as a platform for substantial reading, writing, discussions, and oral

presentations. It is a taste of what graduate school is like and you will be called on to think critically, form opinions that you can sustain with evidence, and discuss these issues and your opinions on them with your colleagues. It is my hope that it will also be provocative and meaningful to you personally, since we are looking at a very large and interesting topic.

In addition to the required reading, you will have several written and oral assignments, which will be explained in the following pages, but each of which will give you a research experience, will call on you to write up your findings, and will allow you to discuss your findings in the appropriate class. There will be a final research project as well, which will require you to write a major paper and to give a formal oral presentation to your colleagues in this class at the end of the semester.

As is often true in many respects, this class will be what you make of it. I hope it will be engaging, challenging and enlightening. Because it depends fundamentally on all of us participating and because of our small class size, **attendance is required**. Finally, I hope this class will become a space where diversity is acknowledged and celebrated. Since, as you know, “the personal is the political”, we may often be talking about our own lives and that of our family and friends as we examine these issues. We may differ about issues and we may be crucial of other’s ideas, but we all need to learn the hard, important skill of discussing and disagreeing about ideas, while maintaining a respectful collegial atmosphere. Remember, at no time does the criticism of an idea translate into criticism of the person who espouses the idea.

Welcome to the class: I’m glad that you are here!

NOTES:

- Although I have tried to make this syllabus comprehensive and accurate, I may have to make some changes as we go along.
- Please see me before the end of the second week of classes if you need accommodation for a qualified disability.
- Any papers that do not meet minimum standards for English spelling and grammar will fail; please see me if you are a non-native English speaker.
- I will accept late papers only in exceptional circumstances. I am most likely to accept a late paper if you explain to me *before* the assignment is due why it will be late. Late papers will be penalized. *Back-up your files regularly.*

ADDITIONAL COURSE REQUIREMENTS

Attendance/Participation: Each class period is worth 10 points: 5 for simply being there, and another 5 for actively participating and demonstrating that you have done the reading by taking part in the discussion or organizing the discussion as a discussion leader. Participation points begin the second week, for a total of 100 points. This is worth 20% of your final grade.

Discussion Leader: At the beginning of each class period, each of you will take turns leading the discussion over the assigned books or articles. You will begin by presenting an overview of the topic under discussion based on the readings, and include a list of discussion questions that will structure the rest of the class's discussion of the readings. Other students are expected to participate. We will assign dates and materials each of you are responsible for during the first week of class.

Essay Assignments: There will be 2 short papers due this semester. These are to be a minimum of 2 pages, typed and double spaced. Each paper is worth 5% of your final grade (a total of 10%). All papers must be typed double-spaced, 12 font. Imagine as your audience a friend who is not familiar with women's studies. **All written assignments are to be submitted via the digital dropbox in the ASU blackboard system.**

To receive an A, you will need to clearly state and logically argue a thesis, and organize your paper by the parts of your thesis.

Paper One: Book Analysis. This paper requires that you read a book written about HIV/AIDS and women. Due Sept 19th.

Paper Two: Film Analysis: This paper requires you to write a film critique of a film that focuses on HIV/AIDS and women. Due Oct 17th.

Class Presentations: You will enhance your seminar skills by making oral presentations in this class. In addition to regular participation as a discussion leader, you will also present your research papers and essays to the class. Together, these are worth 20% of your final grade.

Presentation of Paper One (Book Analysis): You will have 15 minutes to present your book analysis to the class, and to answer questions. This is worth 5% of your final grade.

Presentation of Paper Two (Film Analysis): You will have 15 minutes to present your film analysis to the class, and to answer questions. This is worth 5% of your final grade.

Oral Presentation of Research Paper: During the last two seminar classes, you will each present your research papers orally to your colleagues. These presentations will include a formal talk and then a question/answer period. All you'll need to do is listen carefully to your colleagues' presentations and ask informed questions. This is worth 10% of your final grade.

Research Paper: You will be doing a final research paper on a topic of your choice having to do with the topic of women and HIV/AIDS. The possibilities are endless, and you are free to go where you want with this assignment, however, **all final topics must be approved by me**, so that I can make sure there is enough material available to you to do a serious research paper that will meet seminar requirements. All papers will be checked for plagiarism, so you are required to hand in a copy of your paper on disk. I

will be giving a more detailed handout on this paper. This paper is worth 35% of your final grade, however, the steps below also count as an additional 15% of your final grade (a combined total of 50% of your grade involves the research paper and its various steps). **Papers are due in class on Dec 5th.**

There are **three preliminary research paper assignments** which will help keep you on track throughout the semester and will organize your approach to writing this paper:

Sept 26th: Short Summary Due. You must hand in a short summary of your paper topic. In about 2 paragraphs, explain your topic, why you think its significant, and your proposed methodology (that is how you will go about conducting research). This is worth 5% of your final grade.

Oct 31st: Annotated Bibliography Due. This should include at least one primary, at least 4 secondary sources that are **NOT** internet sources, and at least one internet source. This should be in MLA format and each entry should contain a description of its usefulness for your project. This is worth 5% of your final grade.

Nov 14th: Thesis Statement and Rough Outline Due. At the top of the page write out your thesis statement. Include a rough outline of topics to be covered and your organization. This is worth 5% of your final grade.

I can't overemphasize the importance of these steps. If I do not receive all three of these preliminary steps, I will not accept your final paper! If you change topics at any time, you must do these steps over again. All changes in topic must be reported to me by Oct 10th.

GRADE BREAKDOWN:

Attendance/Participation	20%	355-320	A
Written Essays	10%	319-284	B
Essay Presentations	10%	293-249	C
Research Steps	15%	248-213	D
Research Presentation	10%	less than 212	E
<u>Research Paper</u>	<u>35%</u>		
Total	100%		

ACADEMIC HONESTY: You are expected to conduct yourself according to the Women and Gender Studies policy on academic honest attached to the syllabus. Academic dishonesty will not be tolerated. Any attempt to represent the work of another as one’s own, plagiarizing from the web, or any other form of cheating will result in a 0 for the assignment.

YOUR FIRST ASSIGNMENT: Using the digital dropbox on blackboard, please submit the following information by the end of this week:

- 1) Full name with email address
- 2) Major and Year
- 3) Reason(s) for taking this course
- 4) Relevant coursework done prior to taking this course

COURSE SCHEDULE:

- 8/22 WEEK ONE: WOMEN AND HIV/AIDS: OVERVIEW**
Women and Families, Introduction, Chapters 1&2 [Epidemiology, Natural History] (1-57)
Gender Politics, Chapter One: Biomedical Models of HIV and Women (25-42)
- 8/29 WEEK TWO: WOMEN ON COMMON GROUND: ON THE IMPORTANCE OF GENDER AND SEX DIFFERENCES**
Women Resisting AIDS, Chapter One: AIDS in the 1990s: Individual and Collective Responsibility
Women Resisting AIDS, Chapter Four: Social Control, Civil Liberties, and Women's Sexuality
- 9/5 WEEK THREE: LABOR DAY OBSERVED (NO CLASS)**
- 9/12 WEEK FOUR: WOMEN AND DIVERSITY: GENDER, RACE, POLITICS, AND HEALTH**
Women and Families, Chapter Four: Gender, Culture, Race and Class (82-110)
Gender Politics, Chapter Six: Seeing AIDS: Race, Gender and Representation (113-126)
- 9/19 WEEK FIVE: WOMEN AND MEN: GENDER, POWER AND RISK**
Women and Families, Chapter Five: Men, Gender Roles, and Sexuality (111-137)
Gender Politics, Chapter Thirteen: Women, Violence, and HIV/AIDS (242-251)
*****PAPER ONE (BOOK ANALYSIS) DUE*****
- 9/26 WEEK SIX: SOCIAL CONTEXT AND SPECIAL POPULATIONS (PART ONE)**
Women and Families, Chapter Six: Women, Motherhood and the Family (138-164)
Gender Politics, Chapter Eight: Midlife and Older Women (155-167)
Women and Families, Chapter Three: Women Drug Use and Prostitution (58-81)
*****SHORT SUMMARY OF PROPOSED RESEARCH PAPER DUE*****
- 10/3 WEEK SEVEN: SOCIAL CONTEXT AND SPECIAL POPULATIONS (PART TWO)**
Gender Politics, Chapter Fourteen: Social Context and HIV [Street Sex Workers] (252-272)
Gender Politics, Chapter Twelve: Put Her in a Cage: Childhood Sexual Abuse and Incarceration (222-241)
Gender Politics, Chapter Seven: Sexual Diversity in the L.A. Latina community (127-154)
- 10/10 WEEK EIGHT: EXPERIENCING THE DIAGNOSIS**
HANDOUT: *Troubling the Angels*, Life After Diagnosis (1-62)
HANDOUT: *Workable Sisterhood*, Narratives of Injustice (87-104)
- 10/17 WEEK NINE: LIFE (AND DEATH) AFTER DIAGNOSIS**
HANDOUT: *Troubling the Angels*, Making Meaning; Living/Dying with AIDS (123-178)
HANDOUT: *Workable Sisterhood*, Life Reconstruction and Gender (105-142)
*****PAPER TWO (FILM ANALYSIS) DUE*****
- 10/24 WEEK TEN: CLASS FIELD TRIP: ***VISITING A LOCAL AIDS SERVICE ORGANIZATION*****
- 10/31 WEEK ELEVEN: GRASSROOTS RESPONSES (PART ONE) –**
Women Resisting AIDS, AIDS Prevention, Minority Women, and Gender Assertiveness
Women Resisting AIDS, The Role of Nurses in the HIV Epidemic
Women Resisting AIDS, Lesbian Involvement in the AIDS Epidemic
*****ANNOTATED BIBLIOGRAPHY DUE*****
- 11/7 WEEK TWELVE: GRASSROOTS RESPONSES (PART THREE)**
Gender Politics, Chapter Fifteen: Healing from Within [African-American Church] (273-281)
Gender Politics, Chapter Sixteen: The Bond is Called Blackness (282-291)
Gender Politics, Chapter Twenty: Native Women Living beyond HIV/AIDS Infection (337-356)
- 11/14 WEEK THIRTEEN: GRASSROOTS RESPONSES (PART TWO)**
Gender Politics, Chapter Seventeen: Coming to Their Own Rescue [Teens] (292-301)
*****THESIS STATEMENT AND ROUGH OUTLINE DUE*****

11/21 WEEK FOURTEEN: ETHICAL AND POLICY ISSUES (PART ONE)

Women Resisting AIDS, Chapter Two: Complications of Gender: Women, AIDS, and Law

Women Resisting AIDS, Chapter Five: Sex Workers Fight Against Aids: An International Perspective

Gender Politics, Chapter Twenty-One: Can Needle Exchange Better Serve Women? (357-372)

11/28 WEEK FIFTEEN: ETHICAL AND POLICY ISSUES (PART TWO)

Gender Politics, Chapter Twenty-Three: Gender, Freedom and Safety [Cuban AIDS Policy] (385-400)

Women Resisting AIDS, Chapter Eighteen: AIDS, Ethics, Reproductive Rights: No Easy Answers

12/5 WEEK SIXTEEN: RESEARCH PRESENTATIONS (LAST DAY OF CLASS)

****RESEARCH PAPERS DUE****

PAPER GUIDELINES

SHORT ESSAY #1: BOOK ANALYSIS

This is to be a memoir, biography, or autobiography written by or about women infected, or affected by, HIV/AIDS.

Consider the following:

Hydeia Broadbent, *You Get Past the Tears: A Memoir of Love and Survival*

Tommy Ricks, *Before I Die...: A Biography Of A Woman Living With HIV*

Pearl Cleage, *What Looks Like Crazy on an Ordinary Day: A Novel*

Paula W. Peterson, *Penitent, With Roses: An HIV+ Mother Reflects*

Mary Fisher, *My Name is Mary: A Memoir*

Barbara Rose Brooker, *God Doesn't Make Trash*

Janice A. Burns, Warner Books, *Sarah's Song: A True Story of Love and Courage* Catherine Wyatt-

Morley, *AIDS Memoir: Journal of an HIV-Positive Mother*

Nancy A. Draper, *A Burden Of Silence: My Mother's Battle With AIDS*

Joan Thomas Nelson, *Before, During and After AIDS: A Mother's Love and Memories*

Susan F. Wiltshire, *Seasons of Grief & Grace: A Sister's Story of AIDS*

At the top of the paper, please include a formal citation of the book under review:

EXAMPLE:

Ricks, Tommy. (2005) *Before I Die...: A Biography of A Woman Living With HIV*. Bloomington: Author House.

In these papers, you will be analyzing the following:

In the first paragraph, introduce the reader to your book. What do you know about the author? At what point in the AIDS epidemic does this story take place? How is the time period in which the book was written reflected?

In the second paragraph, briefly summarize the main thrust of the book.

In the third paragraph, focus on the main character(s). In what specific way did she navigate her diagnosis or experiences living with, or loving someone with, HIV/AIDS? How did her race, class, ethnicity, or sexual orientation impact that process? What were her major obstacles/conflicts? What are her most important characteristics?

Finally, sum it all up in a conclusion. What does this book have to teach us about women and HIV/AIDS?

SHORT ESSAY #2: FILM ANALYSIS

You are to analyze a film that focuses on gender roles and women infected with or affected by HIV/AIDS. We will watch these films in class. You may choose which film you would like to use for this essay.

EXAMPLE:

Begin your review with a filmography (citation):

Love & Diane, A film by Jennifer Dworkin, 2002, 155 min.

In the first paragraph, introduce the reader to the film. What is the goal of the piece? What important points did it have to make?

In the second and third paragraphs focus on the female(s) in the film. What is her main conflict/obstacle? Other supporting female characters? What does this film have to tell us about race, class, ethnicity or sexual orientation as they are related to health, particularly HIV/AIDS?

In the final paragraph, what are your conclusions? What take home lessons about gender roles emerged? Why is the piece significant?