

WST 498: PROSEMINAR: Women and HIV/AIDS
Mondays 1:40-4:30pm, Fall 2006
ECA 216 (98163)

Dr. Yasmina Katsulis
Office: ECA 215
Phone: 727-6354
Office hours: M/W 9-10 AM and by appt.
E-mail: yasmina.katsulis@asu.edu

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, drug use and addiction, 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 public policy 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, websites, and videos that you are responsible for reviewing for in-class discussion. There are **five books required for this course**. All are available in the ASU bookstore, the library, or through amazon.com:

1. *Fast Lives: Women Who Use Crack Cocaine* by Claire E. Sterk
2. *War on Drugs, HIV/AIDS and Human Rights* by Kasia Malinowska-Sempruch, Sarah Gallagher
3. *Women Take Care: Gender, Race, and the Culture of AIDS* by Katie Hogan
4. *HIV & AIDS in Africa: Beyond Epidemiology* by Jayati Ghosh, Ezekiel Kalipeni, Susan Craddock, Joseph R. Oppong
5. *Latino Truck Driver Trade: Sex and HIV in Central America* (Jacob Schifter)

COURSE STRUCTURE:

Class sessions will be based on mini-lectures, formal presentations, discussion and analysis of the readings, and video/film clips. We will focus on learning to critique and develop arguments through group interaction. For this to work, you must do the assigned readings *before* class. If you aren't prepared to actively participate in class discussions, your grade will be affected. Plus, class will be boring and I will be cranky. Remember, this course is meant to demonstrate to you the level of preparation and critical thinking skills necessary for a graduate-level seminar. My expectations are high. 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**. You should plan to keep up on all of your readings, take notes while you read and bring these notes to class, show up for all class meetings on time each and every week, take careful notes on lectures and videos, and begin working on your research paper by the 2nd week in class, so that your final product is of publishable quality.

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.

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.

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.

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

NOTES:

- 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 not accept late assignments, so plan to complete your assignments in advance of the due date. *Plan ahead in case something comes up and back-up your files regularly.*

COURSE REQUIREMENTS

Regular Participation: Active participation demonstrates that you have done the readings, given time to think them over before class, and thought analytically about how the reading relates to other materials in and outside of class (videos, personal experiences, other course work). **Regular participation is worth 20% of your final grade.**

Discussion Leader (5%): 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, outline main points, and include a list of discussion questions or an activity that will enhance the rest of the class’s understanding 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.

Class Presentations: You will enhance your seminar skills by making oral presentations in this class. In addition to your role as a discussion leader for an assigned set of readings, you will share your research topic proposal, annotated bibliography, thesis statement and outline, and your final product. Taken as a whole, **formal class presentations leading up to and including the paper presentation are worth 20% of your final grade.**

Oral Presentations of Research Proposal/Topic (5%), Annotated Bibliography (5%), Thesis Statement and Outline (5%), and 10-Minute Summary of Research Paper (5%):

Throughout the semester, you will each make a formal presentation on the progress of your work to your colleagues. These presentations will include a formal talk based on each stage, and then a question/answer period. You will each provide and receive troubleshooting advice to improve your progress. You'll need to listen carefully to your colleagues' presentations and ask informed questions so that they can improve their own writing and critical thinking on the topic. Each presentation will be given in class on the same date the written versions are submitted.

Research Paper (40%). You will be doing a final research paper that provides a gender-based analysis of a particular aspect of the HIV/AIDS epidemic. This is a 15-20 page paper (not including citations). The paper should integrate the following: 1) a *thesis*, or general argument, that reflects your original interpretation of the topic as it relates to concepts, theories, and ideas covered in the course; 2) a *review* of the best literature on the topic as it relates to your thesis; 3) *analysis* of the gaps in the literature related to your topic (how could our understanding of the topic be improved by filling these gaps with new research); and 4) the *policy* issues that are related to your topic (your recommendations for policy changes that could help stop the spread of HIV/AIDS, provide better care and treatment, etc.) 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 an electronic copy of your paper as well as a hard copy for grading.

Three preliminary research paper assignments (15% total). These will help keep you on track throughout the semester and will organize your approach to writing this paper:

Sept 25th: Research Topic Proposal Due (5%). This is a one-page summary of your proposed paper topic. Explain what your topic is, why you think it is significant to our understanding of the HIV/AIDS epidemic, and to our understanding of gender, health, and policy issues more generally. How does it relate to the kinds of themes and ideas covered in this class? What kinds of theoretical debates, controversies, and/or policy issues do you plan to address? What kinds of current events would help us become better informed about this issue?

Oct 30th: Annotated Bibliography Due (5%). This statement reviews at least 7-10 sources that are NOT internet sources, and at least one internet source, related to your topic (expect to write about five pages). The key to this stage is to identify pertinent points from each source as it relates to your argument (be specific!). Do not include a general summary of each source unless it is relevant to your thesis. Because this will help you contextualize your ideas in terms of the scientific evidence available to support your argument, the literature review is a major component for any research paper, journal article, book manuscript, or grant application. A sample annotated citation and advice for starting the process will be provided in a handout a few weeks after class starts.

Nov 13th: Thesis Statement and Outline Due (5%). This is a one-page statement of intent that outlines thesis statement and writing plan. Include an outline of topics to be covered, showing how you will organize the topics and citing the materials that will be used to support your thesis. Attach a final bibliography with full citations (no page limit).

Dec 4th: Final Paper Due (40%)

GRADE BREAKDOWN:

Participation	20%
Discussion Leader	5%
Formal Presentations	20%
Preliminary Research Paper Assignments	15%
<u>Research Paper</u>	<u>40%</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.

COURSE SCHEDULE:

8/21	WEEK ONE:	INTRODUCTION Syllabi Overview Discussion Leader Assignments VIDEO: Pandemic: Facing AIDS (113 min)
8/28	WEEK TWO:	DISCUSSION: VIDEO: Common Threads: Stories from the Quilt (79 min) and Absolutely Positive (88 min) (Begin reading <i>Fast Lives: Women Who Use Crack Cocaine</i>)
9/4	WEEK THREE:	LABOR DAY OBSERVED (NO CLASS) RENT/VIEW AT HOME: 'Philadelphia' or 'And the Band Played On' (Finish reading <i>Fast Lives: Women Who Use Crack Cocaine</i>)
9/11	WEEK FOUR:	DISCUSSION: <i>Fast Lives: Women Who Use Crack Cocaine</i> VIDEO: Cracked but Not Broken (52 min) and American Pimp (87 min)
9/18	WEEK FIVE:	DISCUSSION: Parts 1 and 2 of <i>War on Drugs, HIV/AIDS and Human Rights</i> VIDEO: MacArthur Park (88 min)
9/25	WEEK SIX:	DISCUSSION: Parts 3 and 4 of <i>War on Drugs, HIV/AIDS and Human Rights</i> PRESENTATIONS: RESEARCH PROPOSALS VIDEO: Trading Women (77 min) ***SUBMIT: RESEARCH TOPIC PROPOSALS
10/2	WEEK SEVEN:	DISCUSSION: Chap 1-3 of <i>Women Take Care: Gender, Race, and the Culture of AIDS</i> VIDEO: Love and Diane (154 min)
10/9	WEEK EIGHT:	DISCUSSION: Chap 4-6 of <i>Women Take Care: Gender, Race, and the Culture of AIDS</i> VIDEO: Women, HIV and AIDS (54 min) and The Forgotten People: Latinas with AIDS (30 min)
10/16	WEEK NINE:	DISCUSSION: Parts 1 and 2 of <i>HIV & AIDS in Africa: Beyond Epidemiology</i> VIDEO: ABC Africa (83 min)
10/23	WEEK TEN:	DISCUSSION: Part 3 (A, B and C) of <i>HIV & AIDS in Africa: Beyond Epidemiology</i> VIDEO: Yesterday (95 min)
10/30	WEEK ELEVEN:	DISCUSSION: Part 4 of <i>HIV & AIDS in Africa: Beyond Epidemiology</i> PRESENTATIONS: ANNOTATED BIBLIOGRAPHIES VIDEO: Bus 174 (120 min) ***SUBMIT: ANNOTATED BIBLIOGRAPHIES
11/6	WEEK TWELVE:	DISCUSSION: Part 5 of <i>HIV & AIDS in Africa: Beyond Epidemiology</i> VIDEO: Carandiru (145 min)
11/13	WEEK THIRTEEN:	DISCUSSION: Chap 1-7 of <i>Latino Truck Driver Trade: Sex and HIV in Ctrl Am</i> PRESENTATIONS: THESIS STATEMENTS AND OUTLINES VIDEO: Body without Soul (94 min) ***SUBMIT: THESIS STATEMENTS AND OUTLINES
11/20	WEEK FOURTEEN:	DISCUSSION: Chap 8-14 of <i>Latino Truck Driver Trade: Sex and HIV in Ctrl Am</i> VIDEO: 101 Rent Boys (115 min)
11/27	WEEK FIFTEEN:	GROUP 1 PRESENTATIONS: 10 MINUTE SUMMARY OF RESEARCH PAPERS VIDEO: Kids (91 min)
12/4	WEEK SIXTEEN:	GROUP 2 PRESENTATIONS: 10 MINUTE SUMMARY OF RESEARCH PAPERS VIDEO: Benjamin Smoke (118 min) ***SUBMIT: RESEARCH PAPERS