

WST 498: PROSEMINAR: WOMEN AND HIV/AIDS
WEST HALL 120 (10083)
Mondays 1:40 – 4:30 PM

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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, 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 cultural practices, and structural features of the legal and political environment; 2) compare and contrast similarities and differences between different groups of women affected by the epidemic; and 3) demonstrate the importance of social change, social justice, and public policy in shaping the response to the epidemic.

This course will be conducted as a seminar. In a seminar, you are expected to attend class regularly, complete readings by the assigned dates, prepare reading notes and bring them to class, participate in class discussions, and take turns leading discussions. The Seminar Handbook will serve as a reference point for you so that you understand my expectations in greater detail. This is an opportunity for you to experience what graduate school has to offer, or to practice skills that will be useful outside of academia. Personal discipline, time management, and enthusiasm for learning new materials are significant assets in this venue.

REQUIRED READING: You are expected to complete readings during the week for which they are assigned. There will also be required readings posted on blackboard, handouts, websites to review, and videos to watch. There are **four books required for this course**. All are available in the ASU bookstore, the library, or through amazon.com:

1. Stillwaggon. (2005) *AIDS and the Ecology of Poverty*. Oxford U Press
2. Campbell. (2003) *Letting Them Die: Why HIV/Aids Prevention Programmes Fail*. Indiana U Press
3. Berger. (2006) *Workable Sisterhood: The Political Journey of Stigmatized Women with HIV/AIDS*. Princeton U
4. Baglies. (2000) *AIDS, Sexuality, and Gender in Africa*. Routledge

In addition to these course materials is your **Seminar Handbook** (posted on Blackboard). This handbook provides guidelines for participating in a seminar, leading a seminar, the preparation of seminar notes, and the preparation of your final seminar paper. It is crucial that you read this handbook thoroughly and continue to refer to it throughout the semester.

FORMAT: Class sessions will combine mini-lectures, discussion and analysis of reading themes and concepts, 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. You should expect to read about 100 pages of materials each week – but you are also expected to learn how to skim for content (you don't need every detail, only a comprehensive overview the material, and mastery of the really important points). Reading tips are provided in your **Seminar Handbook**. Taking brief notes as you read will help you to quickly refresh your memory before coming to class, as well as make it easier for you to master the material in the long run. Keep that in mind when budgeting your time. 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 what we get out of this course depends fundamentally on our combined participation, **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, and begin working on your seminar paper by the 2nd week in class, so that your final product is of publishable quality.

This is a pro-seminar, 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.

I encourage you to **come speak with me during office hours**. If my office hours conflict with your class schedule, let me know through email and schedule an appointment. For brief communication, e-mail is the best way to be in touch with me.

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.

HONORS CREDIT: This course can be taken for honors credit. Please discuss your ideas with me within the first few weeks of class before submitting a footnote 18 contract. Some of the honors experiences you can consider are the preparation of a mini-lecture, a creative project, a service learning project, or regular office hour attendance for one-on-one discussions.

COURSE REQUIREMENTS

Seminar Participation (40%): Active seminar 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 inside and outside of class (videos, personal experiences, other course work). At the beginning of each class period, one of you will take the lead in discussing the assigned readings (see **Seminar Handbook**). We will assign weekly leadership responsibilities during the first day of class.

Regardless of the seminar leader for that week, everyone is expected to participate, and to have come to class prepared for discussion by having completed the readings and brought their notes to class (again, see your **Seminar Handbook** for details).

In addition to regular participation in the seminar with respect to required readings, you will be asked to share your progress on your final paper with your colleagues. Each of you will share your paper proposal, annotated bibliography, thesis statement and outline, and final paper with the class. These discussions are meant to improve your critical thinking and writing skills, and you will learn from one another by listening to one another and providing feedback.

Preliminary Paper Assignments (20% total). Three preliminary paper assignments will help keep you on track throughout the semester and will organize your approach to your final paper. Assignment due dates are listed below, as well as on the course schedule.

March 3rd: Research Topic Proposal (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?

March 24th: Annotated Bibliography (10%). 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.

April 7th: Thesis Statement and Outline (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).

Final Paper (40%). You will be doing a final seminar 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 or structural* issues that are related to your topic (including your recommendations for policy changes or structural interventions 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 for you to do a serious paper that will meet seminar requirements. **All papers will be checked for plagiarism using safe assignment. You will present your seminar papers on April 21st, and submit your final paper by 5pm on April 27th. You are required to submit an electronic copy of your paper using safe assignment, as well as one hard copy.**

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.

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 for credit, 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 SCHEDULE:

1/14	WEEK ONE:	INTRODUCTION Syllabi Overview Discussion Leader Assignments IN-CLASS VIDEO: Pandemic: Facing AIDS (113 min)
1/21	WEEK TWO:	MARTIN LUTHER KING DAY (NO-CLASS) ***VIEW AT HOME: 'The Age of AIDS' (240 min) – link to video is posted on blackboard in the historiography folder Review Fact Sheets (Blackboard Folder)
1/28	WEEK THREE:	Historiography of HIV/AIDS (Blackboard Folder) - A Very American Epidemic: Memory Politics and Identity Politics in the AIDS Memorial Quilt, 1985–1993. Christopher Capozzola, <i>Radical History Review</i> . - Journals of the Plague Years: Documenting the History of the AIDS Epidemic in the United States. Howard Markel, <i>American Journal of Public Health</i> . - PBS/Frontline “25 Years of AIDS” Interactive Timeline (weblink) - PBS/Frontline “Maps: A Global Picture” (weblink) IN-CLASS VIDEO: Women, HIV and AIDS (54 min)
2/4	WEEK FOUR:	<i>AIDS and the Ecology of Poverty</i> IN-CLASS VIDEO: The Forgotten People: Latinas with AIDS (30 min)
2/11	WEEK FIVE:	<i>AIDS and the Ecology of Poverty</i> IN-CLASS VIDEO: Love and Diane (excerpts)
2/18	WEEK SIX:	Gender and Sexual Decision-Making (Blackboard Folder) - Going Beyond “ABC” to Include “GEM”: Critical Reflections on Progress in the HIV/AIDS Epidemic. Shari L. Dworkin and Anke A. Ehrhardt, <i>American Journal of Public Health</i> . - Vulnerability and sexual risks: Vagos and vaguitas in a low income town in Peru. Salazar, et al. <i>Culture, Health and Sexuality</i> . - AIDS and risk: The handling of uncertainty in northern Tanzania. Liv Haram, <i>Culture, Health and Sexuality</i> . - Syndemics, sex and the city: Understanding sexually transmitted diseases in social and cultural context. Singer, et al. <i>Social Science and Medicine</i> . - Aiming for more relevant HIV risk reduction: A black feminist perspective for enhancing HIV intervention for low-income African American women. Gentry, et al. <i>AIDS Education and Prevention</i> .
2/25	WEEK SEVEN:	<i>Workable Sisterhood: The Political Journey of Stigmatized Women with HIV/AIDS</i> .
3/3	WEEK EIGHT:	Sex and Money (Blackboard Folder) - The Materiality of Everyday Sex: Thinking beyond ‘prostitution’. Mark Hunter, <i>African Studies</i> . - Border lives: Prostitute women in Tijuana. Castillo, et al. <i>Signs: Journal of Women in Culture and Society</i> .

- 'Kunyenga', "Real Sex", and survival: Assessing the risk of HIV infection among urban street boys in Tanzania. Chris Lockhart, *Medical Anthropology Quarterly*.
- A Right to Live as Gente Decente: Sex Work, Family Life, and Collective Identity in Early-Twentieth-Century Mexico. Katherine Elaine Bliss, *Journal of Women's History*.

*****PRESENT AND SUBMIT: RESEARCH TOPIC PROPOSALS**

3/10 WEEK NINE: SPRING BREAK (NO-CLASS)

3/17 WEEK TEN: *Letting Them Die: Why HIV/Aids Prevention Programmes Fail.*

3/24 WEEK ELEVEN: Harm Reduction (Blackboard Folder)

- Illicit drugs, alcohol, and addiction in human immunodeficiency virus. JH Samet, *Panminerva Medica*.
- Harm reduction, HIV/AIDS, and the human rights challenge to global drug control policy. Richard Elliot, *Health and Human Rights*.
- Public opinion on needle and syringe programmes: avoiding assumptions for policy and practice. Carla Treloar, *Drug and alcohol review*.
- Do needle syringe exchange programs reduce HIV infection among drug users: A comprehensive review of the international evidence. Wodak and Cooney, *Substance Use and Misuse*.
- Prisoners who inject drugs: Pubic health and human rights perspectives. Jergens and Betteridge, *Health and Human Rights*.
- A 21st-century Lazarus: the role of safer injection sites in harm reduction and recovery. Editorial, *Addiction*.
- Having the rug pulled from under your feet: one project's experience of the US policy reversal on sex work. Joanna Busza, *Oxford University Press*.
- 'Flashblood' and HIV risk among IDUs in Dar es Salaam, Tanzania. Sheryl McCurdy, *University of Texas Houston Health Science Center*.

OPTIONAL READING: *Globalisation, Drugs, and Criminalization: A Final Report on Brazil, China, India, and Mexico. UNESCO.*

***** PRESENT AND SUBMIT: ANNOTATED BIBLIOGRAPHIES**

3/31 WEEK TWELVE: IN-CLASS VIDEOS: ABC Africa, Life: Hospice, Life: Crisis Control
No seminar discussion today.

4/7 WEEK THIRTEEN: *AIDS, Sexuality, and Gender in Africa*

***** PRESENT AND SUBMIT: THESIS STATEMENTS AND OUTLINES**

4/14 WEEK FOURTEEN: Pleasure, Sensibilities, and Unsafe Sex (Blackboard Folder)

- Inner-city women and AIDS: The psychosocial benefits of unsafe sex. Elisa Sobo, *Culture, Medicine and Psychiatry*.
- Making sense of 'barebacking': Gay men's narratives, unsafe sex and the 'resistance habitus'. Michael Crossley, *British Journal of Social Psychology*.
- Crystal methamphetamine and sexual sociality in an urban gay subculture: An elective affinity. Green and Halkitis, *Culture, Health & Sexuality*.
- The anatomy of a forbidden desire: Men, penetration and semen exchange. Holmes and Warner, *Nursing Inquiry*.

- Fifty ways to leave your rubber: How men in Mombasa rationalise unsafe sex.
Stalker and Toroitich-Ruto, Sexually Transmitted Infections.

IN-CLASS VIDEO: The Gift (excerpt)

4/21	WEEK FIFTEEN:	LAST CLASS ***PRESENT: SEMINAR PAPERS
4/28	WEEK SIXTEEN:	NO-CLASS ***SUBMIT: SEMINAR PAPERS