

SYLLABUS

CULTURE AND AIDS

AN34419

Mondays 14:00 – 15:40

Spring 2009

Dr. Douglas A. Feldman

Visiting Professor

The University of Debrecen

Course Description:

This course explores the cultural, social, epidemiologic, political, psychological, philosophical, economic, public health, and public policy dimensions of HIV/AIDS on a global level, especially in the United States and sub-Saharan Africa. It focuses upon women and children with AIDS, men who have sex with men and other at-risk populations, HIV prevention strategies, theoretical issues, social stigma and discrimination, the influence of the pandemic on other aspects of society and culture, and the meaning and importance of HIV/AIDS.

Required Texts:

Feldman, Douglas A. and Wang Miller, Julia (eds.) (1998) [TAC]

The AIDS Crisis: A Documentary History. Westport, CT: Greenwood Press.

Feldman, Douglas A. (ed.) (2008) [ACA]

AIDS, Culture and Africa. Gainesville, FL: The University of Florida Press.

Additional reading packet.

Course Topics:

The basics of anthropology. Introduction to AIDS as a cultural and public health issue. The importance of AIDS. The epidemiology of HIV/AIDS in the United States. The AIDS crisis. The origin of HIV/AIDS. An epidemic emerges. The shaping of public opinion. The situation in the United States. The global crisis. The epidemic takes its toll. Teenagers. Women. Children. The gay community. Commercial sex workers. The homeless. Persons with hemophilia. Injecting drug users. Correctional facilities. The African pandemic. The growing crisis in Asia. AIDS in Latin America and the Caribbean. China. Latin America. Traditional medicine. Uganda. South Africa. Breast feeding. The many faces of AIDS. Psychosocial needs of persons with AIDS. The role of families, partners, and friends of people with AIDS. The role of health care providers and caregivers. Community responses to the crisis. Political apathy. Political

activism. Immigration policy. Political economy. Promoting awareness and education. Producing behavioral change. Barebacking. Gay politics. Patient adherence. Risky and less risky sex. Club drugs. AIDS in the workplace. Legal issues. Ethics and AIDS policy. Mandatory reporting. Mandatory testing. Partner notification. The future of AIDS.

Reading Schedule:

- February 9: Welcome and Introduction. Review of syllabus
The basics of anthropology.
- February 16: WebMD with AOL Health. "Human Immunodeficiency Virus (HIV) Infection," http://www.webmd.com/hw/hiv_aids/, packet pp. 1-23.
Ungass country progress report – Hungary, packet pp. 24-35.
Douglas A. Feldman and Julia Wang Miller, "Introduction," in *The AIDS Crisis: A Documentary History (TAC)* (Eds.: D.A. Feldman and J. Wang Miller); pp. xxv-xxxix, Westport, CT: Greenwood Press, 1998.
"Global summary of the AIDS epidemic, December 2007," UNAIDS, selected pages, packet pp. 51-66.
The CIA World Factbook, "Rank Order - HIV/AIDS - adult prevalence rate," www.cia.gov/cia/publications/factbook/, January 3, 2008, packet pp. 67-72.
The CIA World Factbook, "Rank Order - HIV/AIDS - people living with AIDS," www.odci.gov, January 8, 2008, packet pp. 73-78.
- February 23: Douglas A. Feldman and Julia Wang Miller, Chapter 1, "The History of HIV/AIDS," in *TAC*; pp.1-29.
Douglas A. Feldman and Julia Wang Miller, Chapter 2, "The Impact of the Epidemic," in *TAC*; pp.30-53.
- March 2: Douglas A. Feldman and Julia Wang Miller, Chapter 3, "HIV/AIDS Within Communities and Populations," in *TAC*; pp. 54- 116.
- March 9: "Towards Universal Access: Scaling up priority HIV/AIDS interventions in the health sector." Progress report 2008. WHO/UNAIDS/UNICEF. Executive summary, packet pp. 79-80.
"Twenty-five years of AIDS: Unhappy anniversary," *The Economist*, 379(8480):24-25, packet pp. 81-84.
U.S. Agency for International Development. "The ABCs of HIV Prevention," www.usaid.gov, June 2003, packet pp. 85-87.
Douglas A. Feldman, "Federal Relief Program Does Poor Job at Fighting Disease," *Buffalo News*, December 18, 2007, p.A14, packet p. 88.
Douglas A. Feldman and Julia Wang Miller, Chapter 4, "AIDS in the Developing World," in *TAC*; pp. 117-134.
Anthony D. Harries, Erik J. Schouten, and Edwin Libamba. "Scaling up antiretroviral treatment in resource-poor settings," *The Lancet*, 367: 1870-1872, June 3, 2006, packet pp. 89-91.
Douglas A. Feldman, Preface, in *ACA*, pp. xi-xiv.

- Douglas A. Feldman, Chapter 1, "AIDS, Culture, and Africa: The Anthropological Perspective," in ACA, pp. 1-17.
- Richard B. Lee and Ida Susser, Chapter 2, "Confounding Conventional Wisdom: The Ju'hoansi and HIV/AIDS," in ACA, pp. 18-34.
- March 16: Ruth Kornfield and Stella Babalola, Chapter 3, "Gendered Responses to Living with AIDS: Case Studies in Rwanda," in ACA, pp. 35-56.
- Kate Macintyre and Carl Kendall, Chapter 4, "A Theory of Social Proximity: Accounting for Societal-Level Behavior Change," in ACA, pp. 57-73.
- Judith E. Brown, Chapter 5, "Male Circumcision in the AIDS Era: New Relevance of an Old Topic," in ACA, pp. 74-87.
- Kim Longfield, Chapter 6, "Factors that Influence Ivoirian Women's Risk Perception of STIs and HIV," in ACA, pp. 88-106.
- March 23: Midterm exam.
- March 30: Anthony Simpson, Chapter 7, "Courage, Conquest, and Condoms: Harmful Ideologies of Masculinity and Sexual Encounters in Zambia in the Time of HIV/AIDS," in ACA, pp. 107-122.
- Douglas A. Feldman, *et al.*, Chapter 8, "Attitudes toward HIV/AIDS among Zambian High School Students," in ACA, pp. 123-144.
- Robert Lorway, Chapter 9, "Myths of Science, Myths of Sex: Homophobia and HIV Vulnerability in Namibia," in ACA, pp. 145-169.
- April 6: Elizabeth Onjoro Meassick, Chapter 10, "HIV/AIDS Prevention: Strategies for Improving Prevention Efforts in Africa," in ACA, pp. 170-200.
- Susan McCombie and Ariela Eshel, Chapter 11, "Tugende Uganda: Issues in Defining 'Sex' and 'Sexual Partners' in Africa," in ACA, pp. 201-219.
- Teresa Swezey and Michele Teitelbaum, Chapter 12, "HIV/AIDS and the Context of Polygyny and Other Marital and Sexual Unions in Africa: Implications for Risk Assessment and Interventions," in ACA, pp. 220-238.
- April 13: No class.
- April 20: Charles B. Rwabukwali, Chapter 13, "Gender, Poverty, and AIDS Risk: Case Studies from Rural Uganda," in ACA, pp. 239-254.
- Eleanor Preston-Whyte, Chapter 14, "Culture in Action: Reactions to Social Responses to HIV/AIDS in Africa," in ACA, pp. 255-275.
- Douglas A. Feldman, Chapter 15, "Conclusion: It's Not Just About AIDS – The Underlying Agenda to Control HIV in Africa," in ACA, pp. 276-283.
- Kaiser Daily HIV/AIDS Report. "Companies Worldwide Fail to Adequately Address HIV/AIDS, Survey Finds," January 20, 2005, packet pp. 92-93.

- April 27: Douglas A. Feldman and Julia Wang Miller, Chapter 5, "The Human Side of AIDS," in *TAC*, pp. 135-158.
Kaiser Daily HIV/AIDS Report. "Brazil to Distribute 11M Condoms During Carnival Festivities to Prevent Spread of HIV, Other STDs," January 21, 2005, packet p. 94.
B. Perera and M. Reece. "Sexual behavior of young adults in Sri Lanka: Implications for HIV prevention," *AIDS Care*, 18(5): 497-500, July 2006, packet pp. 95-98.
- May 4: Douglas A. Feldman and Julia Wang Miller, Chapter 6, "The Politics of AIDS," in *TAC*, pp. 159-182.
Lisa Richardson and Lee Romney. "Gays' Rising Meth Use Tied to New HIV Cases," *Los Angeles Times*, January 19, 2005, packet pp. 99-102.
Daniel Q. Haney. "Chat Rooms a Meeting Place for Risky Sex," www.retroconference.org/2003/, February 11, 2003, packet pp. 103-104.
Douglas A. Feldman and Julia Wang Miller, Chapter 7, "Education and Behavioral Change," in *TAC*, pp. 183-200.
Connie Lauerman. "Never Too Old," *Chicago Tribune*, January 12, 2005, packet pp. 113-116.
Douglas A. Feldman and Julia Wang Miller, Chapter 8, "Legal and Ethical Issues," in *TAC*; pp. 201-233.
- May 11: Kaiser Daily HIV/AIDS Report. "Complete Adherence to Antiretroviral Drug Regimens Best Way to Avoid Development of Drug Resistant HIV, Study Says," January 14, 2005, packet pp. 118-119.
Douglas A. Feldman and Julia Wang Miller, Chapter 9, "The Future of AIDS," in *TAC*; pp. 234-251.
- May 18: Review and discussion. All papers due today.
- May 25: Final exam.

Course Requirements and Grade

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| Midterm exam: | 24% |
| Final exam: | 24% |
| Short research paper: | 23% |
| Class participation: | 23% |
| Two pop quizzes | 6% |
| TOTAL = | 100% |

There will be two pop quizzes, worth 3% of your grade each. They will be unannounced, and will consist of a short essay on what you had been assigned to read for that day.

Students will prepare, in English, an original five or more page research paper, plus title page and reference cited pages, on a topic pre-approved by the professor relating to culture and AIDS. See the attached guidelines for doing your paper.

Class participation includes constructive participation in which the student demonstrates having read the assigned readings and has thought deeply about the content. The professor may call upon students to discuss the assigned readings. The exams are not cumulative. The midterm exam and the final exam will be essay questions.

Disability Statement:

The professor will try to accommodate all disabilities among students. Please inform the professor if you wish to be accommodated.

Attendance Policy:

Attendance will be taken at the beginning of each session, and it is important that you not be late for class. Students who have four or five unexcused absences will receive a lowered grade (e.g., B = C). Each additional unexcused absence thereafter will receive a further lowered final grade (e.g., B = D, etc.). Absences will be excused for: a) written documented illnesses of the student, b) official representation of the University, c) death of a close relative, d) religious holiday, and e) other circumstances beyond the control of the student as determined by the professor. Students who arrive late to class must inform the professor at the end of the session to make sure they are not marked absent that day. Students who must leave early on a particular day need to notify the professor before the class.

Academic Integrity:

Students are expected to maintain the highest level of academic integrity. Academic dishonesty (papers and exams) will not be accepted. Any student engaging in academic dishonesty during this course will receive a lowered grade for the course depending on the nature of the action, and could possibly be referred to the administration for further disciplinary action.

Students are asked not to carry on unrelated conversations during class. You are expected to pay attention and to be courteous. Cell phones and pagers must be turned off while attending class. Laptops may only be used for the purpose of taking notes during the class. Students may not IM (instant message) or text message others during class time.

Office Hours:

Dr. Feldman's office hours are Mondays from 16:00-17:00 and Tuesdays from 17:00-18:00. Students are strongly encouraged to meet with the professor during office hours, or by appointment.

GUIDELINES FOR DOING YOUR PAPER

1. Your paper should be on an approved topic relating to culture and AIDS, and must be first approved by your professor. Failure to follow these guidelines completely will lower the grade for your paper.
2. Papers should have a separate title page with your name, title of the paper, name of the course, course number, date, and name of the professor (Professor Feldman).
3. Papers must be at least five pages, preferably more, not including your title page, reference cited page(s), any figure or table pages, or any appendices.
4. Papers should be entirely typed, double-spaced, use Arial font, on 12-point type (do not use smaller or larger point type), either printed one-sided or two-sided, with page numbers, and with one inch margins on all four sides.
5. Papers need to be carefully spell-checked and then read over by you for grammatical errors. (Spell check, for example, will not change “and” when you meant to say “any”).
6. Do not use contractions (e.g., use “cannot” instead of “can’t”).
7. Do not use Internet or chat line spellings or grammar (e.g., “u r gr8”).
8. Your paper must have an introduction, body, and conclusion. If you are not familiar with this approach, it is recommended that you use subheadings in your text, with the first subheading called “Introduction” and your last subheading called “Conclusion.” Then read over your Introduction and your Conclusion to ensure that they are what they say they are. If you use subheadings, the body of your text should not be labeled “Body,” but be labeled by the subject matter and it is expected that you would have perhaps three or four subheadings in your text’s body.
9. If relevant, your paper may state your opinion. But carefully indicate that it is your opinion, and give evidence to support your opinion. Also, review what the opposing opinion is, and why you believe it is not valid.

10. Your paper must be entirely your own work. Papers found to have been plagiarized will receive an automatic failing grade. If you are quoting more than three lines of your text from a published or Internet source, you must use quotes and cite your source and the page number of your source, otherwise it will be considered plagiarized. Avoid excessive quoting. It should not be a string of quotes. Use your own words.
11. Your reference cited page(s) must be keyed to your text. Only cite references that are stated in your text. Exclude all references that you read, but you are not citing in your text. Your text must cite references and they must be keyed to your reference cited page. Make sure that all the references cited in your text are properly listed in your references cited page(s). Your citations in your text should indicate the last name of your author and the year of publication (e.g., Smith 2009, or Jones, Freeman, Sills, and Wu 2006). Offset the name or the name and date in parentheses as appropriate. Do not list the page number in your text, unless you are quoting from the text (e.g., Smith (2009) says that the Navaho are matrilineal; Smith (2009:347) says, "The Navaho are matrilineal.").
12. You must have at least five references cited in your references page(s), and these must be keyed into your text. Most of your references should be from scholarly journals or books.
13. With the exception of library material that you access through the Internet, which is perfectly fine, be very cautious in using references from the Internet. Much of the information on the Internet has not been verified and is factually wrong. A sizable percentage of all Internet material would never be accepted for publication in a reputable print publication. If you must cite such material from the Internet, list the author, title, name of web site, full web site address (e.g., www.dontbeleivethisinformation.com/misinformationpage/) and date of publication. If there is absolutely no author for the material you are citing on the Internet site, the author's name should be cited in your reference as Anonymous. If there is absolutely no date for the material you are citing on the Internet site, it is the current year (e.g., 2009).
14. The references in the Reference Cited page(s) should be listed in alphabetical order by first author's last name. It should include the year in parentheses, and should appear as follows:

An article in a journal:

Jaspers, William E. (2006) "Everything you wanted to know about nothing: but did not want to ask," *Journal of Total Irrelevance*. 4(3):254-9.

A book:

Jaspers, William E. and Sylvia Sidelman (2005) *The Complete Book about Nothing*. New York: Irrelevant University Press.

An article in a book with many authors:

Jaspers, William E., Rosenguard, Amy, Vilmers, Steven, Stevens, Willy, and John Johnston (2004) "Absolutely everything about nothing: What more can we say?," IN: *Essays on Nothingness* (eds: Neitherhere, Mary and Jack Northere), pp. 126-142. Palo Alto, CA: Obfuscating Press.

Note, that if there are many authors, you may use "*et al.*" (meaning: and others) in your written text (e.g. Jaspers, *et al.* 2004), but cite all the authors in your references cited page as indicated above.

A newspaper or magazine article written without a cited author:

Anonymous (2001). "Thinking about nothing," *Time Magazine*, pp. 21, 24-5, June 14, 2001.

Note, that some authorship is listed at the bottom of the article (e.g., "prepared by Tim Jabbers with the assistance of Jane Dabbers" would be cited as -- Jabbers, Tim and Jane Dabbers (2001).)

Something without clear citation on the Internet:

Anonymous (2003). "The Top Ten Reasons Why Nothing Exists"
www.theyllnevercatchmeandlockmeupagain.com/postmodernpage/ .

The style used is neither MLA nor University of Chicago. It is a style used in anthropology books and journals.

15. A good paper topic is one that is broad enough in scope for you to find enough published information, but narrow enough that you feel you've covered the specific topic thoroughly and have a good grasp of what has been published on the topic.