

SYLLABUS

CULTURE AND AIDS

ANT 317.01 Spring 2014
Tuesdays 6:30-9:15 PM
Dr. Douglas A. Feldman
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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, other at-risk populations, HIV prevention strategies, theoretical issues, social stigma, discrimination, the influence of the pandemic on other aspects of society and culture, and the meaning and importance of HIV/AIDS. Personal examples will be drawn from research experience by the professor from New York, Florida, Rwanda, Uganda, Zambia, Senegal, and Hungary.

Required Texts:

Feldman, Douglas A. (ed.) (2008) [ACA] *AIDS, Culture, and Africa*. Gainesville, FL: University Press of Florida.

Feldman, Douglas A. (ed.) (2010) [ACGM] *AIDS, Culture, and Gay Men*. Gainesville, FL: University Press of Florida.

Feldman, Douglas A. and Wang Miller, Julia (eds.) (1998) [TAC]
The AIDS Crisis: A Documentary History. Westport, CT: Greenwood Press.

Readings Packet (to be distributed in class).

Student Learning Objectives:

1. Students should be able to learn about the etiology or origins of HIV/AIDS.
2. Students should be able to understand the dynamics of epidemiologic HIV/AIDS

spread in various global locations (e.g., the United States, Europe, Africa, Asia, Latin America), and in various populations (e.g., men who have sex with men [MSM], sex workers, injecting drug users, crack users, and the general population).

3. Students should be able to understand the importance and meaning of HIV/AIDS in our world.
4. Students should be able to understand the demographic, social, cultural, economic, and political dimensions of HIV/AIDS in the gay and bisexual male communities globally.
5. Students should be able to evaluate HIV prevention or intervention strategies in different populations.
6. Students should be able to understand the social worlds of sex workers, injecting drug users, crack users, transgendered persons, the homeless, teenagers, married or partnered couples and their children, and persons with hemophilia, as they relate to HIV/AIDS.
7. Students should understand the history of HIV/AIDS in the United States since 1981.
8. Students should be able to understand the precise sexual and other transmission patterns for HIV/AIDS.
9. Students should understand the policy issues surrounding mandatory HIV reporting and testing, partner notification, medical marijuana, condoms in prisons and jails, immigration policy for HIV-positive persons, PrEP medication for sexually active HIV-negative men, male circumcision for HIV prevention, and the role of caregivers.
10. Students should understand the social, cultural, political, and economic dynamics of HIV/AIDS in sub-Saharan Africa.

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. Sex workers. The homeless. Persons with hemophilia. Injecting drug users. Correctional facilities. The African pandemic. The crisis in Asia. AIDS in Latin America and the Caribbean. China. 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:

January 28:	Welcome and Introductions. The basics of anthropology.
February 4:	TAC, Introduction, Chapter 1 (Documents 2, 3, 5, 7-14, 16-21). Chapter 2 (Documents 23, 25-31, 33, 36-44). Readings Packet: “About HIV/AIDS,” “Core Epidemiology Slides.”
February 11:	TAC, Chapter 3 (Documents 45-55, 57-63, 65-67, 69-72). Readings Packet: “HIV in the United States: At a Glance,” “Table 23,” “The Origin of AIDS: From Patient Zero to Ground Zero.”
February 18:	TAC, Chapter 3 (Documents 74-103). Readings Packet: “Treatment as Prevention,” “Pre-Exposure Prophylaxis (PrEP),” “ID Docs Back Preexposure HIV Prophylaxis , Yet Few Provide It.”
February 25:	TAC, Chapters 4 (Documents 104-119) and 5 (Documents 120, 124, 126, 129, 133-150)., Readings Packet: “CHANGE Takes Time,” “Voluntary Medical Male Circumcision for HIV Prevention (VMMC),” “Africans Telling the Truth About Voluntary Medical Male Circumcision.”
March 4:	TAC, Chapters 6 (Documents 151-170) and 7 (Documents 171 -184). Readings Packet: “Microbicides,” “AIDS Vaccines.”
March 11:	Midterm exam.
March 18:	No class, spring break.
March 25:	TAC, Chapters 8 (Documents 185-196, 198-207, 209-212) and 9 (Documents 213-217, 220, 221, 223-225, 228). ACGM, Chapters 1, 2, 4-7.
April 1:	ACGM, Chapters 8, 10-15.
April 8:	ACA, Preface, Chapter 1-3, 5, 6, 8.
April 15:	Video.
April 22:	ACA, Chapters 9, 11-13, 15.
April 29:	Selected class presentations.
May 6:	Summary and Conclusions.
May 13:	Final exam. All papers due..

Course Requirements and Grade

Research Paper:	26%
Midterm exam:	22%
Final Exam:	22%
Two in-class pop quizzes	10%
Class participation:	20%
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TOTAL:	100%

Students will prepare an original research paper at least 9 pages on a topic pre-approved by the professor relating to culture and AIDS. See attached guidelines for

doing your paper. Six volunteer students will give an oral presentation in front of the class about their paper topic. Other extra credit projects will be available during the semester. Each extra credit project is worth either 0.10 or 0.20; a maximum of 0.40 may be obtained for the semester (for example, a final grade of 2.33 or a C+ could be raised to 2.73 or a B-). The exams are not open book, and study sheets are not given out beforehand. There will be two unannounced “pop” quizzes where the student will summarize all or part of the assigned readings for that day.

Disability Statement:

Students with documented disabilities may be entitled to specific accommodations. The College at Brockport’s Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course professor detailing any approved accommodations. The student is responsible for providing the course professor with an official letter. The faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Attendance Policy:

Attendance will be taken at the beginning of each session, and it is also important that you not be late for class. Students who have four unexcused absences will receive a lowered grade (e.g., B = B-). Each additional unexcused absence thereafter will receive two further lowered final grades (e.g., B = C, etc.). A student with a final grade of B, but with eight unexcused absences will receive a final grade of E. Absences will be excused for: a) written documented illnesses of the student (just saying or e-mailing the professor that you were sick is not sufficient; you must provide a dated letter or note from your health care professional), b) official representation of the College, c) death of a close relative, d) religious holiday, and e) other circumstances beyond the control of the student as determined by the professor. As a courtesy to the student, the professor will notify once only by e-mail as a reminder that you now have excessive unexcused absences, after you have reached four unexcused absences.

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 begins. Attendance will be taken after the middle of the class session break, and half absences will be counted. Two half absences equal one full absence. Eight unexcused half absences, for example, will be equivalent to four unexcused full absences.

Academic Integrity and Student Behavior:

Students are expected to maintain the highest level of academic integrity. Academic

dishonesty (on your paper, quizzes, and exams) will not be acceptable. 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. Major breaches of conduct or impropriety, including rudeness or insulting behavior to the professor or other students, disruptive behavior, or unrelated conversations, will receive a lowered grade. You will receive a lowered grade, possibly an E, for the class participation segment of your final grade. In addition, you will also receive an overall reduction of as much as one whole letter grade subtracted from your final grade.

Cell phones, pagers, blackberries, iPhones, and Androids must be turned off (or set on vibrate) while attending class. Please be certain that they are off, or set to vibrate, at the beginning of each class session. They must be entirely shut off, not on vibrate during exams and quizzes. Laptops may only be used for the purpose of taking notes during the class. Students may not e-mail, IM (instant message) or text message others during class time.

It is expected that students will not use profanity, or slurs based on ethnicity, perceived race, sex, sexual orientation, disability, or other characteristics during class discussions. While we will use technical terms describing sexual behaviors and body parts in the class, it is expected that students will not use the vulgar slang terms instead. Students are encouraged to attend meetings of the Anthropology Club this semester.

Office Location and Hours:

Dr. Feldman's office is located at Room C-15 in Cooper Hall. Office hours are Tuesdays and Thursdays from 12:15-2:15 PM, or by appointment. Students are strongly encouraged to meet with the professor during office hours, or by appointment.

STYLE/FORMAT GUIDELINES FOR DOING YOUR PAPER

1. Papers will be assessed by both content and by style/format (as detailed below).
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 9 pages, 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, or 1.25 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 do introduce and do conclude. 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 view, and give evidence to support your perspective. 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 E 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. On the other hand, 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 1998, 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 (1998) says that the AIDS crisis in Botswana is a general epidemic; Smith (1998:347) says, “The AIDS crisis in Botswana is a general epidemic.”).
12. You must have at least ten references cited in your references page(s), and these must be keyed into your text.

13. Be certain that the sources you cite from are reliable. You should use an academic database. Don't just google it! Google Scholar is fine, though.
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. (2013) "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 (2010) *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 (2014). "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 have covered the specific topic thoroughly, and have a good grasp of what has been published on the topic.

16. E-mailed papers are not accepted.
17. Papers are due on or before May 13th. Late papers will be penalized, and are not accepted after May 15th (an alternative is for the student to take an Incomplete, and have the Incomplete form filled out no later than May 13th).