**Sex, Health, and AIDS**

**GWS 150B2**

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| Spring 2015 | Dr. William Simmons |
| Class Time: MW 11:00 – 11:50 (Lecture) | Classroom: Aero & Mech Engr, Rm S202 |
| Offices: Gender and Women’s Studies (925  Tyndall Ave) 114C and  Slonaker House Living Room  NOTE: Weather permitting I might be at the  Women’s Plaza of Honor | Office Phone: 520.626.7884  NOTE: I do not check this very often. It is better to use my cell (480.388.0718), but use it judiciously. Best to email me: |
| Office Hours: MW 10-11, 12-1 | williamsimmons@email.arizona.edu |
| And by Appointment | Skype ID: toutautrejd |

**Teaching Team**

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| --- | --- | --- |
| Kelly Sharron | [kellycsharron@email.arizona.edu](mailto:kellycsharron@email.arizona.edu) | Sections B&D |
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| Office for all 3 TAs = GWS 105, 925 Tyndall Ave. | | |

**Course Attributes**

General Education: INDV 102  
General Education: Tier 1 Individuals & Societies

**Catalog Description**

Recognizing that HIV/AIDS has irretrievably changed the lives of individuals and societies across the globe, this course sets out to explore this social and disease phenomenon from a number of perspectives. Most importantly, the course approaches the topic with the recognition that most areas of concern surrounding HIV and AIDS are controversial and under debate, including the origins of the virus, ways to change behavior and conditions of sexual exchange, the social and economic causes of HIV transmission, funding allocations for research, and foreign policy concerning AIDS testing and funding.

**Lectures**

"The University of Bologna is one of the world's oldest and most venerable institutions of higher learning.  In the wall of its Anatomical Lecture Hall, just a few feet above the speaker's rostrum, there is a curious little door, not much larger than a man's head.  Its function had to do with an old custom: when the professor found his students growing inattentive, the door would open and a clown would show his face, crack a few jokes to make the audience laugh, then disappear" (Towsen xi).

**Larry Kramer**

<http://www.youtube.com/watch?v=KN9fjecqxLM>

**Very Brief Course Description: A Course about Doing ‘Stuff’**

This course takes an interdisciplinary approach to the study of HIV/AIDS. We will examine the historical, biological, social, political, gendered, and racial aspects of the disease. If there is an emphasis it is from a critical social perspective, but a number of other disciplines will be brought to bear in our analyses. Personal narratives, especially from members of marginalized groups, will be presented throughout the semester. This is not a passive course. Students are expected to actively engage with the material inside and outside of class.

“I hear and I forget. I see and I remember. I do and I understand.” --Confucius

**Course Objectives and Expected Learning Outcomes**

By the end of the semester it is expected that students will*, inter alia*:

1. Become familiar with the history of the HIV/AIDS epidemic including actors and actions that minimized the threat of the disease and activists who pushed to place it on the scientific, policy, and media agendas in a more humane way.
2. Be exposed to a wide variety of voices of those most affected by the pandemic.
3. Better understand the biology and epidemiology of HIV/AIDS including virology, various treatments, and the search for a possible cure.
4. Be introduced to academic research on sex, health, and AIDS, including recent empirical articles on the “knowledge, attitudes, and behaviors” surrounding sexually transmitted diseases, human sexuality, and HIV/AIDS.
5. Participate in the analysis of an online survey on sexual health and HIV/AIDS.
6. Understand more fully the interaction effects of structural violence and stigmatization of vulnerable individuals in epidemics especially how stigmatization and structural violence create barriers to fighting disease.
7. Become familiar with the current state of the HIV/AIDS epidemic in Arizona, through academic articles and guest lectures.
8. Participate fully in a moot court on a current legal case regarding sexual transmission of HIV, especially in relation to current advances in our understanding of the transmission and prevalence of the disease. Students will become familiar with some legal analysis skills, including the ability to use precedents, logic, and evidence to evaluate recent cases.
9. Understand the changing ways the epidemic has been fought in developing countries by inter-governmental organizations, grassroots activists, and governments.
10. Participate in the drafting of a HIV/AIDS strategy paper that explores how to fight the epidemic among sex workers in Indonesia.
11. Improve their ability to work productively and efficiently in groups on problem-based, experiential assignments.

**Course Requirements**

**Exams (25 Points):**  Two exams will be administered: one right before Spring Break and the other at the end of the semester. Each will consist of 20 multiple choice questions and an essay question. A list of possible essay questions will be given out one week before the exams. Some of the multiple choice questions will be drawn directly from previous quizzes and practice quizzes. Absence from the exams will be permitted only with a valid excuse.

**Short Assignments (40 + Points):** These 7 assignments will consist of in-class quizzes, reflections papers on class films or speakers, reflection papers on events, and short analytical assignments. Two of these assignments will require you to attend a campus or community event of your choice, such as a film showing, and write a short reflection paper on it incorporating academic and other sources. Students can attend an extra campus or community event for extra credit and there might be other extra credit opportunities woven in here.The quizzes are designed, in part, to ensure that students are keeping up with the readings and films. They are also excellent practice for the exams. One assignment (worth 10 points) will require you to gather information about sex, health, and AIDS through academic articles and by participating in a class KAB (knowledge, attitudes, and behavior) survey.

**Group Projects (25 Points):** Two larger group projects will be assigned in the last part of the semester. The first will involve a moot court case on sexuality and the criminal transmission of HIV/AIDS. Students will be required to make use of case precedent as well as their knowledge of HIV/AIDS transmission and prevention to craft written and oral arguments. The second will require students to work together to draft an HIV/AIDS strategy paper for a sub-Saharan African country modeled upon recent Millennium Development Goals reports. Students will make use of class materials, academic articles, reports by non-governmental organizations and email or Skype interviews with key stakeholders in their country.

**Section Grade (10 Points):** Teaching assistants will assign 10 points of your course grade based upon attendance and participation in Friday sections.

**Late Papers:** All late assignments will be penalized two points per day.

**Attendance:** Regular attendance is crucial for doing well in this course. Lectures will supplement and not duplicate the assigned readings. The exam will be based on lectures, films, and readings.

The UA’s policy concerning Class Attendance and Administrative Drops is available at:

<http://catalog.arizona.edu/2012-13/policies/classatten.htm>

All holidays or special events observed by organized religions will be honored for students who show affiliation with that religion. Absences pre‐approved by the UA Dean of Students (or the Dean’s designee) will be honored (e.g. athletes, debate team, military absence, hospitalization, death in family).

**Grades**

1. See this link for university grade policies:

<http://catalog.arizona.edu/2013-14/policies/aaindex.html#G>

Your grade will be determined as follows:

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| 90 points and above | A |
| 80-89 | B |
| 70-79 | C |
| 60-69 | D |
| 59 and Below | E |

***Reasonable Accommodations***

The Instructor will be happy to work with students who require reasonable accommodations for disabilities or other circumstances.

It is the University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations. For additional information on Disability Resources and reasonable accommodations, please visit http://drc.arizona.edu/.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

**Other Course Policies**

**Appropriate Conduct**

The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See: <http://policy.arizona.edu/threatening-behavior-students>.

For more information on appropriate and inappropriate student conduct, see

<http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct>

<http://policy.web.arizona.edu/disruptive-behavior-instructional> <http://policy.web.arizona.edu/threatening-behavior-students>

**Notification of Objectionable Materials**

This course contains material that some students may find objectionable. If you believe material to be covered will be objectionable, you should consult with the Instructor as soon as possible to discuss potential alternative materials and assignments.

**Confidentiality of Student Records**

As required by law under the Family Educational Rights and Privacy Act of 1974 (FERPA), student records are confidential. This law and its applicability to your educational records may be accessed at: <http://www.registrar.arizona.edu/ferpa/default.htm>

**Changes to the Syllabus**

Information contained in this course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the Instructor.

**WARNING!**

**Cheating and plagiarism will not be tolerated. Plagiarism includes not only the exact duplication of an author's words but also an unacknowledged close paraphrase. When in doubt give a citation**. **SPECIAL NOTE: Be sure not to plagiarize when preparing case materials. Students should be especially careful when cutting and pasting material from cases, briefs, and other sources.** **Use quotation marks and/or citations where appropriate**.

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/codeofacademicintegrity>.

**Required Readings**

Stine, Gerald J. 2013. AIDS Update 2014: An Annual Overview of Acquired Immune

Deficiency Syndrome. New York: McGraw Hill.

Additional required readings will be distributed / assigned as needed, often through D2L.

Readings should be done by the beginning of class on the date assigned.

Course information will also be regularly posted on D2L and by Email

**Students are required to have access to D2L!**

**Students should also check their UA email almost every day!**

**Course Outline and Readings**

**NOTE:** I anticipate having several guest speakers join the class in person or via Skype, so we may have to adjust parts of this schedule to accommodate our guests.

**Part I: Introduction: Surveys, Biology, and History of HIV/AIDS**

**Weeks 1-2 Course and Faculty Introductions and Expectations**

Readings: Stine, Prefatory Materials and Introduction (pps. iii – 20).

Films: *A Vision of Students Today* (YouTube) (In Class)

“Larry Kramer’s Epic ‘Plague’ Rant” (YouTube) (In Class)

Assigned: Our Update to *A Vision of Students Today* (no points)

**Weeks 3-5 The History of HIV/AIDS as a Social and Political Disease**

Readings: Stine, Chapters 1 and 2

“A Timeline of AIDS,” <http://aids.gov/hiv-aids-basics/hiv-aids-101/aids-timeline/>

Films: *The Age of AIDS* (selections, in class)

*How to Survive a Plague* (to view outside of class – on D2L – through Panopto)

*AHF remembers L.A.'s First AIDS Hospice* (in class)

Assigned: Sex Talk Scavenger Hunt or Mr. Condom (5 Points)

Reaction Paper on *How to Survive a Plague* (5 Points)

**Weeks 5-7 The Biology of HIV/AIDS and other STIs: Making Sense of Recent Advances**

**in Virology and Treatment**

Readings: Stine, Chapters 3-5 and 13

Misconceptions about HIV/AIDS <http://en.wikipedia.org/wiki/Misconceptions_about_HIV/AIDS>

“Finding a Cure: Is an AIDS Vaccine Out of Reach?” (Internet)

Films: *HIV: Are We Close to a Cure?* – The Doctors (YouTube)

“A Woman with AIDS is Filmed Every Day for 90 Days” (YouTube)

“Selinah Today” (YouTube)

Assigned: In-Class **Learning Quizzes** (5 Points)

**Weeks 7-9 HIV Transmission and KAB Studies**

Readings: Stine, Chapters 8, 9, and 14 (skim)

Selected KAB Studies

Assigned: KAB Studies and Class Survey on Sex, Health, and HIV/AIDS (5 Points)

First Event Reflection Paper (5 Points)

**\*\*\*\*First Exam – Wednesday March 11\*\*\*\* (15 Points)**

**Spring Break – March 14-22 (YAY!!!)**

**Part II: Critical and Social Perspectives on HIV/AIDS Transmission and Prevention**

**Weeks 10-11 Prevalence among Sub-Populations: Race, Ethnicity, and HIV/AIDS**

Readings: Stine, Chapters 10-12

Lichtenstein, “AIDS as a Social Problem: The Creation of Social Pariahs in the Management of an Epidemic”

Arizona HIV Epidemiology Program: 2013 Annual Report, <http://www.azdhs.gov/phs/edc/odis/hiv-epidemiology/index.htm>

Academic Articles on HIV/AIDS in Arizona

Film: *Endgame: HIV/AIDS in Black America* (Internet), (Watch Outside of Class) Available at <http://www.pbs.org/wgbh/pages/frontline/endgame-aids-in-black-america/>

Assigned: Reaction Paper on *Endgame* (5 Points)

Brief Analysis of the Arizona HIV/AIDS Strategy (5 Points)

**Weeks 11-13 The Criminalization of HIV/AIDS Transmission and Sexuality**

Readings: SERO Project, “HIV Criminalization: What You Need to Know”

UNAIDS Policy Brief from 2008 - <http://www.aidslaw.ca/EN/lawyers->kit/documents/1.UNAIDSUNDPposition.pdf

HB 2218 including the bill summary

*L.A.P. v. Florida*, June 10, 2011

Other Readings TBA

Film: *HIV is not a Crime* (probably in class)

“German Singer in Court at HIV Trial” (in class)

Assigned: Legal Briefs and Oral Arguments on Sexual Transmission Case (15 Points)

Second Event Reflection Paper (3 Points – Extra Credit)

**Weeks 14-16 HIV/AIDS Prevention and Treatment among Sex Workers in Indonesia**

Readings: Pisani, *The Wisdom of Whores* (Selections)

Padian, et al., “HIV Prevention Transformed: The New Prevention Research Agenda”

Campbell, *Letting them Die* (Selections)

Films: “Sex Worker Activists Disrupt Special Session on US Congress and HIV” (in class)

*Tales of the Waria*

Assigned: HIV/AIDS Sex Worker Strategy Papers for Indonesia (10 Points)

Final Exam (10 Points)

**Last Day of Class – Wednesday, May 6, 2014**

**Final Exam Scheduled Date – Monday, May 11th 10:30-12:30**