

## **HIV/AIDS in Africa**

AFS 4350 / ANT 4930

University of Florida

Center for African Studies

Spring 2013

Tuesdays: Period 6-7 (12:50 – 2:45) in RNK 220

Thursdays: Period 6 (12:50 – 1:40) in RNK 220

### **Instructor: Meredith Marten**

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Office: 425 Grinter Hall

Office Hours: Wednesdays 1:00 – 3:00

### **Course Description**

This course explores the HIV/AIDS epidemic in Africa with a medical anthropological lens, using ethnographic and epidemiological data and social scientific theory to sort through and think critically about the complexities of the epidemic and the experiences and objectives of all stakeholders involved. This course is divided into four broad themes: 1) the epidemiology of HIV/AIDS in Africa and the programs and interventions used to treat and prevent it; 2) the politics of HIV/AIDS interventions in Africa, including examinations of the culture of intervention and experiences of health care workers, activists, organizers and patients; 3) the experience of living in the context of HIV/AIDS, including issues of gender, emotion, and sexuality; and 4) HIV/AIDS and health care/health infrastructures. We will wrap up the semester with discussions of how to apply what we've learned to health and development practice. This course will be conducted as a seminar; students will be asked to read several books and scholarly articles over the course of the semester and participate meaningfully each week in classroom discussions.

### **Required Texts**

Booth, Karen (2004) *Local Women, Global Science: Fighting AIDS in Kenya*. Indiana University Press.

Hunter, Mark (2010) *Love in the Time of AIDS: Inequality, Gender, and Rights in South Africa*. Indiana University Press

Nguyen, Vinh-Kim (2010) *The Republic of Therapy: Triage and Sovereignty in West Africa's Time of AIDS*. Duke University Press

## **ASSIGNMENTS**

All assignments are announced well in advance, and cannot be made up for any reason unless in the most exceptional circumstances, such as illness or a family emergency. Students must provide a doctor's note or note from the proper University authorities, and alert the instructor **prior** to missing an assignment's due date. Additionally, University policy states that individual students may not be offered extra credit opportunities that are not offered to all students, so please do not ask for individual opportunities for bonus points.

### **1. Attendance & In-Class Participation (50 pts, 25%)**

Students are required not only to attend class each week, but also and more importantly, to share their insights, questions, and perspectives with the class. As a seminar, such active participation is required in order for the class to be successful. Therefore, students will not only be graded on their attendance, but more importantly on the significance of their in-class participation. Merely being present in class will

not be sufficient to do well in this class, since being present does not prove that you have either read the materials for class that day, nor that you have spent time thinking about them and developing your own set of discussion points or questions to pose to your fellow students. Students who attend regularly but who do not participate regularly in the discussion will find that their grade for this class drops dramatically. It is important that students work to be prepared when they get to class with questions and discussion points. Students are permitted to have 1 unexcused absence before their grade begins to be affected. After the first unexcused absence, the participation grade will begin to fall. Excused absences include debilitating illness or family emergency, with proper supporting documentation required, and in most cases notification at least 24 hours in advance.

In addition to regular class attendance and participation, it is important for me to know you all and your scholarly backgrounds, your interests and your goals for this course. In order to do so, the first assignment of the semester will be to write a short, ½ page – 1 page introduction of yourself, including your name, major, year, why you are interested in this class, what you hope to learn from this class, etc. Further instructions will be provided on the first day of class and posted on e-learning. This is **due Tuesday, January 15** in hard copy. Finally, participation in all poster presentation sessions is required. A questionnaire will be distributed on the day of presentations to guide discussions, and will count toward students' participation grade.

## **2. Discussion Leader (with written critical review of readings) (40 pts, 20%)**

Each student will be required to lead the discussion for one week during the semester. Students will each sign up for a week in which they wish to act as discussion leader during the second week of classes. For some classes, there may be 2-3 discussion leaders assigned to the material, in which case they may collaborate on their presentations, or they may work individually. The discussion leader(s) provides a 15 – 20 minute synopsis of the major arguments or themes of the reading(s) for that week, followed by asking the class discussion questions about major themes, areas of confusion, or particular topics of the readings in light of other issues we've covered in class. Discussion leaders will also take notes on the class discussion which he or she will then submit as an assignment to e-Learning by the Tuesday following the week when they were discussion leaders. The instructor will provide these notes to the other class members through the discussion forum on e-Learning, which they may draw upon (but NOT plagiarize) in completing their midterm and final exams.

As a guide in leading discussion, students will critically review the readings for the week they present in a 3 – 5 page written report, including 1) a critical and concise review and reflection of each reading; 2) a synthesis of all readings, including major themes/concepts/take-home points; 3) a list of questions and discussion points for the class. You should address some basic questions like:

- What *in your own words* is the basic argument of the reading(s)? What is the gist of the main arguments that you find most important or interesting? What argument(s) come to mind when you read these readings together?
- Why does this reading or issue matter to the author? What is at stake in making this argument or these arguments? Why is this argument significant, if at all?
- What kinds of examples (stated briefly) or evidence does the author provide in support of his or her arguments? Do you find this evidence or these examples compelling, or are they insufficient in some way? What do they leave out? What about them is questionable in your view?
- What about the author's argument(s) is unclear?
- What are the implications of this argument/these arguments for HIV/AIDS research and treatment programs more generally? Why should we care or not care about these issues?

All reviews must be written in **12 point, Times New Roman font** with 1" margins all around, and must be one and a half or double spaced. They must be uploaded electronically to e-Learning via 'assignments' by the Tuesday following the week you presented. *No late summaries accepted without prior notification and supporting documentation of an excused absence.* **NB: All submissions will be put through**

**the Turnitin system to check for plagiarism.** Be sure you cite any quotations or references properly, and meet with the instructor if you have any questions or hesitations. References may NOT be included as part of the 3 page minimum of the review length requirement. Students may choose the referencing system they use in their papers, but be consistent and be sure to cite thoroughly according to the citation guidelines of the system you use.

**3. Posters and Presentations** (Abstract: 5 pts/2.5%; Poster & bibliography: 30 pts/15%; Presentation: 15 pts/7.5%; **Total = 25%**)

Each student will complete independent research on one topic of particular interest related to HIV/AIDS in Africa, and present their research findings in a poster, given during one of three poster sessions in week 14 (April 14 and 16). More information about appropriate topics, content, format and presentation will be discussed in class and posted on e-Learning later on in the semester. There are three graded components to this: 1) an abstract (250 – 300 words) turned in in hard copy and via e-Learning by class time on **Thursday, March 14**, outlining the research topic in brief detail; 2) the poster and accompanying bibliography, due in pdf format via e-learning on the presentation day and in hard copy; 3) the presentation, which will be graded based on professionalism, how well the student knows the material and engages fellow students in discussions. Students not presenting on a certain day will be expected to participate (and will earn participation points). Stay tuned for further information.

**5. Midterm & Final Essay Exams** (30 pts/15% each; 60 pts/**30% total**)

Students will complete two (2) take-home essay exams: one midterm and one final. They will be non-cumulative, written essays based on the readings and class discussions for the classes prior to that date. The essay guidelines will be made available via e-Learning 1 week prior to their due date, and will be due **before 5 pm on the deadline, via upload to e-Learning**. Students will have 1 week to complete these essays. The essays will be evaluated on the quality of arguments made, the comprehensive use of materials read in class, and the comprehensive use of multiple class readings to address various nuances of the questions being posed. Students may also wish to draw upon the notes from discussion leaders for various class discussions and conclusions in order to challenge or support the themes from the readings being addressed in the essay questions. There will be *no correct answers* for these exams; rather, students will have to demonstrate their understanding of class materials read, as well as their analysis of the strengths and limitations of arguments made in the readings. Students are welcome to challenge the arguments made in the readings, but must use compelling and *academically rigorous* evidence to uphold their arguments. Statistical evidence garnered from websites will be insufficient to support student arguments. It is strongly suggested that students stick to social scientific sources and rigorously draw upon class readings and discussions in their answers to the exam questions. More information will be given in class and via e-learning/email as the dates approach.

NOTE: it is NOT appropriate for students to copy and paste portions of their critical reviews of readings or class discussion notes as answers for their exams. All reviews will be run through the Turnitin.com system and any student found self-plagiarizing (ie copying and pasting elements from their critical reading review into their exam) will be reported to the Dean of Students Office for academic dishonesty. You may reword your own arguments, but all written answers **MUST BE YOUR ORIGINAL WORK**, submitted for the first time. *Students may NOT complete these exams collaboratively. Evidence of students collaborating on exams will be subject to disciplinary action, including the potential of being reported to the Dean of Students Office.*

Assignment	Date Due	Points	%
Attendance & Participation	Throughout <i>Introductions due Tuesday, January 15 in class</i>	50	25%
Discussion Leader & Critical Review	Variable (1x) <i>(sign up for preferred weeks by 5 pm, Wednesday, Jan 16 via email)</i>	40	20%

Midterm	Friday, Feb 22 by 5 pm ( <i>uploaded to e-learning</i> )	30	15%
Poster & Presentation	Abstract: Thursday, March 14 ( <i>in class, hard copy</i> )	50	25%
	Poster: Week 14 (April 16 & 18)		
Final	Wednesday, May 1 by 5 pm ( <i>uploaded to e-learning</i> )	30	15%

### **Grading Scale:**

A = 93% or above      C = 73-75.99%  
A- = 90-92.99%      C- = 70-72.99%  
B+ = 86-89.99%      D+ = 67-69.99%  
B = 83-85.99%      D = 63-66.99%  
B- = 80-82.99%      D- = 60-62.99%  
C+ = 76-79.99%      E = 59.99% or below

Please note that the University implemented minus grades beginning in Summer 2009. Under the new system, a grade of **C**-will not qualify for major, minor, Gen Ed, or College Basic Distribution credit. Please see the following for more information:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## **COURSE GUIDELINES**

### **E-Learning**

Sakai will be used for posting announcements, readings and links to websites, uploading assignments, and updating grades. All students are required to familiarize themselves with Sakai and check Sakai weekly for class-related announcements. Online tutorials are available for students at <https://lss.at.ufl.edu/sakai-training/index.shtml> and are highly recommended.

### **Class Announcements**

Important information and announcements will be made in class and distributed to students through their UF email and posted on Sakai. All students are expected to read and be aware of all emails and class announcements as they are given out. There are no allowances made for students who fail to stay abreast of class announcements for any reason, including absences, full email in-boxes or forgetfulness.

### **Attendance and Make-Up Work**

You are expected to be an active participant in this class and to participate in class. Attendance will be taken. If there is any change in topic, reading or assignment, this will always be revised on the online syllabus and announced in class and on the e-Learning announcements.

In cases where the assignment is uploaded to e-learning, it is your responsibility to ensure that your paper has the proper extension (.pdf, .doc, or .docx ONLY) and can be opened by me. Papers with the wrong extension, that are corrupt, or those that otherwise don't open will be counted late until you provide a working version. **Be sure to confirm proper upload of your papers and take screenshots of submission confirmation pages in case there are any problems, so that you do not lose points for improper or lack of upload.** Papers will be marked down 5% for each day that they are late.

### **Use of Electronics**

Cell phones, iPods, MP3 players etc. are not be permitted during class time, and all students must turn off or silence their phones prior to class. A student caught talking on their phone or texting will be asked to leave class. Laptops are permitted for note taking purposes only.

### **University Academic Honesty Policy**

Students will be responsible for the completion of their own academic work. Unless noted for specific assignments, all work should be completed individually, and evidence of cheating, collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment), multiple submissions (submitting the same assignment multiple times to different classes), and/or other acts of academic dishonesty will be handled by the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the [University's Honor Code](#) and the student conduct code. If you are unsure whether your activities are legitimate regarding paper writing and exam taking, please do not hesitate to ask me.

### **Accommodations for Disabilities:**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Students who wish to find out if they are eligible for services can contact the Disability Resource Center at [www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc). **Please make any requests by the second week of class.**

### **University Counseling Services**

The Counseling Center at the University of Florida has a variety of services that may be of use to students during the semester. This includes individual, group and couples counseling, as well as workshops for stress management and time management. For more information, students may visit <http://www.counsel.ufl.edu> for the University Counseling and Wellness Center, at 3190 Radio Road, 392-1575. Also, additional resources are available on-campus that may be of help:

1. [Sexual Assault Recovery Services](#) (SARS), Student Health Care Center, 392-1161, sexual counseling
2. [Career Resource Center](#), Reitz Union, 392-1601, career development assistance and counseling
3. [Reading & Writing Center](#), Broward Hall, 392-0791, writing assistance, study skills, test preparation

## **COURSE SCHEDULE**

All readings are required unless noted as 'recommended', and students are expected to read the assigned material **prior** to the class date designated on the syllabus.

### **Module 1: Foundations; the Epidemiology of HIV/AIDS in Africa; HIV & Global Health**

#### **Week 1: Introduction; Epidemiology**

**T, Jan 8: Introduction to Course, Course Expectations**

**R, Jan. 10: (Current) Epidemiology of HIV/AIDS in Africa:** UNAIDS 2012 Global Report, pgs: 6-33; SKIM 34-41; 42-61; 70-85.

#### **Week 2: Epidemiology, Part 2; HIV/AIDS Research, Treatment and Prevention**

**T, Jan 15: History of the African AIDS Epidemic/Early Epidemiology:** Iliffe 1,2,7 (2006); Packard & Epstein (1991). (*Introductions due*)

**W, Jan 16: Deadline to sign up (via email, 5 pm) for top three choices for weeks to lead discussion. Discussion weeks begin week 3 (until/including week 13)**

**R, Jan 17: HIV/AIDS Research, Treatment and Prevention:** Wendland (2008); Willyard (2010); *Recommended:* Yong (2012); Hickey (2012)

#### **Week 3: Anthropology, HIV & Global Health**

**T, R, Jan 22 & 24: Anthropology, HIV & Global Health:** Schneider & Garrett (2009); Lancet (2008); Janes & Corbett (2008); peruse [www.pepfar.gov](http://www.pepfar.gov) and [www.theglobalfund.org](http://www.theglobalfund.org);  
*Recommended:* Brown (2006); Lyman & Wittels (2010)

### **Module 2: HIV/AIDS Interventions in Africa**

**Week 4: The Republic of Therapy: Triage and Sovereignty in West Africa's Time of AIDS (2010)**

**T, R, Jan 29 & 31:** Nguyen, Vinh-Kim 2010. *The Republic of Therapy: Introduction*, Chs. 1, 2

**Week 5: The Republic of Therapy**

**T, R, Feb 5 & 7:** Nguyen, p. 75 – 87; Chs. 4 - 5

**Week 6: The Republic of Therapy**

**T, R, Feb 12 & 14:** Nguyen, Chs. 6 – 7, Conclusion; *Recommended:* Marsland & Prince (2012)

### **Module 3: Living in the Context of HIV/AIDS (gender, emotion, and sexuality)**

**Week 7: Love in the Time of AIDS: Inequality, Gender, and Rights in South Africa**

*(Midterm due 5 pm Friday, Feb 22 via e-learning) -*

**T, R, Feb 19 & 21:** Hunter, Mark 2010. *Love in the Time of AIDS: Chs. 1 - 3*

**Week 8: Love in the Time of AIDS**

**T, R, Feb 26 & 28:** Hunter, SKIM chs. 4 – 5 (but know main points!!); chs. 6 - 7

### **Spring Break - March 4 - 8**

**Week 9: Love in the Time of AIDS (Poster abstracts due in class on Thursday, March 14)**

**T, R, Mar 12 & 14:** – Hunter, Chs. 8 - 10

**Week 10: HIV & Global Inequality: Dilemmas of Aid and Treatment**

**T, Mar 19:** Richey & Ponte (2008); Kalofonos (2010)

**R, Mar 21:** No class, SfAA Meetings

### **Module 4: Working with HIV/AIDS: Medical Infrastructure, Health Professionals & Patients**

**Week 11: Local Women, Global Science: Fighting AIDS in Kenya**

**T, R, Mar 26, 28:** Booth, Karen. *Local Women, Global Science*, Chs 1-2;

*Recommended:* Whyte et al. (2010)

**Week 12: Local Women, Global Science**

**T, R, Apr 2, 4:** Booth, Chs. 3 - 4

**April 5, CAS Baraza:** Getnet Tadele, Addis Ababa University. *(Re)Building the Livelihoods of Communities Confronting HIV/AIDS in Ethiopia. 3:30 - 4:04 GRI*

**Week 13: Local Women, Global Science**

**T, R, Apr 9, 11:** Booth: Chs 5 - 6

**Week 14: Poster Presentations** (*posters and bibliographies due by class time on the day each student is scheduled to present, both electronically via e-learning and in hard copy*)

**T, Apr 16:** Poster presentations

**R, Apr 18:** Poster presentations

**Week 15: Wrapping Up**

**T, Apr 23: Moving Forward (Application):** Chan (2012); Baum et al. (2009); Pfeiffer & Nichter (2008); *Recommended:* Braveman et al. (2011)

**Week 16:** *Final exam due Wednesday, May 1<sup>st</sup> by 5 pm.*

## RESOURCES

All readings and websites (except books) are available on Sakai unless noted otherwise.

Brown, T., M. Cueto, and E. Fee

2006 The World Health Organization and the Transition From "International" to "Global" Public Health. *American Journal of Public Health* 96(1): 62 - 72.

Janes, C., and K. Corbett

2009 Anthropology and Global Health. *Annual Review of Anthropology* 38:167-83.

Hickey, Hannah

2012 Electrically Spun Fabric Offers Dual Defense Against Pregnancy, HIV. UW Today, November 30, 2012. Accessed online, 7 January 2012 at <http://www.washington.edu/news/2012/11/30/electrically-spun-fabric-offers-dual-defense-against-pregnancy-hiv/>

Kalofonos, Ippolytos

2010 "All I Eat is ARVs": The Paradox of AIDS Treatment Interventions in Central Mozambique. *Medical Anthropology Quarterly* 24(3): 363-380.

Lancet

2008 Margaret Chan Puts Primary Health Care Centre Stage at WHO. *The Lancet* 371:1811.

Lyman & Wittels

2010 No Good Deed Goes Unpunished. *Foreign Affairs* Jul/Aug 2010, vol 89(4).

Packard, Randall and Paul Epstein

1991 Epidemiologists, Social Scientists and the Structure of Medical Research on AIDS in Africa. *Social Science and Medicine* 33(7): 771-783.

Pfeiffer, J., and M. Nichter

2008 What Can Critical Medical Anthropology Contribute to Global Health? *Medical Anthropology Quarterly* 22(4): 410-15.

Richey, Lisa and Stefano Ponte

2008 Better (Red)<sup>TM</sup> than Dead?: Celebrities, Consumption and International Aid. *Third World Quarterly* 29(4): 711-29

Schneider, Kammerlee & Laurie Garrett

2009 The End of an Era of Generosity? Global Health Amid Economic Crisis. *Philosophy, Ethics and Humanities in Science* 4(1): 1- 7.

UNAIDS

2012 UNAIDS Report on the Global AIDS Epidemic. UNAIDS, Geneva.

Wendland, Claire

2008 Research, Therapy, and Bioethical Hegemony: The Controversy over Perinatal AZT Trials in Africa. *African Studies Review* 51(3): 1-23.

Whyte, Susan R et al.

2010 Health Workers Entangled: Confidentiality and Certification. In *Morality, Hope and Grief: Anthropologies of Aids in Africa*. Hansjörg Dilger and Ute Luig, eds, pp 80-101.

Willyard, C.

2010 Joining Forces. *Nature* 466:S9-S10 (15 July 2010)

Yong, Ed

2012 Will We Ever Have an HIV Vaccine? Discover Magazine Blogs, 7 May 2012. Accessed online 7 January 2013 at <http://blogs.discovermagazine.com/notrocketscience/2012/05/07/will-we-ever-have-an-hiv-vaccine/#.UOsQ3rbqFTA>