AFST126 (3 credit hours)
Sex, Lies and Videotape: AIDS in Africa and the African Diaspora
Fall 2014

Howard University
African Studies Department

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Class Meeting Time: Tues/Thurs 3:40-5:00pm
Class Venue: Howard Center, Room 423
Office hours: Tuesday/Wednesday/Thursday 2-3:30 or by appointment

COURSE OVERVIEW

This course will look at HIV and AIDS in Africa and the African Diaspora, with a focus on the impact of race, gender and class on the distributional spread of the disease and societal and global responses to the disease. We will also look at the social, political and cultural impact of AIDS on specific groups in Africa and the African diaspora, including women, homosexuals, and the poor/working-class, including intra-group politics and the ways in which the epidemic reshaped group identities and fault lines. Major themes and areas include the social and cultural history of disease, the impact of gender, race, sexuality, social class, and other identity intersections on epidemic policy, the role of community-based activism and advocacy in public health and scientific research, the ways in which political, scientific and cultural contexts are shaped by tales and rumors of risk, blame and denials, and the influence of the media in shaping responses to AIDS. The response of AIDS advocacy groups in Washington DC will be a primary resource throughout the course, providing students with first-hand experience and opportunities for service.

This course will be conducted as a hybrid course. The use of technology will be explored as a way to enhance learning in the classroom. Much of the course content, including lectures, documentaries, readings, quizzes, and discussion forums have been moved online, on Blackboard. For the first few weeks, we will meet twice a week during our regularly scheduled class period. After the first few weeks of class, we will begin to meet as a class once a week. With the extra class time, students will participate in experiential learning activities with AIDS service organizations in Washington, DC. Students will be required to write site visit reports and participate in online discussion forums to share their experiences working with community-based organizations. As many of the course lectures, readings and quizzes will be placed online, our weekly class meetings will be devoted to more in-depth discussion of the topics for that week, as well as group projects, role play and other interactive activities. Student must view the lectures, complete the readings and the quizzes before class each week. You can expect to read about 80 pages of materials each week.

As much of the course content and learning components of the course are on Blackboard, students should have the technical skills to navigate the Blackboard site, specifically to view and digest video lectures and readings online, complete quizzes online, add and comments on threads in the discussion board, upload and post writing assignments to Blackboard. Howard an online resource center for Blackboard if you should need assistance - http://www.cetla.howard.edu/teaching_resources/blackboard/BBStudentsFAQ.html.
COURSE OBJECTIVES

By the end of the course students should be able to:

• demonstrate a basic biomedical understanding of HIV and AIDS
• demonstrate a clear understanding of the social drivers of the epidemic in Washington, DC, in the African American community, and in Africa
• explain and differentiate the social, economic and political factors that impact the spread of HIV
• explain and analyze key concepts and key debates surrounding HIV and AIDS
• engage in oral debate and dialogue around the origins of HIV, the causes of the epidemics, and approaches to addressing the epidemic.

Required Readings:

All of the readings listed on this syllabus are required and can be found on Blackboard. You may want to purchase the following books as we will be reading most if not all of the chapters:


Grading and Course Requirements

Site Visits and Reports 20%

During the course of the semester, you will be expected to spend between 25-30 hours working with community-based, AIDS service organizations. You will be expected to write five blog entries of 400-600 words on your service-learning experience. Further description of the Service learning component of the course can be found on Blackboard.

Video Analysis 20%

We will watch a number of documentaries, films and videos during the course of the semester. You will be required to write three video analyses. Specific instructions for the video analyses are posted on Blackboard. Not simply a summary of the videos, I expect students to identify 2-4 themes that emerge in the film and discuss these in detail, relating the insights from the film to the class readings, and the service-learning experience.

Quizzes 35%

Quizzes are given on Blackboard, almost weekly. You will be required to complete the week’s reading and watch the video lecture for that week prior to taking the quiz. Quizzes are time sensitive, and will only be available the week they are due. NO MAKE-UPS ALLOWED.

Group Project for World AIDS Day 10%

The class will work on a campus HIV awareness and education campaign to be held/launched in conjunction with World AIDS Day – December 1.

Seminar Participation 5%
Seminar participation includes more than simply attendance at class sessions. It requires active participation in discussions and blogs on Blackboard, as well as regular and professional participation with the service-learning organizations.

Final Paper 10%

The final paper should be viewed as a final exam, and is intended to allow the student to demonstrate the information and experiences they have had throughout the semester. Guidelines for writing the final paper are posted on Blackboard.

Final grades are calculated as follows, no exceptions:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<td>C</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>Below 60</td>
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Academic Integrity: Howard University Academic Code of Conduct:

“Howard University is a community of scholars composed of faculty and students both of whom must uphold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities. Such regard allows no place for academic dishonesty regardless of any seeming advantage or gain that might accrue from such dishonesty.” To better assure the realization of this goal, any student enrolled for study at the University may be disciplined for the academic infractions defined in the H-Book, 2009-2010, pp. 15-16. Plagiarism – that is the appropriation of someone else’s work without proper acknowledgement and referencing – on any assignment is punishable under the Academic Code of Conduct. Other violations of academic integrity include cheating, fabricating, falsifying and sabotaging research data. A full description of the policy and sanctions is found in the H-Book and the Student Reference Manual. The Academic Code of Conduct is available online at www.provost.howard.edu. If you are not sure about how to avoid plagiarism or how to give proper credit to the sources used in writing assignments you should speak to me. Any student caught plagiarizing will automatically receive an F for this course.

Howard University Statement on Americans with Disabilities Act Procedures

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability should contact the Office of the Dean for Special Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University, or at the beginning of each semester. The Dean of the Office of Special Student Services can be reached at (202) 238-2420. Additional information about this policy may be obtained from the Howard University Student Handbook (H-Book), page 46.

Teaching-Learning Environment

The following are issues, which compromise the teaching-learning environment: latecomers, eating in class, unexcused absences, uninvited guests, beepers (pagers), text messaging and cellular telephones. Consequently, you are asked to:
• Attend weekly class sessions on time.

• Complete all assigned readings and any other assignments PRIOR TO THE CLASS.

• Disengage the use of cellular phones (can place on vibration mode) such that they do not disrupt classroom activities. No text messaging during class. Use of personal laptops is limited to note taking in class.

*Instructional Methods*

• Video Lecture presentations by the Professor

• Reading and Writing assignments

• Peer learning and group exercises

• Role plays and experiential exercises

• Use of technology for assessment

• Participation in an Online Discussion Forum/Blackboard

*Class attendance is required. Students with more than two unexcused absences will have their final grades lowered by 3 points for each unexcused absence. I will not accept late assignments, unless alternative arrangements have been agreed to by me prior to the due date.*

I RESERVE THE RIGHT TO MAKE MODIFICATIONS TO THIS SYLLABUS DURING THE COURSE OF THE SEMESTER.

*Class Schedule*

Students are expected to have completed all readings assigned by the beginning of the week/day they are listed in the syllabus and be prepared to participate in class discussions on the readings.

Week One (Aug 26 & 28) – Introduction

- What is AIDS?
  - The Body Web Page on “What is AIDS”
  - Centers for Disease Control (CDC) Fact Sheets
- Media Images Exercise – “the face of AIDS”
  - PBS (2006), *Frontline: The Age of AIDS*
  - AIDS2012 Conference in Washington DC

  Video screening: “Think HIV-What if I told you I had HIV?” (Clips 1-5) (view out of class)
http://www.mtv.com/videos/news/102501/what-if-i-told-you-i-had-hiv.jhtm

By 5pm Friday, post a short response/reflection on the MTV video. Respond to 2 of your fellow students’ posts by 5pm on Sunday.

Week Two (Sept 2 & 4) – The (African) Origins of AIDS

Week Three (Sept 9 & 11) - AIDS and Science: The Politics of Causation
   - Epstein, Stephen. *Impure Science*, Part 1
   - *Rx for Survival*, “A Vaccine for AIDS”, program 1

Week Four (Sept 16 & 18) – Moral Panic, Stigma and Blame
   - Editorial by Dr. Lisa Fitzpatrick, *Washington Post*

Week Five (Sept 23 & 25) – AIDS and Race
   - Fullilove, R. (2012) “Inside the Two Worlds of AIDS in America” (Frontline website)
   - View *Endgame: AIDS in Black America* (outside of class)

Week Six (Sept 30 & Oct 2) - AIDS, Marginalization and Identity in the African American Community

Week Seven (Oct 7 & 9) - Engendering AIDS
   - *Ebony* - article

Week Eight (Oct 14 & 16)
   - Film screening – “All of Us” (in-class)

Week Nine (Oct 21 & 23) - The Global Political Economy of AIDS
   - Singer. M. *Political Economy of AIDS*, chaps 1 & 3
     [http://www.washingtonpost.com/wp-dyn/content/article/2006/06/09/AR2006060901287.html](http://www.washingtonpost.com/wp-dyn/content/article/2006/06/09/AR2006060901287.html)
- Helen Epstein – Invisible Cure - http://www.youtube.com/watch?v=XdXFb_Ol0JQ

Week Ten (Oct 28 & 30)
- Film Screening – “A Closer Walk” (in-class)

Week Eleven (Nov 4 & 6) – The Global Political Economy of AIDS – Access to Drug
- Heywood, Mark. “Drug Access, patents and global Health: Chaffed and waxed sufficient”, in Global Health and Governance, N. Poku and A. Whiteside (eds.)

Week Twelve (Nov 11 & 13) - Big Pharma – Is AIDS Big Business
- View film “The Constant Gardener” (outside of class – Netflix or Blockbuster)
- Caroline Thomas, “Drug Policy…”

Week Thirteen (Nov 18 & 20) – AIDS and Denialism
- AIDS and Power, by Alex DeWaal

Week Fourteen (Nov 25) – Living with HIV and AIDS in Africa (Women)
- http://www.smartglobalhealth.org/blog/entry/president-joyce-banda-new-focus-on-womens-health-and-empowerment-in-malawi/ - President Banda of Malawi speaking on Women’s Health
- Film Screening – “Yesterday” (view in class)
- Imagine Africa video program

**DECEMBER 1 IS WORLD AIDS DAY!**

Week Fifteen (Dec 2 & 4) - Presentations and Wrap-up