Who is getting infected with HIV/AIDS? Who is dying from it? These are two questions that feature prominently on both the domestic and international health agendas. Even though the statistics from Africa garner the greatest global attention, the situation in the US, in particular the DC/Baltimore area, has recently raised concern and intensified the call for action. The goal of this “I” course is to engage students in a critical examination of 1) the factors that put people at risk for getting infected and 2) the factors that determine the type of treatment that people receive in the US as well as globally with a particular focus on Africa and the African Diaspora. Through critical analysis of the assigned readings, engaged class discussions, written assignments, and guest lectures, students will meet the following learning objectives:

1) Students will bring together various disciplinary approaches to situate HIV/AIDS within the larger context of social inequality
2) Students will be able to compare and contrast domestic and international contexts
3) Students will be able to critically consume statistical data from surveys and also appreciate the value of qualitative data that come from small scale studies
4) Students will be able to assess the feasibility and effectiveness of various responses to the crisis

Course Format

This course will rely heavily on the reading material which comprises of two books and a set of articles. Each reading will be analyzed focusing on the following questions:

1) How does poverty increase vulnerability to HIV/AIDS?
2) How do cultural norms/practices put women at risk for infection?
3) How have norms about sexuality operating in various settings increased risk of infection?
4) How do people understand the disease?
5) How do politics affect the response to the disease?
6) How successful have interventions been in prevention and treatment?
7) What responsibility does the global community have in addressing the problem?

The requirements for the course are: 1) class participation/reading group assignments; 2) mid-term exam, and 3) final exam.
**Tuesday Class:** The class format for Tuesdays will begin with a review of current events on HIV/AIDS. I have listed a list of useful websites at the end of this document. Each student is expected to review these websites and come prepared to share what they have found with the class. This will count towards class participation. The discussion on current events will be followed by a lecture.

**Thursday Class:** The class will be devoted entirely to the assigned readings for the week through small group discussion groups and presentations. Each student is expected to come to class having completed ALL the readings and having completed the Annotated Reading Guide (see attached). The reading guide will be collected for a grade and must be submitted in person.

Small reading groups will be made up of approximately 12-15 students each. Each discussion group will be assigned one theme and will be given approximately 30 minutes to discuss the theme amongst the group. The professor and TA will circulate to all the groups to listen to the discussions. At the end of the discussion period, one student from each group will present the highlights of the discussion to the rest of the class. Students will take turns such that all students get a chance to present. The rest of the class is expected to respond to the issues raised by each group.

An absence on Thursday will mean that you will not receive any credit for the Annotated report or participation for that class. **No EMAIL submissions or late assignment will be accepted.**

**Course Grading:**

Class Participation/Reading Group Assignments: 40%
Midterm: 30%
Final Exam: 30%

**Required Books include:**


We will also read selected chapters from the following books:


All the books are available in the University bookstore for purchase. In addition, one copy of Hunter and Steinberg has been placed on 2-hour reserve loan at McKeldin Library. Book chapters are posted as E-Reserves that can be accessed through the Blackboard site.

I will be using Blackboard (elms.umd.edu) to post readings, assignments, guidelines, documents, grades, and other important information for the course. All additional readings are posted under “Course Documents.” Please become familiar with this resource and make a habit of checking the course Blackboard site regularly, so that you are unlikely to miss an important posting. I will also be communicating with you regularly through EMAIL so make sure that your EMAIL address is correct.
Class Rules

Read the assigned readings before the start of class and be prepared to discuss them in class. You will be graded on your preparation in every class. Critical thinking is essential if you want to do well. A simple regurgitation of the material is insufficient and will not get you a grade much higher than a C. As with all syllabi, the required readings comprise only a small portion of the vast literature on this subject. Students are encouraged to read sources outside the assigned materials and share what they have found with the instructor and the class.

Attendance in class is mandatory. If you miss class, you may very well miss important information that might show up on the exams. If you are absent, you will not be able to participate which will hurt your participation grade. If you are absent, you will not receive credit for the assignment due on that day. All students are required to attend class unless they are ill (a doctor’s note is required) or unless exceptional and unavoidable circumstances warrant your absence. If you need to be absent because of religious observance, you MUST submit a written notification to me within TWO weeks of the start of the semester. You are responsible for any missed work.

If you have any sort of disability (learning, physical, emotional), you need to let me know and consult with Dr. Jo Ann Hutchinson at Disability Support Services. This is the only way that I can accommodate any special needs. Do not wait until the end of the semester to bring up problems that you have experienced during the course of the semester.

University Honor Code can be found on-line at http://www.jpo.umd.edu/aca/honorpledge.html. This means that the presence of a student's name on any work submitted in completion of an academic assignment is considered to be an assurance that the work and ideas are the result of the student's own intellectual effort, stated in her or his own words, and produced independently, unless clear and explicit acknowledgment of the sources for the work and ideas is included. This principle applies to papers, tests, homework assignments, artistic productions, laboratory reports, computer programs, and other assignments. Cheating and/or plagiarism is unfair to your peers and unworthy of students of your caliber, and cannot (and will not) be tolerated in this class.

Show respect for your fellow classmates and your instructor by coming to class on-time, turning your cell phones off during class, and not texting or surfing the internet during class time. If I catch you doing any of this, you will automatically receive a class participation grade of 0 for the day regardless of how much you have participated in the discussion. A further note about cell phones: cell phones must be turned off and stowed away during exam periods they are extremely disruptive (and therefore disrespectful) to your fellow classmates and the instructor. You will be penalized for answering your cell phone, or talking on it, or even looking at it, during your exams, so please take note of this restriction.

Be considerate of others opinions, ideas, and feelings, even when (especially when) those opinions, ideas, and feelings conflict with your own.
List of Sessions

Tues, Jan 26:  **Introduction to course/ HIV Basics**
Assign Reading Groups

*Thurs, Jan 28: Reading Groups*

- Hunter chapters 1 & 2
- Kalipeni et al. chapter 3

Tues, Feb 2:  **Making Sense of Statistics**

*Thurs, Feb 4: Reading Groups*

- Kalipeni et al. chapter 4
- Barnett and Whiteside chapter 1

Tues, Feb 9:  **Sex and sexuality**

*Thurs, Feb 11: Reading Groups*

- Hunter chapters 3 & 4
  
  

Tues, Feb 16:  **Gender and HIV**

*Thurs, Feb 18: Reading Groups*

- Hunter chapters 5 and 6
  
  

Tues, Feb 23:  **Stigma and Marginalized Populations**

*Thurs, Feb 23: Guest Lecturer ICRW*

- Hunter chapters 7, 8 and 9
Tues, Mar 2:  **Poverty and HIV/AIDS**

**Thurs, Mar 2:** Reading Groups


Hunter chapter 10

Kalipeni et al. Chapter 12

Tues, Mar 9:  Review for Exam

**Thurs, Mar 11:** **Mid-Term Exam**

Tues, Mar 16: Spring Break

**Thurs, Mar 18:** Spring Break

Tues, Mar 23:  **Tackling the HIV epidemic in Africa**

**Thurs, Mar 25:** Reading Groups

Steinberg Part I

Tues, Mar 30:  **Families, Communities and HIV/AIDS**

**Thurs, April 1:** Reading Groups

Steinberg Part II

Tues, April 6:  **Culture and HIV/AIDS**

**Thurs, April 8:** Reading Groups

Steinberg Part III

Tues, April 13:  **Activism and HIV/AIDS**

**Thurs, April 15:** Guest lecturer Whitman Walker


Tues, April 20:  **Prevention Programs**
Thurs, April 22: Reading Groups


Tues, April 27: Treatment and Care Options

Thurs, April 29: Reading Groups


Kalipeni et al. ch. 18


Tues, May 4: Political Economic Context

Thurs, May 6: Reading Groups


Tues, May 11: Review for Exam
Useful Websites on HIV/AIDS

CDC - http://www.cdc.gov/
PEPFAR - http://www.pepfar.gov/
AIDS in Africa clearinghouse: http://www.aidsinafrica.net/
Africa current news: http://news.bbc.co.uk/2/hi/africa/default.stm
Annotated Reading Review Report

1. In your own words describe briefly the main point of each of the readings for this week?

2. Is there anything in this group of readings that you found interesting, important, confusing, shocking or distributing? Identify them and explain why you found them important, interesting, shocking etc.

3. Write two critical discussion questions (grounded in the readings) that you think are important for the class to discuss? Please avoid questions that you elicit yes or no answer.