

HIV/AIDS in Africa: Origins, Impacts, and Interventions DeCal Syllabus

Anthropology 98/198: HIV/AIDS in Africa
Faculty Sponsor: Professor Nancy Scheper-Hughes
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Course Description

Together we will explore the complex social, cultural, medical, economic, political, and spatial contexts of HIV/AIDS in Africa. First, we will study the basic biology of HIV/AIDS as well as the intricacies of rural/urban community health. Additionally, we will briefly survey the history and contemporary reality of Africa while paying close attention to the legacy of colonialism; specifically, we will consider how the legacy of colonialism has cultivated images of “Africans” as racialized, gendered, laboring and suffering subjects located within distinct institutions and conditions of possibility. In fact, we will examine how post-colonial ideologies and hopes harbored by the global North have shaped various development goals and projects implemented in Africa by aid agencies—large and small—and other organizations—governmental and non-governmental—to address the HIV/AIDS crisis. Furthermore, we will address and debate the ethics and politics underscoring the methodological efforts of national and international actors mobilizing to tackle the epidemic while highlighting popular interventions.

Keeping in mind that there are many facets to truth, this course allows students to critically engage popular theories and methods focusing on the aforementioned crisis, and most importantly, this course encourages students to develop their own opinions and initiatives.

Course Objectives

1. Study the basic biology and epidemiology of HIV/AIDS and the complex, varied history of Africa.
2. Contextualize the HIV/AIDS epidemic as well as numerous personal narratives produced in Africa.
3. Develop a set of critical questions that enable us to grapple with the ethics and place of academia in the production of knowledge about contemporary African experiences and issues.
4. Examine the role of governments, corporations, aid agencies, social movements, global campaigns in seeking to reverse the spread of HIV/AIDS and to aid those presently afflicted.
5. Consider and debate several popular interventions endorsed by national and/or international actors.
6. Empower students to think creatively and to consider and/or reconsider their own role and involvement in the global campaign to eradicate HIV/AIDS.
7. Provide a setting in which students are able to enhance their knowledge about the global epidemic as well as participate in one another’s intellectual projects.

Course Format and Seminar Topics

Class time is an opportunity for materials to be presented by course facilitators and/or guest speakers and to be discussed amongst students.

“Africa” is often mistakenly understood as a homogenous entity, an unequivocal landscape in which HIV/AIDS persists. Though HIV/AIDS affects the entire continent, the contexts in which the epidemic persists are uniquely particular and complex, differing not only by region but also according to gender, food, kinship, labor, etc practices and conditions. In order to critically analyze the efficacy of aid—methods, objectives, outcomes—it is first important to understand the historical, cultural, social, political, and economic climate in which millions of people live. Thus, seminar topics each week will focus on a particular controlling factor which may or may not influence rates of HIV/AIDS. Towards the end of the semester, seminar topics will change to incorporate an analysis of interventions.

Course Material

Assigned readings are available to you in a course reader.

The course reader is available for purchase at Zee Zee Copy: 2431 Durant Ave.

Course Requirements

Class Participation and Attendance

The success of this course is dependent on each student’s participation and involvement in discussions. Thus, student attendance and contribution at each class session is *mandatory*.

Please arrive on time as being late is disrespectful to fellow classmates and course facilitators. If you cannot attend class, please notify the facilitators at least 24 hours in advance by forwarding an email to HIVdecal.berkeley@gmail.com. *No more than two unexcused/excused absences are permitted.* Attendance will be taken at random. *Students who are absent or significantly late for more than two sessions will be at risk of failing the course.* Students are responsible for material missed due to his/her absence.

There are many ways to be a collaborator in this course. For example, students are encouraged to mention outside examples, ask questions about course materials and lectures, propose new concepts or perspectives, etc.

Class Readings

Students are expected to read all assigned material prior to the day for which they are listed on the syllabus. We will be using class time to develop our thinking about the texts and your engagement in these discussions will contribute to your class grade. Films shown in class will be treated as texts.

Class Assignments

All students are expected to turn in assignments (a hard copy) at the beginning of class on the assigned day. Late papers will be penalized. All papers should be typed, 12 point Times New Roman font, double spaced, one inch margins, and titled (MLA Format).

Critical Response Paper: Reaction papers are meant to stimulate in-class discussion. Papers can be efforts to clarify concepts, relate theories to contemporary events, weigh theories against each other, elaborate on points of interest or confusion, or critically examine assigned readings. *Students are responsible for submitting one critical response paper no more than 1 page in length via email to the course email address before midnight, two nights before class.* To be totally clear, reaction papers are due: Tuesday before midnight, before Thursday class. On the second day of class, sign-up sheets will be passed around.

1. Explorative Essay: 2-3 pages in length
2. Analytical/Critical Essay (Final Paper): 4-5 pages in length
3. Critical Response Paper (1): 1 page in length

Plagiarism: Plagiarism will not be tolerated in this course. Plagiarized assignments will receive an F. While students are encouraged to study in groups and work together to understand theories and concepts, all written work should be completed individually.

Quizzes

Quizzes must be taken on the announced date. Four quizzes will be given throughout the course. These quizzes are to ensure that you do the weekly readings. Material presented in class by course facilitators may also appear on the quizzes.

1. In-Class Quizzes (4): The lowest quiz score will be dropped. Quizzes are given within the first 15 minutes of class, and no make-up quizzes will be given. Quizzes may consist of multiple choice and/or short answer.

Grading Structure

Participation and Attendance: 25%

Explorative Essay: 20%

Analytical/Critical Essay: 30%

Critical Response Paper: 10%

In-Class Quizzes: 15%

Final grades: All assigned coursework must be completed in order to receive a passing grade. Students who have missing assignments or turn in more than two assignments late will be at risk of failing the course.

Course Expectations

As everyone is expected to participate actively each week, we must all work together to foster a respectful environment where diverse opinions can be freely voiced and critical but constructive dialogue can be created. Please be open-minded and kind.

HIV/AIDS in Africa — Course Schedule, Spring 2010

Class	Date	Topic	Assignment
1	1/28	Introduction and Course Overview	Purchase Reader
Introduction			
2	2/4	Biology and Epidemiology of HIV/AIDS	No Assigned Reading(s)
3	2/11	The Dark Continent: A Colonial Past, A Neocolonial Future The Contemporary Reality of Exclusion/Inclusion	Review Map of Africa Week 3 readings: <u>Required:</u> *Ferguson, J. <i>Global Shadows: Africa in the Neoliberal World Order</i> (Introduction) *Wainaina, B. “How to Write About Africa” <u>Recommended:</u> *McEvedy, C. <i>The Penguin Atlas of African History: Revised Edition</i>
4	2/18	Bodies, Memories, and Violence Personal Narratives Produced in Africa Disease and Society	Week 4 readings: <u>Required:</u> *Fassin, D. <i>When Bodies Remember</i> (Introduction and Ch.1) *Farmer, P. Kleinman, A. “AIDS as Human Suffering”
5	2/25	Poverty	Week 5 readings: <u>Required:</u> *United Nations. <i>Millennium Development Goals Report</i> . 2006. *Shelton, J. Cassell, M. Adetunji, J. “Is

			Poverty or Wealth at the Root of HIV?"
Contexts: Origins and Impacts			
6	3/4	<p style="text-align: center;">Cultural/Social</p> <p style="text-align: center;">Gender Roles: Women and Men</p>	<p>Explorative Paper Due</p> <p>Week 6 readings: <u>Required:</u> *Turmen, T. "Gender and HIV/AIDS" *Klausner, J. Wamai, R. "Is Male Circumcision as Good as the HIV Vaccine We've Been Waiting For?" *Cleland, J. Ali, M. Capo-Chichi, V. "Post-Partum Abstinence in West Africa: Implications for AIDS Control and Family Planning Programmes"</p>
7	3/11	<p style="text-align: center;">Cultural/Social</p> <p style="text-align: center;">Children, Youth, and the Elderly: Family</p>	<p>Week 7 readings: <u>Required:</u> *Foster, G. Williamson, J. "A Review of the Current Literature of the Impact of HIV/AIDS on Children in Sub-Saharan Africa" *Barnett, T. Whiteside, A. "Dependents: Orphans and the Elderly"</p>
8	3/18	<p style="text-align: center;">Spatial/Economic</p> <p style="text-align: center;">Urban Areas Metropolitan Cities and Slums Services and Infrastructure</p>	<p>Week 8 readings: <u>Required:</u> *Mpe, P. <i>Welcome to Our Hillbrow</i></p>
Spring Holiday			

9	4/1	<p style="text-align: center;">Spatial/Economic</p> <p style="text-align: center;">Rural Areas Geographic Terrain Food and Water</p>	<p>Week 9 readings: <u>Required:</u> *Gillespie, S. Haddad, L. “Food Security as a Response to AIDS” *Ball, A-M. “Making the Connections: AIDS and Water”</p>
10	4/8	<p style="text-align: center;">Economic</p> <p style="text-align: center;">Sexuality and Sex Work Labor Force and Migration</p>	<p>Week 10 readings: <u>Required:</u> *Hunter, M. “The Materiality of Everyday Sex: Thinking Beyond Prostitution” *Hunter, M. “The Changing Political Economy of Sex in South Africa: The significance of unemployment and inequalities to the scale of the AIDS pandemic” *Kalipeni, E. Oppong, J. Ghosh, J. “Africa’s Globalization: Colonial Labor Economy, Migration, and HIV/AIDS” *Marlink and Kotin “African Trade Routes and Migrant Workers” from <i>Global AIDS Crisis</i></p>
11	4/15	<p style="text-align: center;">Political</p> <p style="text-align: center;">War Time Security, Conflict, and Governance</p>	<p>Week 11 reading(s): <u>Required:</u> *de Waal, A. “How Will HIV/AIDS Transform African Governance” *Elbe, S. “HIV/AIDS and the Changing Landscape of War in Africa” *Marklink and Kotin “Civil War and International Conflict” from <i>Global AIDS Crisis</i></p>

Interventions			
12	4/22	<p style="text-align: center;">Humanitarianism: Politics and Economics of Intervention</p> <p style="text-align: center;">Development and Human Rights</p> <p style="text-align: center;">Prevention and Treatment: Traditional Ethnomedicine and/or Western Biomedicine</p>	<p>Week 12 readings:</p> <p><u>Required:</u></p> <p>*de Waal, A. "The Humanitarian Carnival"</p> <p>*Pillar, C. Smith, D. "Unintended Victims of Gates Foundation Generosity"</p> <p>*Nguyen, V-K. "Antiretroviral Globalism, Biopolitics and Therapeutic Citizenship"</p>
13	4/29	<p style="text-align: center;">Humanitarianism: Interventions</p> <p style="text-align: center;">Survey of Interventions: Popular Methods and Theories</p> <p style="text-align: center;">End-of-the-Semester Course Evaluations</p>	<p>Final Paper Due</p> <p>Week 13 readings:</p> <p><u>Required:</u></p> <p>*Potts, M. Swidler, A.... "Reassessing HIV Prevention"</p> <p>*Sylla, L. Kaplan, C. "Microbicides: Revolutionizing HIV Prevention?"</p> <p>*Anabwani, G. Navario, P. "Nutrition and HIV/AIDS in SubSaharan Africa: An Overview"</p> <p>*Epstein, H. "God and the Fight Against AIDS"</p> <p>*Cohen, R. "Wealthy Countries Should Help Developing Countries Acquire AIDS Drugs"</p> <p>*Zuniga, J. "Africa Needs Better Infrastructure, Not Drugs to Fight AIDS"</p> <p>*Baker, R. "Prevention, Not Cheap Drugs, Can Eradicate AIDS in Africa"</p>

