

ANSC 146: A Global Health Perspective on HIV (GHP/CGS)

Version 17 March 2017

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Office Hours: Thursday 2:00-3:00 or by appointment

2017 Spring | Tuesday-Thursday 12:30p-1:50p | CSB 005

Medical Social Science Elective for the Global Health Program (GHP) Major or Minor.

Petitionable for the Critical Gender Studies (CGS) Major or Minor.

Prerequisites: Upper-division standing or consent of the instructor.

Maximum Enrollment: 28

Course Description:

HIV is a paradigmatic disease: global and locally patterned, biological and socially constructed, involving science and social change. Cases from the Americas, Africa, and Asia examine how HIV necessitated new practices in policy, research, prevention, treatment, and activism. Health disparities, social inequalities, and stigma associated with the populations that have been most affected, community responses, and their political contexts are highlighted.

The course addresses political economic and cultural aspects of HIV and particularly focuses on HIV health disparities as both medical and socio-political problems. This includes understanding HIV epidemiology, the concept of syndemics (e.g. HIV, Hepatitis C, TB), and how inequalities structure risk for acquiring HIV, access to treatment, and health outcomes. Inequalities will be examined at both national and global levels, for example looking at racial disparities in the US and class access to treatment in various countries. We will also read AIDS ethnography to understand how HIV interacts with local knowledges, beliefs, attitudes, and practices as they intersect with sexuality, gender, race, class, and nationality. Key populations that we will examine include gay men, trans women, heterosexual men and women, sex workers, youth, and drug users.

This course will be conducted as an upper division seminar with minimal lectures. Students are expected to have completed the readings and be prepared for in-depth class discussion. Each class will begin with a brief presentation by one or two students covering the main arguments and ideas from the readings. Attendance is not taken and participation is not graded, but expected. The course is also designed for students to learn practical skills. Assignments will focus on global health careers. The midterm is an individual situational assessment related to a population in a particular place. The final is a group grant proposal to intervene in HIV. Students will review each others' proposals. Both the individual assessment and the group grant proposal will be presented in class, the latter will be graded by peers. *This course will include sexually explicit content and imagery. It is expected that all students will be able to handle this material maturely.*

Learning Outcomes:

Course Objectives:

- To understand the epidemiology and social history of HIV around the globe.
- To be able to identify and evaluate political economic, socio-cultural, and biological factors that contribute to regional HIV epidemics across the globe.
- To expand one's capacity to use ethnographic knowledge and gender/sexuality theory in global health interventions.
- To develop social science and cultural studies knowledge and methodology, critical analysis, writing, and presentation skills: especially in regards to developing a grant proposal.

Communication: Email communication is preferred. Please note that it may take up to **48 hours** to get a response to your email. Please **include ANSC 146 in the subject line** of your email. If you have a

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question, please first consult documents on TritonEd, such as the syllabus. You do not need to write “Dear Professor” and other niceties in your email. Just ask away.

Electronic Devices: Please set mobile phones and other devices to silent. Laptops with silent keyboards can be used for note taking but all social media and messaging should be turned off.

Assignments: All written assignments should be typed, double-spaced with standard margins, and use a common font and point size. Place your name and title in the top margin so that it appears on every page. Except for the final, assignments are to be submitted **30 minutes prior to class on which they are due on TritonEd**. Papers are only uploaded onto TritonEd, no hard copy is required. Please attach files as Word documents rather than cutting and pasting text in the comments box. Also, note that more than one attachment can be added to an assignment before it is submitted. If an assignment has multiple components that are different files, they should all be attached before submitting. Rewrites are not allowed. Students should utilize the writing program, tutoring, and other resources as appropriate.

Late Work: I generally do not provide deadline extensions. *Students will be penalized 10% for each 24 hour period (including weekends) in which the assignment is late. Assignments will not be accepted more than 72 hours late.* If you know that you will be absent on the due date of an assignment, please be responsible and make arrangements to submit your work in advance. Students who would like accommodation for religious observances should submit their requests for a change of due dates in writing to me *by the end of week 2*. Please note that accommodated due dates will most likely be earlier for assignments. *Students who add after the course has begun must complete missed assignments by the end of week 3.* Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course. Except in the case of extenuating circumstances, incomplete work must be finished before the beginning of the subsequent quarter. If not completed by the following quarter, incompletes will automatically convert to F grades.

UCSD Principles of Community: As a reminder, please review the UCSD Principles of Community regularly. The Principles can be found online at <https://ucsd.edu/about/principles.html>. The goals of the Principles include:

- Fostering inclusiveness, respect, and a welcoming environment
- Promoting collaborative attitudes and actions

I support the education and social advancement of all students regardless of immigration status, religion, gender identity, or other factor that is used to limit their life opportunities.

Disability Access: Students requesting accommodations and services for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). Receipt of AFAs is necessary for appropriate planning for the provision of reasonable accommodations. Students are required to present their AFA letters to the instructor and to the OSD Liaison in the department so that accommodations may be arranged. Documentation should, if at all possible, be provided before any activity in which accommodation is requested. Contact the OSD for further information: (858) 534.4382 (V); (858) 534-9709 (TTY); osd@ucsd.edu, or <http://osd.ucsd.edu>.

Professionalism Policy: Please attend to all university policy and classroom etiquette procedures. Those not heeding the policies will be asked to leave the classroom immediately to maintain the learning environment. Please arrive on time, be attentive, and be respectful for all class meetings. Be mindful of how much time and space you are occupying. Try not to interrupt others when they have the floor. Be

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open to hearing various points of view that may conflict and be contentious but *do not expect to feel comfortable at all times*. Expect to be challenged mentally and emotionally. Students who are habitually disruptive in class by talking out of turn, bullying other students, or other unprofessional behavior may suffer a reduction in their final class grade. UCSD recognizes the inherent dignity of all individuals and promotes respect for all people. *Hostility toward other students will not be tolerated. Free speech does not permit harassment, intimidation, threats, or other behaviors that impede the learning of other students or the work of faculty and staff.*

Academic Conduct Policy: UCSD expects that both faculty and students will honor this principle and in so doing protect the validity of our intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld. Plagiarism is the use of someone else's work or ideas as one's own. All suspected instances of plagiarism will be reported (<http://academicintegrity.ucsd.edu/>). Verification will result in a 0 grade for the assignment. It is against policy to submit the same paper for credit in more than one course.

Title IX Compliance: Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination. *Sexual misconduct, physical and/or psychological abuse will not be tolerated.* This includes sexual assault, dating violence, domestic violence, and stalking. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, *I am required to report the matter to the Title IX Coordinator.* Should you want to speak to a confidential source, you may contact the Counseling Center. The Office for the Prevention of Harassment & Discrimination (OPHD <http://ophd.ucsd.edu>) provides information and assistance to students, faculty, and staff regarding reports of bias, discrimination, harassment, sexual harassment, and sexual violence. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (sarc@ucsd.edu or <http://care.ucsd.edu>) or Counseling and Psychological Services (CAPS <http://caps.ucsd.edu>).

Assessment:

Due Date	Value	Assignment
***	10	Reading Presentation
5/9/2017	20	Assessment
6/6-8/2017	20	Group Presentation
6/6-8/2017	20	Grant Peer Review
6/12/2017 5:00p	30	Final Group Grant Proposal
Total	100	

A+ 97-100 A 93-96 A- 90-92 B+ 87-89 B 83-86 B- 80-82

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C+ 77-79

C 73-76

C- 70-72

Pass

D 60-69

F 0-59

Reading Presentations: 10%

Students will make a 10-15 minute presentation on the readings for the day individually or in pairs. The presentation should summarize the main contributions, link them to the themes being discussed in the course, and pose at least 3 questions for discussion. Prepare a handout of 1-2 pages (double-sided). The handout can include an outline of the reading, key quotes and concepts, or other format that will help other students follow the presentation. It should end with your critiques of the readings. Finally, provide at least 3 open ended discussion questions to consider for class. You may use presentation software (PowerPoint, Prezi, etc.) or audiovisual materials that can be played in the room, but neither is required.

Note: Do not read from your handouts. Rather, use them as a guide to structure what you discuss. Look up the pronunciation of words and names you are not familiar with. Practicing what you will say in advance may make you feel more confident for the presentation. Pairs should coordinate which aspect of the readings each will cover.

Presenters are responsible for co-facilitating discussion on the day of their presentation. Students will sign-up for these presentations on the first day of class in reverse seniority order (newer students first).

* Post the handout in the discussion thread for Reading Presentations on TritonEd **3 hours before class** to give me time to review and photocopy them. If you post after this time, please bring enough copies with you for the class.

Assessment: 20%

We will work on developing an assessment in class. Students will write an individual assessment of a population in a place in relation to HIV interventions (e.g. African American gay men in the USA and PrEP; condom use among female sex workers in Thailand; HIV treatment for Brazilian transgender sex workers. The assessment will include an annotated bibliography and a formative evaluation that could be used for a grant proposal. Findings will be presented in class.

Final Grant Proposal Series: 70%

Final Group Presentation: 20%

Grant Peer Review: 20%

Final Grant Proposal: 30%

Based on the assessment assignment, groups of approximately 3-6 individuals will work on a group grant proposal based on common affiliations (e.g. population, geography, intervention). The group grant proposal will consist of writing an actual proposal (we will go over how to do so in class). This will include developing Objectives, a Logic Model, Program Implementation Scope of Work, Evaluation Plan, and Budget/Staffing Plan. The groups will present their proposals in class, engage in a peer review where student groups review 2 other group's proposals, and then submit their revised group proposals as their final papers.

Groups can have 3-6 members.

Potential Groups:

MSM

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Gay and Bisexual Men in Asia
Gay and Bisexual Men in Africa
Gay Men of Color in USA
Young Gay Men in USA
Gay Men over 50 in USA

TG

Transgender Women in USA
Transgender Women in Latin America
Transgender Women in Asia
Transgender Women Sex Workers
Transgender Men

Sex Workers

Sex Workers in Asia
Sex Workers in Africa
Sex Workers in the Caribbean
Male Sex Workers
Sex Trafficking

Drug Users

Injection Drug Users in USA
Injection Drug Users in Asia
Injection Drug Users in Eastern Europe
Gay Substance Users
Methamphetamine Users

Special Populations and Issues

Women in Africa
Mother to Child Transmission
Orphans
Blood Sellers
Prisoners

Contemporary Biomedical or Sociocultural Interventions

Pre-Exposure Prophylaxis
Treatment as Prevention
Expanded Treatment Access
Production of Generic Pharmaceuticals
Social Marketing
Stigma Reduction

COURSE MATERIALS:

Books:

Pisani 2008 The Wisdom of Whores: Bureaucrats, Brothels, and the Business of AIDS
Parikh 2015 Regulating Romance: Youth Love Letters, Moral Anxiety, and Intervention in Uganda's Time of AIDS

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Films:

France 2012 How to Survive a Plague (<http://www.imdb.com/title/tt2124803/>)

PDFs: Early AIDS

Russo 1998 Why We Fight [PDF]

(link) <http://www.actupny.org/documents/whfight.html>

(link: video) <https://www.youtube.com/watch?v=C0Q8p0HCQEs>

Crimp 1990 AIDS DemoGraphics [PDF]

Read "Don't Go to Bed with Cosmo" p. 38-43.

Read bullet points on p. 109, 117, 122.

Review posters on p. 21, 42, 48-49, 54, 61, 77, 80, 82, 87, 93, 96-97, 106-108.

Conrad 2016 Revisiting AIDS and its Metaphors [PDF]

(link) <http://drainmag.com/revisiting-aids-and-its-metaphors/>

Kerr 2016 AIDS 1969: HIV, History and Race [PDF]

(link) <http://drainmag.com/aids-1969-hiv-history-and-race/>

PDFs: Grant Writing Tool Kit

CDC 2013 Community Needs Assessment [PDF]

CDHS 1998 Good Questions, Better Answers: Formative Research Handbook [PDF]

NMAC Nd Grant Writing [PDF]

UW-Ext 2008 Developing a Logic Model: Teaching and Training Guide [PDF]

NMAC 1997 Program Development Puzzle [PDF]

Books are available for purchase at the UCSD Bookstore, widely available online, and on library reserves.

Feature films are available streaming through UCSD Course Reserves <https://reserves.ucsd.edu/ares/>.

Additional readings are posted as PDFs on TritonEd under Content.

Please bring your reading materials to class either in hard copy or on a laptop / tablet if at all possible. Do not expect to refer to your readings on a smartphone.

*This syllabus is open to modification throughout the quarter. While I will ensure that the overall grading system remains in place, the schedule, topics, readings, and activities may change. Please note that I will always consult students in class before making a major change.

CLASS SCHEDULE

Please see attached.

May 2: No class

If possible, attend 5:00 PM Book Talk: Choo, Hae Yeon. 2016. Decentering Citizenship: Gender, Labor, and Migrant Rights in South Korea. Stanford, CA: Stanford University Press.

4-Apr Introductions Syllabus and Teaching Philosophy Early AIDS Activism & Renewed Epidemics Russo 1998 Why We Fight	6-Apr AIDS as Paradigmatic Disease Skim: AIDS DemoGraphics (see list) Film: How to Survive a Plague Read: Conrad 2016 Revisiting AIDS and its Metaphors Read: Kerr 2016 AIDS 1969: HIV, History and Race
11-Apr PrEP and Assessment Poyao Huang Choose a Population and a Site Skim: CDC 2013 Community Needs Assessment Skim: CDHS 1998 Good Questions, Better Answers	13-Apr The Wisdom of Whores Ch 1 Cooking Up an Epidemic p 12-42 Ch 2 Landscapes of Desire p 43-83
18-Apr The Wisdom of Whores Ch 3 The Honesty Box p 84-123 Ch 4 The Naked Truth p 124-160	20-Apr The Wisdom of Whores Ch 5 Sacred Cows p 161-187 Ch 6 Articles of Faith p 188-227
25-Apr The Wisdom of Whores Ch 7 HIV Shoots Up p 227-268 Ch 8 Ants in the Sugar-Bowl p 269-300	27-Apr The Wisdom of Whores Ch 9 Full Circle p 301-326 Catch Up <i>Assessment Check-in</i>
2-May Choo Book Talk at 5:00 PM No class today Skim: NMAC Nd Grant Writing	4-May Logic Models and Grant Writing Skim: UW-Ext 2008 Developing a Logic Model Skim: NMAC 1997 Program Development Puzzle
9-May Assessment Presentations	11-May Assessment Presentations Group Formation
16-May Regulating Romance Introduction p 1-29 Ch 1 Going Public: The Virus, Video, Evangelicalism, and the Anthro	18-May Regulating Romance Ch 2 Demographic Shifts, Free Young Women, and Idle Adolescence Ch 3 Patriarchy, Marriage, and Gendered Respectability p 75-98
23-May Regulating Romance Ch 4 The Social Evolution of HIV: Inequalities and Biomedical Citizenship Ch 5 From Auntie to Disco: Risk and Pleasure in Sexuality Education Ch 6 "They arrested me for loving a schoolgirl": Controlling Delinquency	25-May Regulating Romance Ch 7 Geographies of Courtship and Gender in the Consumer Economy Ch 8 "Burn the letter after reading": Secrecy and Go-Betweens p 1 Ch 9 "B4 I symbolize my symbolized symbology": Packaging and Representation
30-May Regulating Romance Ch 10 "I miss you like a desert missing rain": Desire and Longing p 221-237 Ch 11 "You're just playing with my head": Disappointment and Uncertainty p 238-253 Conclusion: Sam's Death and Refusal to Submit p 254-270	1-Jun Catch Up & Wrap Up
6-Jun Grant Proposal Presentations & Reviews	8-Jun Grant Proposal Presentations & Reviews