

Social Perspectives on HIV/AIDS (SOC1871H)

Megan Klein Hattori
Tuesdays 4-6:20 pm
Spring 2009

Location: Wilson Hall 104
Office hours: Mondays 9-10 am
Office location: TBD

Office phone: TBD
E-mail: Megan_Klein_Hattori@brown.edu

Course Description:

This seminar will build upon your understanding of the perspectives and research methods used in sociology through studying the vulnerabilities for HIV infection and the social consequences of the epidemic in east and southern Africa. This course relies heavily on student participation, which will include leading class discussions, making formal presentations, and contributing to class discussions. The readings have been chosen to frame our discussion and to fuel debate. It is helpful if you have had previous coursework in sociology, however the course is open to all students interested in the topic.

By the end of the semester you should be able to:

1. Evaluate the strengths and weaknesses of various research designs and methods used in the readings,
2. Explain the societal level risks for HIV infection and consequences of the epidemic,
3. Outline how social structure and inequality influence the risk for and consequences of HIV, and
4. Synthesize the roles of stigma, gender, and knowledge in the risks for HIV infection and consequences of the epidemic.

Course Content Overview

1/27/2009	Introduction
2/3/2009	Research on sensitive topics
2/10/2009	Big A, big B
2/17/2009	No class-University closed
2/24/2009	Condoms, negotiation, and agency
3/3/2009	Social changes facilitating spread, urbanization
3/10/2009	Stigma and sexuality
3/17/2009	Gender- Introduction & Men
3/24/2009	No class- Spring Break
3/31/2009	Gender - Women
4/7/2009	Knowledge, witchcraft, and circumcision
4/14/2009	MTCT and treatment
4/21/2009	AIDS Orphans
4/28/2009	Summary discussion and Paper presentations
5/5/2009	Paper presentations
5/12/2009	Final papers due

Assessment

<i>Assignment</i>	<i>% of Final Grade</i>	<i>Due date</i>
1) Class participation/ presentations	25%	All sessions
2) 2 short papers: 5-7 pages each	15% each	1 st : 3/3/2009, 2 nd : 4/14/2009
3) Outline of research paper: 2-3 pages	5%	4/7/2009
4) Draft of research paper	10%	4/28/2009
5) Research paper: about 15-20 pages	30%	5/12/2009

1) Class participation/ presentations (25%)

Participation in class is central to mastering the concepts and materials in this class. I encourage you to ask questions, to share your thoughts on the materials, and to engage in respectful debate as to what these readings teach us about the social world. Additionally, your questions and comments improve the value of the course as we all learn from each other. Attendance at all class sessions is expected. If you have to miss a class please talk to me beforehand.

To help you come to class prepared to discuss the materials, you will e-mail me a 1-page review of the readings each week *by Monday at 11:59 pm*. These papers will help you begin to process the readings and will help me understand what questions there are and what topics you would particularly like to engage during our meeting. These are required but not graded. *Late 1-page papers will not be accepted.*

In addition to your regular contributions to our class discussion, you will be expected to periodically lead the class discussion on specific readings. A sign up sheet for leading discussions will be provided after the first class.

2) Two short papers: 5-7 pages each (15% each)

You are required to write two short papers based on the readings. I will announce suggested topics for the papers 2 weeks before they are due. You may engage a topic of your own design based on the readings with prior approval.

3) Outline of research paper: 2-3 pages (5%)

In class we will discuss what is expected of your outlines. I recommend you see me during office hours by March 31st to discuss your paper and outline.

4) Draft of research paper (10%)

A draft of your research paper is due April 28th. Papers should be largely complete at this time as you will be presenting your paper to the class the day this draft is due. I strongly recommend you take your draft paper to the Writing Center. Polished writing skills will help you endlessly in your careers and the opportunity to work with an editor is priceless. Please take advantage of this opportunity.

To set up an appointment, please send an e-mail (Writing_Center@brown.edu) telling them the day, date, and hours you are available in order of preference (broader ranges of times will make it easier to get an appointment). Please also include your cell phone number so that if you are placed on a waitlist, they can reach you promptly.

5) Research paper: about 15-20 pages (30%)

Your research paper is due May 12th. You will have feedback and guidance on your final paper throughout the semester, including when you submit your outline, when you submit your draft, and when you present your paper to the class. I encourage you to see me outside of class to discuss your thoughts on your paper and any concerns or obstacles you face.

Late work: Work is late if it is not handed in by 4 pm on the date it is due. Unexcused late work will not be accepted. The 1-page papers will not be accepted if they are late without an excused absence.

All papers must use "Times New Roman" 12 point font, be double spaced, and have 1 inch margins. Papers are due in hard copy at the beginning of class (4 pm) on their due date. If you cannot attend class on the date an assignment is due, you must hand in the assignment in advance.

Course requirements

You must *check e-mail* every couple of days. I will periodically e-mail you updates for class as well as unannounced additional readings.

You must *read the assigned readings prior to class*. This means printing or copying assigned articles. I suggest that you glance at the readings *a few days in advance*, as several readings will tend to be longer or require more close attention in reading. Plan ahead so that you have enough time to read the material. Readings that are recommended, but not required are highlighted with an “*”.

Cell phones: You may not use cell phones, camera phones, or any other communication device during class. Please turn them off and store them for the entire class period.

Students with Disabilities

If you have a University documented disability (or suspect that you might), please talk with me *by the second class meeting* so we can discuss making the appropriate and necessary arrangements.

Office Hours & How to Contact Me

Office hours provide an invaluable opportunity for both of us, and I hope you will take advantage of them. Besides providing the opportunity to seek answers and ask questions related to course material, office hours also allow us to get to know one another a bit better – what your interests are, where you are in the course of your studies, what your future plans are after graduation, etc. Additionally, office hours provide the one-on-one interaction that some students find necessary.

Since my listed office hours may overlap with students’ work and class schedules, I am flexible in arranging alternate meeting times if you talk with me a day or two in advance. If you want to contact me, sending me an email (Megan_Klein_Hattori@brown.edu) is always the best way. While I may not be in my office 24-7, I check my email daily and am usually prompt in replying.

Course Texts

There is no required textbook for this class. All readings for this class are from original sources. The majority of your readings will be journal articles. You are required to download or photocopy articles for this class. There are three required books for this class:

- Helen Epstein. 2008. *The Invisible Cure: Why We are Losing the Fight Against AIDS in Africa*. New York: Picador.
- Paul Farmer. 1990. *AIDS and Accusation: Haiti and the Geography of Blame*. Berkeley: U California Press.
- Philip Setel. 1999. *A Plague of Paradoxes: AIDS, Culture, and Demography in Northern Tanzania*. Chicago: University of Chicago Press.

*****Reading assignments*****

1/27/2009 Introduction

“Twenty-five years of AIDS: Unhappy anniversary,” *The Economist*, 379(8480):24-25,
K.P. Smith and S.C. Watkins. 2005. Perceptions of risk and strategies for prevention: responses to HIV/AIDS in rural Malawi. *Social Science and Medicine* 60 (3): 649-660.
*** The Henry J. Kaiser Family Foundation, 2007. HIV/AIDS Policy Fact Sheet.
<http://www.kff.org/hiv/ids/upload/3030-103.pdf>
***The Henry J. Kaiser Family Foundation. 2006. “Global data on HIV/AIDS, TB, Malaria, & More.” <http://www.globalhealthfacts.org/?CFID=2386890&CFTOKEN=79744080>
***Measure DHS. “HIV/AIDS Survey Indicators Database- Indicators” [Web Page]. Available at http://www.measuredhs.com/hivdata/ind_detl.cfm?ind_id=47&prog_area_id=8.

2/3/2009

Research on sensitive topics

Nnko, Boerma, Urassa, Mwaluko, Zaba. 2004. Secretive females or swaggering males?: An assessment of the quality of sexual partnership reporting in rural Tanzania. *Social Science & Medicine* 59(2): 299-310

Mensch, Hewett, and Erulkar. 2003. The Reporting of Sensitive Behavior by Adolescents: A Methodological Experiment in Kenya. *Demography* 40(2):247-268

Angell, Marcia. 2000. Investigators' Responsibilities for Human Subjects in Developing Countries. *New England Journal of Medicine* 342(13):967-969
(<http://content.nejm.org/cgi/content/full/342/13/967>)

Plummer, et al. 2004. "A Bit More Truthful": the Validity of Adolescent Sexual Behaviour Data Collected in Rural Northern Tanzania Using Five Methods." *Sexually Transmitted Infections* 80(Suppl 2):49-56.

2/10/2009

Big A, big B

Helen Epstein. 2008. CHs: preface, 1, 3-5, 8- end of book. *The Invisible Cure: Why We are Losing the Fight Against AIDS in Africa*. New York: Picador.

Clark, Shelley (2004) Early marriage and HIV risks in sub-Saharan Africa. *Studies in Family Planning*. 35(3):149-160

Singh, S., Darroch, J., and Bankole, A. 2003. A, B and C in Uganda: The Roles of Abstinence, Monogamy and Condom Use in HIV Decline. Alan Guttmacher Institute. **Pages 5-10 ONLY**
Available at: http://www.guttmacher.org/pubs/or_abc03.pdf.

***Bakker, R., E. Korenromp, C. van Vliet, and J. D. F. Habbema. 2000. The Effect of Partner Reduction on HIV Spread for Different Patterns of Sexual Behavior Evaluated With STDSIM. *Sexually Transmitted Diseases* 27 (10):646.

***Morris, M. and M. Kretzschmar. 2000. A Microsimulation Study of the Effect of Concurrent Partnerships on the Spread of HIV in Uganda. *Mathematical Population Studies* 8(2):109-33.

2/17/2009

No class-University closed

2/24/2009

Condoms, negotiation, and agency

MacPhail, C. and Campbell, C. 2001. "I think condoms are good but, aai, I hate those things": condom use among adolescents and young people in a Southern African township. *Social Science & Medicine*, 52(11): 1613-1627.

Kaler, A. 2004. AIDS-talk in everyday life: the presence of HIV/AIDS in men's informal conversation in Southern Malawi. *Social Science & Medicine*. 59: 285-297

Bracher, Santow, and Watkins. 2004. Assessing the Potential of Condom Use to Prevent the Spread of HIV: A Microsimulation Study. *Studies in Family Planning* 35(1):48-64.

Gallant, M. and Maticka-Tyndale, E. 2004. School-based HIV prevention programmes for African youth. *Social Science & Medicine*. 58: 1337-1351

Hillier et al 1998- "When you carry condoms all the boys think you want it"- negotiating competing discourses about safe sex. *Journal of adolescence*. 21(1):15-29.

***Zulu, Eliya M., F. N.-A. Dodoo, and Alex Chika-Ezeh. 2002. Sexual Risk-Taking in the Slums of Nairobi, Kenya, 1993-98. *Population Studies* 56(3):311-23.

***Thomsen, S., M. Stalker, and C. Toroitich-Ruto. 2004. Fifty Ways to Leave Your Rubber: How Men in Mombasa Rationalise Unsafe Sex. *Sexually Transmitted Infections* 80(6):430-434.

3/3/2009

Social changes facilitating spread, urbanization

Mensch, Grant, and Blanc. 2006. The Changing Context of Sexual Initiation in sub-Saharan Africa. *Population and Development Review*, 32(4):699-727.

Haram. 2005 "Eyes Have No Curtains": the Moral Economy of Secrecy in Managing Love Affairs Among Adolescents in Northern Tanzania in the Time of AIDS. *Africa Today* 51(4):56-73.

Setel. Ch 1- Hey Listen; ch 2- Not a Promised Land; ch 4- Personhood and the Pragmatics of Desire

Epstein, Ch2

***Parikh. 2005 From Auntie to Disco: The Bifurcation of Risk and Pleasure in Sex Education in Uganda. In *Sex in Development: Science, Sexuality, and Morality in Global Perspective*, V. Adams and S. L. Pigg (eds). Durham: Duke University Press, p 125-158.

<http://arts.wustl.edu/~anthro/research/parikh/From%20Autie%20to%20Disco.pdf>

First short paper due 3/3/2009

3/10/2009 Stigma & sexuality

Goffman. 1963. Stigma and Social Identity. In *Stigma: Notes on the Management of Spoiled Identity*. Englewood Cliffs, NJ: Prentice-Hall. **Ch 1 only.**

Angelo A. Alonzo and Nancy R. Reynolds. 1995. Stigma, HIV and AIDS: An Exploration and Elaboration of a Stigma Trajectory. *Social Science & Medicine* 41 (3): 303–315.

Scambler and Paoli. 2008. Health work, female sex workers and HIV/AIDS: Global and local dimensions of stigma and deviance as barriers to effective interventions. *Social Science & Medicine*, 66(8):1848-1862

Agha et al. 2004. Life-circumstances, working conditions and HIV risk among street and nightclub-based sex workers in Lusaka, Zambia. *Culture, Health & Sexuality*. 6(4):283–299

Farmer. 1990. AIDS and Accusation: Haiti and the Geography of Blame. **Skim chs 1-3, 7-10, read ch 19-22 carefully**

3/17/2009 Gender- Introduction & Men

West and Zimmerman. 1987. Doing Gender. *Gender & Society*, Vol. 1, No. 2, 125-151

Campbell. 1995. Male gender roles and sexuality: Implications for women's AIDS risk and prevention. *Social Science & Medicine*, 41(2): 197-210

Dunkle et al. 2007. Transactional sex with casual and main partners among young South African men in the rural Eastern Cape: Prevalence, predictors, and associations with gender-based violence. *Social Science & Medicine* 65: 1235–1248

Setel ch 3: Population, Men and Movement

Farmer ch on men?

***Margrethe Silberschmidt. 2001. Disempowerment of Men in Rural and Urban East Africa: Implications for Male Identity and Sexual Behavior. *World Development* 29 (4): 657-671.

*** Waldby et al. 1993. Cordon sanitaire: "clean" and "unclean" women in the AIDS discourse of young heterosexual men. In *AIDS: Facing the second decade*. Edited by Aggleton, Davies, and Hart. Routledge, p29-38.

***Campbell, Catherine. 1997. Migrancy, Masculine Identities and AIDS: The Psychosocial Context of HIV Transmission on the South African Gold Mines. *Social Science & Medicine* 45(2):273-81.

3/24/2009 No class- Spring Break

3/31/2009 Gender - Women

Jewkes et al 2003. Gender inequalities, intimate partner violence and HIV preventive practices. *Social Science & Medicine*. 56(1):125-134

Poulin. 2007. Sex, money, and premarital partnerships in southern Malawi. *Social Science & Medicine*. 65(11):2383-2393

Swidler and Watkins. 2007. Ties of Dependence: AIDS and Transactional Sex in Rural Malawi. *Studies in Family Planning* 38(3):147-162

Laga, Schwartlander, Pisani, Sow, and Crael. 2001. To stem HIV in Africa, prevent transmission to young women. *AIDS* 15: 931-934

***Cole, Jennifer (2004) Fresh contact in Tamatave, Madagascar: Sex, money and intergenerational transformation. *American Ethnologist* 31(4):573-588

***Nyanzi, Stella, Barbara Nyanzi, Bessie Kalina and Robert Pool (2004) Mobility, sexual networks and exchange among bodabodamen in southwest Uganda. *Culture, Health & Sexuality* 6

(3):239-254

***Longfield, Glick, Waithaka, and Berman. 2004. Relationships Between Older Men and Younger Women: Implications for STIs/HIV in Kenya. *Studies in Family Planning* 35(2):125-34.

***Luke, Nancy. 2003. Age and Economic Asymmetries in the Sexual Relationships of Adolescent Girls in Sub-Saharan Africa. *Studies in Family Planning* 34(2):67-86

4/7/2009 Knowledge, witchcraft, and circumcision

Mshana et al. 2006. 'She was bewitched and caught an illness similar to AIDS': AIDS and sexually transmitted infection causation beliefs in rural northern Tanzania. *Culture, Health & Sexuality*. 8(1):45 – 58.

World Bank. 2002. *Education and HIV/AIDS: A Window of Hope*, pp. 27-43. Washington: World Bank.

Setel ch 6: An epidemic of clarity, a disease of confusion.

Farmer ch 18

Rennie et el. 2007. Male circumcision and HIV prevention: ethical, medical and public health tradeoffs in low-income countries. *Journal of Medical Ethics*. 33:357-361

<http://jme.bmj.com/cgi/reprint/33/6/357>

Outline of research paper due 4/7/2009

4/14/2009 MTCT and treatment

Rosenfield and Figdor. 2001. Where is the M in MTCT? The Broader Issues in Mother-to-Child. *American Journal of Public Health*. 91(5):703-704.

Harries, Schouten, and Libamba. 2006. Scaling up antiretroviral treatment in resource-poor settings. *The Lancet*, 367: 1870-1872

Coovadia et al. 2007. Mother-to-child transmission of HIV-1 infection during exclusive breastfeeding in the first 6 months of life. *The Lancet*. 369(9567):1107-1116

WHO Report: Effectiveness of first district-wide program for pMTCT (Coetzee et al)

<http://www.scielo.org/pdf/bwho/v83n7/v83n7a08.pdf>

De Cock, Gilks, Lo, Guerma. 2009. Can antiretroviral therapy eliminate HIV transmission? *The Lancet*. 373(9657):7-9.

Rennie and Behets. 2006. AIDS Care and Treatment in Sub-Saharan Africa: Implementation Ethics. *The Hastings Center Report*. 36(3): 23-31 <http://www.jstor.org/stable/4625636>

Second short paper due 4/14/2009

4/21/2009 AIDS Orphans

Bicego, G., Rutstein, S., and Johnson, K. 2003. Dimensions of the emerging orphan crisis in sub-Saharan Africa. *Social Science & Medicine*. 56(6):1235-1247

Case, A., C. Paxton, and J. Ableidinger. 2004. Orphans in Africa: Parental Death, Poverty, and School Enrollment. *Demography* 41(3): 483-508.

Madhavan, S. 2004. Fosterage patterns in the age of AIDS: continuity and change. *Social Science & Medicine* 58 (7): 1443-1454.

Atwine et al. 2005. Psychological distress among AIDS orphans in rural Uganda. *Social Science & Medicine* 61: 555–564.

*** Nyambedha, E., Wandibba, S., and Aagaard-Hansen, J. 2003. Changing patterns of orphan care due to the HIV epidemic in western Kenya. *Social Science & Medicine* 57: 301-311.

4/28/2009 Summary discussion and Paper presentations

Setel Ch 7: Conclusions without closure

Draft paper due 4/28/2009

5/5/2009 Paper presentations

5/12/2009 Final papers due

