

## **ANTH 5601: ANTHROPOLOGY OF SEX, DRUGS & HIV**

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**Course schedule:** M,W,F: 11:30-12:25, ARPS 0383

### **COURSE DESCRIPTION**

HIV, the virus that causes AIDS, is a retrovirus that has transformed the course of modern human history. This course uses an anthropological lens to understand the HIV pandemic by critically examining the social constructions, personal experiences, societal effects, and multidimensional responses to the epidemic on a global scale. Course materials include ethnographies, articles, historical analyses, media coverage, and films. Specific topics include: the history and social epidemiology of HIV, anthropological contributions to understanding the epidemic, the structural production of HIV, case studies of HIV “risk groups,” political and government responses to the epidemic, ethics and responsibilities in research, and HIV prevention interventions. In particular, we will examine how HIV has altered the global, interdisciplinary research landscape and how anthropologists have played an integral role in our understanding of HIV as at once a biomedical disease and illness experience. While this course provides a basic biological and epidemiological understanding of HIV/AIDS, it primarily engages an ethnographic approach to illuminate how HIV tells a broader story about the global inequalities and social injustices that affect us all.

### **Pre-requisites:**

This course is a cultural elective within the Anthropology (BA) and Anthropological Sciences (BS) major.

### **LEARNING OBJECTIVES**

This course will help you to think critically about the global HIV pandemic (no matter your disciplinary background). At the end of the course, you will be able to:

1. Describe the social history and epidemiology of HIV on a global scale.
2. Discuss the political economic, social, cultural, and biological factors that contribute to regional HIV epidemics across the globe.
3. Evaluate the social construction of HIV “risk groups,” including which groups suffer the highest burden of infection and why these groups are particularly vulnerable to HIV.
4. Identify key contributions that anthropologists have made to an interdisciplinary understanding of HIV risk and vulnerability.
5. Discuss the ethical issues involved in HIV research, with attention to participation by vulnerable populations and the conduct of clinical trials in global settings.
6. Describe the current state of HIV prevention science and critique these approaches using an anthropological perspective.

### **COURSE EXPECTATIONS AND LOGISTICS.**

**Attendance.** Students are expected to attend every session. Attendance will be verified by participation in class activities. No make-up work is available for missed class activities. Class participation is critical and student involvement will help create a dynamic and stimulating learning environment.

**Creating a Respectful Classroom Environment.** Use of laptops as it relates to course activities is permitted; otherwise, multitasking is distracting and disrespectful to classmates and instructors, so please refrain from doing so. Use of cell phones during class is not permitted. Please turn it off and put it away.

**Academic misconduct:** The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

**Email.** At times, I will email you with information about upcoming assignments and readings, so please read these emails. If you have a question about course material (check the syllabus first), want to set up a time to meet, need to miss a class, or have a particular concern, please contact me. Please put 'ANTH 5601' in the subject line and a keyword summarizing your topic.

**Disability Accommodations.** Please see me the first week of class to make arrangements.

## **COURSE READINGS, GRADING & EVALUATIONS.**

### **Required Readings:**

Farmer, Paul. (1992). *AIDS and Accusation: Haiti and the Geography of Blame*. City: press.

There is no textbook for this course. The readings assigned each week will be available electronically on Carmen.

**Discussion.** Students are expected to complete the readings for each week prior to attending class and should come to class prepared for discussion. Some readings will be challenging. When reading scientific literature, get in the habit of highlighting text, taking notes, and writing out questions you would like to discuss in class. One of the best parts of these classes is the diversity of ideas that is brought to the classroom. In addition to being respectful of different opinions, I encourage you to see if you can learn from them as well. Moreover, I encourage you to ask your classmates what they think of your point, and do not be afraid to respectfully disagree with others – this is how we advance science!

**Assignments & Grading.** This is a reading and writing intensive class. Readings and assignments are due in class on the day they are noted on the syllabus. I will provide specific instructions and a grading rubric for the assignments. Grades are based on the quality and on-time submission of the deliverables.

1. Readings, in-class discussion, quizzes, and reflective writing assignments (25%). Students will be required to complete weekly assigned readings and arrive to class prepared to

engage in a critical discussion. In-class quizzes on the readings and mini reflective writing exercises will be assigned and collected each week. You must be in class to receive credit for participation and writing assignments!

2. Research paper (25%). Major research paper on a topic related to HIV.
3. Book review (10%). Brief summary and critical analysis of *AIDS and Accusation: Haiti and the Geography of Blame*.
4. Mid-term and final exam (20% each). Short answer and essay.

The final course grade will be determined using the following formula: A  $\geq$  93, A- 90-92, B+ 88-89, B 83-87, B- 80-82, C+ 78-79, C 73-77, C- 70-72, D+ 68-69, D 60-67, <60 is a failing grade.

**Course Evaluations.** In order to assist me in teaching a relevant and meaningful course, I will hand out brief evaluations mid-way and at the end of the quarter. You do not have to sign your names on the forms. Your honest feedback is appreciated.

***NOTE: The instructor reserves the right to make changes to the syllabus.***

**GENERAL SCHEDULE OF TOPICS:**

**Week 1: Global epidemiology of HIV**

**Week 2: The emergence of a new disease: socio-historical perspectives**

**Week 3: Socio-historical perspectives, cont.**

**Week 4: Structural production of HIV risk**

**Week 5: Gender**

**Week 6: Ethnographic approaches to studying sex & drugs**

**Week 7: Sex work**

**Week 8: Men who have sex with men**

**Week 9: Injection drug use**

**Week 10: SPRING BREAK, NO CLASS**

**Week 11: Politics of HIV treatment**

**Week 12: Ethical issues in HIV research and practice**

**Week 13: HIV prevention interventions**

**Week 14: Flex week**

**Week 15: Dead week**

**FINAL EXAM WEEK**

DATE	TOPICS
<b>WEEK 1</b>	<b>Global epidemiology of HIV</b>
Class 1	Introduction & course overview
Class 2	Barre-Sinoussi, et al. (2013). Past, present, and future: 30 years of HIV research. <i>Nature Reviews</i> , 11:877-883. MMWR case reports and early media coverage of HIV
	In-class film and discussion: <i>And the Band Played On</i>
<b>WEEK 2</b>	<b>The emergence of a new disease: socio-historical perspectives</b>
Class 1	In-class film and discussion: <i>And the Band Played On, cont.</i>
Class 2	Farmer, Part 1
	Farmer, Part 2
<b>WEEK 3</b>	<b>Socio-historical perspectives, cont.</b>
Class 1	Schoepf (2001). International AIDS Research in Anthropology: Taking a Critical Perspective on the Crisis. <i>Annual Reviews in Anthropology</i> , 30:335-361.
Class 2	Parker (2001). Sexuality, culture, and power in HIV research, <i>Annual Reviews in Anthropology</i> , 30:163-179.
	Farmer, Part 3
<b>WEEK 4</b>	<b>Structural production of HIV risk</b>
Class 1	Rhodes, et al. (year). "Structural Violence and Structural Vulnerability Within the Risk Environment: Theoretical and Methodological Perspectives for a Social Epidemiology of HIV Risk Among Injection Drug Users and Sex Workers." In: P. O'Campo and J.R. Dunn (eds.), <i>Rethinking Social Epidemiology: Towards a Science of Change</i> , DOI 10.1007/978-94-007-2138-8_10.
Class 2	Farmer, Part 4
Class 3	Farmer, Part 5
<b>WEEK 5</b>	<b>Gender</b>
Class 1	Hirsch, et al., (2007). The Inevitability of Infidelity: Sexual Reputation, Social Geographies, and Marital HIV Risk in Rural Mexico, <i>American Journal of Public Health</i> , 97(6):986-996. Phinney (2008). "Rice is essential but tiresome; you should get some noodles," <i>American Journal of Public Health</i> , 98(4):650-660.
Class 2	In-class film and discussion: <i>Women with Open Eyes</i>
Class 3	Finish Farmer
<b>WEEK 6</b>	<b>Ethnographic approaches to studying sex &amp; drugs</b>
Class 1	Sterk, C. (2000). Tricking and Tripping: Fieldwork on Prostitution in the era of AIDS. <i>Annual Reviews</i> .
Class 2	Singer & Page, "Comprehending Drug Use," chapters 1-2
Class 3	Maher (2002). Don't leave us this way: ethnography and injecting drug use in the age of AIDS, <i>International Journal of Drug Policy</i> , 13:311-325.
<b>WEEK 7</b>	<b>Sex work</b>
Class 1	Baral S, et al. (2012). Burden of HIV among female sex workers in low-income and middle-income countries: a systematic review and meta- analysis. <i>Lancet Infect Dis</i> , 12:538–549.
Class 2	Gyeseles, et al. (2002). Women who sell sex in a Ugandan trading town: life histories, survival strategies and risk, <i>Social Science &amp; Medicine</i> , 54:179-192
Class 3	Romero-Daza, et al. (2003). "Nobody Gives a Damn if I Live or Die": Violence, Drugs, and Street-Level Prostitution in Inner-City Hartford, Connecticut. <i>Medical Anth</i> , 22:233–259.
<b>WEEK 8</b>	<b>Men who have sex with men</b>
Class 1	Beyrer, Chris. (2012). Global epidemiology of HIV infection in men who have sex with Men. <i>Lancet</i> , 380(9839):367–377.
Class 2	Padilla, et al. (2008). Stigma, social inequality, and HIV risk disclosure among Dominican male sex workers, <i>Social Science &amp; Medicine</i> , 67(3):380-388.
Class 3	<b>**book report due**</b>
<b>WEEK 9</b>	<b>Injection drug use</b>
Class 1	Bourgois (1998). Just another night in a shooting gallery, <i>Theory, Culture &amp; Society</i> , 15(2):37-56.

Class 2	Carlson (2000). Shooting Galleries, Dope Houses, and Injection Doctors: Examining the Social Ecology of HIV Risk Behaviors Among Drug Injectors in Dayton, Ohio, <i>Human Organization</i> , 59(3):325-333.
Class 3	Syvertsen & Robertson Bazzi. <i>In press</i> . Sex work, heroin injection, and HIV risk in Tijuana: A love story. <i>Anthropology of Consciousness</i> , forthcoming issue.
<b>WEEK 10</b>	<b>**SPRING BREAK, NO CLASS**</b>
<b>WEEK 11</b>	<b>Politics of HIV treatment</b>
Class 1	Paul Farmer. 2003. "Listening to Prophetic Voices: A Critique of Market-Based Medicine." In <i>Pathologies of Power: Health, Human Rights, and the New War on the Poor</i> . Berkeley: U California Press. Pages 160-178.
Class 2	Biehl, João. (2008). "Drugs for All: The Future of Global AIDS Treatment." <i>Medical Anthropology</i> , 27(2)1-7.
Class 3	In-class film and discussion: <i>A State of Denial</i>
<b>WEEK 12</b>	<b>Ethical issues in HIV research and practice</b>
Class 1	Farmer (2003) "New Malaise: Medical Ethics and Social Rights in the Global Era." In <i>Pathologies of Power: Health, Human Rights, and the New War on the Poor</i> . Berkeley: U California Press. Pages 196-212.
Class 2	Haire BG. (2011). Because we can: clashes of perspective over researcher obligation in the failed PrEP trials. <i>Developing World Bioethics</i> , 11:63-74.
Class 3	Stadler (2010). Rumors about blood and reimbursements in a microbicide trial. <i>African Journal of AIDS Research</i> , 9(4):345-353.
<b>WEEK 13</b>	<b>HIV prevention interventions</b>
Class 1	Nguyen et al. (2010). Remedicalizing an epidemic: from HIV treatment as prevention to HIV treatment is prevention. <i>AIDS</i> , 25:291-293. Page, J. Bryan (1997): Needle exchange and reduction of harm: An anthropological view. <i>Medical Anthropology</i> , 18:1, 13-33
Class 2	Syvertsen, et al., (2014). The promise and peril of Pre-Exposure Prophylaxis: Using social science to inform PrEP interventions among female sex workers. <i>African Journal of Reproductive Health</i> . 18(3):73-82. Overs & Loff (2013). "The tide cannot be turned without us: sex workers and the global response to HIV" <i>Journal of the International AIDS Society</i> , 16:1-6.
Class 3	In-class video and discussion: <i>Tenofovir trial in Cambodia</i>
<b>WEEK 14</b>	<b>Flex week</b>
Class 1	<i>Catch up, wrap-up &amp; review</i>
Class 2	<i>Catch up, wrap-up &amp; review</i>
Class 3	<b>**Research paper due**</b>
<b>WEEK 15</b>	<b>Course wrap-up</b>
Class 1	<i>Dead week – study for final</i>
<b>FINAL EXAM WEEK</b>	