

Anthropology 5601: Anthropology of Sex, Drugs and HIV/AIDS (#28556/7)  
The Ohio State University, Spring 2020

**Instructor:** Dr. Lexine M. Trask

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**Office Hours:** Monday 11:30 a.m. – 1:00 p.m. & Friday 3:00 – 4:30 p.m. and by appointment in Smith Lab 4100

**Class Time and Location:** 1:50 p.m. – 2:45 p.m. M/W/F McPherson 1046

### **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.

This course is a cultural elective within the Anthropology (BA) and Anthropological Sciences (BS) major. This course also meets the evolutionary and biocultural perspectives on health requirement for the Medical Anthropology (BA & BS) majors.

### **Textbook**

Whiteside, Alan. 2017. HIV / AIDS: A Very Short Introduction, 2<sup>nd</sup> ed. Oxford University Press. (ISBN# 9780192806925)

Additional readings will be posted on the Carmen course site. If there are any problems accessing the documents or posted materials, please send me a text or email immediately, so that I can try to fix the problem.

### **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.

### **Time Commitment**

The Ohio Board of Regents (our governing body) classifies [class and laboratory credit](#) according to the preparation time required by students. In classes where one credit hour is equal to one class hour (lecture style classes) the

expectation is that for each credit hour the student receives he/she will spend one hour per week in class and 2 hours per week outside class in preparation. For a three-credit hour class this means 3 hours in class and **at minimum** 6 hours outside of class per week. Again, for a three-credit hour class this means 3 hours of "instructional time" and **at minimum** 6 hours of reading/assignment/preparation time per week.

### **Emergencies and Weather Emergencies**

Students who miss class due to living in a Level III weather emergency area, the need to care for children when school systems are closed, or other plausible weather-related emergencies are considered to have an excused absence and will be given appropriate opportunities to make-up assignments. In the event of severe weather, students may verify whether the university is open or closed by listening to radio and television statements. Students, who reside in an area that falls under a level I or II emergency, should use their discretion when deciding whether to attempt to drive to class, even if the university remains open.

### **Transferrable Skills**

In addition to the specific learning objectives for this course, as detailed above, we will also work on developing several transferrable skills sets that will aid you in your professional life, regardless of your professional trajectory. Recent surveys of employer attitudes identified several key skills or attributes employers desire or expect among potential applicants. The two skills sets we will focus on developing in this course are Metacognitive Skills (i.e., critical thinking, decision-making, and problem solving) and Presentational and Relational Skills (i.e., interpersonal skills, teamwork, oral and written communication). In the words of Martin Yate, "critical thinking, analytical or problem-solving skills allow the successful professional to logically think through and clearly define a challenge and its desired solutions and then evaluate and implement the best solution for that challenge from all available options" (<https://www.forbes.com/sites/nextavenue/2018/02/09/the-7-transferable-skills-to-help-you-change-careers/#238d1ce34c04>). Whereas, presentational skills center around your ability to actively listen, effectively communicate (verbal and written), and tailor information to a particular audience. While, relational skills revolve around your ability to effectively and respectfully interact and engage with others. Successful cooperative efforts are not by chance. Rather, they are built on the foundational components of patience, trustworthiness, empathy, and reliability, and the product of continued practice. The assignments in this course are designed to enhance these skill sets and prepare you for your professional lives.

### **Contacting the Instructor and Office Hours**

All students are required to check their Ohio State University student e-mail frequently. I will only use your OSU e-mail address to send general announcements. If you e-mail me from a non-OSU account, clearly identify ANTH 5601 in the subject line so I do not treat your e-mail as junk mail. I check my e-mail frequently during the week, so you can generally expect a response to e-mail within 48 hours (not including weekends, holidays, during semester breaks, and barring system problems). Does it sometimes take longer for me to respond? Yes - from time to time. If you have trouble contacting me by e-mail, please make your concern known to me in person before or after class, or during office hours.

Office hours are set-aside for you to address problems, clear up misunderstandings, or to receive extra help with course material. However, office hours are not substitutes for lectures. I will not repeat entire lectures missed by individuals. I strongly urge you to make use of this time. If you cannot come during these hours, I will be happy to make an appointment convenient to both of us. Alternate office hours will be announced in class should I have to miss my scheduled hours.

### **Follow The Ohio State University Anthropology Department on Social Media**

<https://twitter.com/osuanthro>

<https://www.facebook.com/OhioStateAnthropology/?fref=ts>

<https://www.facebook.com/The-Ohio-State-University-Undergraduate-Anthropology-Club-158593574192120/>

## **Course Technology**

A portion of this course takes place online, so some basic technical skills - and familiarity with Carmen - are required. We will be using The Ohio State University's course management system Carmen (Canvas version) ([www.carmen.osu.edu](http://www.carmen.osu.edu)). If you have not used the version of Carmen before, or not very extensively, you may wish to take some time to explore it before the course begins. Please make sure that your computer can handle Carmen. To do so, please go to [www.carmen.osu.edu](http://www.carmen.osu.edu). Click the blue "Login" button. On the next page, click the "Carmen System Check" link beneath the grey "Login" button. A series of green check marks will appear if your system checks out and red marks if you need to make changes or updates. If you cannot make these changes or updates, Carmen is accessible on all computers at OSU libraries and OIT computing centers.

The **baseline technical skills** necessary for this course are as follows:

- Successful students will possess basic computer and web-browsing skills
- Students will be familiar with navigating Carmen (the following website may help you if you encounter difficulties with Carmen: <http://odee.osu.edu/resourcecenter/carmen>)
- Students will need to be proficient with sending and receiving email communication.

You will need consistent and reliable internet access throughout the semester. **Your internet connection being down is not an excuse for under-performing in this class.** The internet is available on all Ohio State campuses.

### **Necessary equipment and technology:**

- Current computer Mac or PC
- Internet Browser: Internet Explorer 6 or later, Firefox or Chrome.
- Robust high-speed internet connection
- It is assumed that all students have access to Adobe Reader (to view PDF files: <http://get.adobe.com/reader/>) and to the MS Office Suite (in order to use Word and Excel). You should also have Adobe Flash Player installed (<http://get.adobe.com/flashplayer/>).

## **Copyright Disclaimer**

The materials used in connection with this course are subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course, including using or posting to outside websites.

## **Statement on Diversity**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## **Statement on Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu). Please know that you are always welcome to come to me with such issues, but please recognize I am a required to report these matters to the appropriate authorities.

### **Your Mental Health**

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting <https://ccs.osu.edu/> or calling 614-292-5766 for assistance, support and advocacy. This service is free and confidential. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.**

**Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible about their needs. Students with disabilities are responsible for making their needs known to the instructor, and are responsible for seeking available assistance, as soon as possible, and certainly prior to the first examination. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you are not yet registered as a student with a disability, please contact the Office for Disability Services, located in 098 Baker Hall, 113 W. 12<sup>th</sup> Ave.; telephone 614.292.3307; TDD 614.292.0901; <https://slds.osu.edu>.**

**The Ohio State University provides various kinds of academic support, services, and resources that can help students succeed. Click on the link below to access academic services:**

**<https://studentlife.osu.edu/>**

**[Office of Student Life, Student Advocacy Center](https://advocacy.osu.edu/)**

**<https://advocacy.osu.edu/>**

**[001 Drackett Tower, 191 W. Lane Ave.](https://advocacy.osu.edu/)**

**[614.292.1111](https://advocacy.osu.edu/)**

## **Course Requirements**

Your final course grade will be based on the following course requirements.

**1) Attendance & Participation (20%):** Attending class, taking detailed notes, participating in discussions, and responding to questions during class are integral to the learning process. Class begins promptly at 1:50 p.m. **AS A COURTESY TO THE INSTRUCTOR AND FELLOW STUDENTS**, you are expected to **BE ON TIME TO CLASS** and **stay the entire period**. I stress these points for three reasons. First, as a student in this course, you belong to a classroom community. Your behavior influences not only your learning, but also effects the learning environment for other students. I encourage a classroom environment conducive to active learning. Walking in late or leaving early disrupts the learning process, by distracting the students around you as well as the instructor, and is disrespectful. Second, this is an issue of mutual respect. Your performance in this course is important to me. I will do everything I can to enthusiastically present course material in an interesting, challenging, and relevant fashion. I expect you to demonstrate the same level of commitment, interest, and effort in your own education.

Some lecture material will not be in the text, so it is important to attend every class to do well in the course. If you miss a lecture, **notes will not be provided**. **DO NOT** ask the instructor for lecture notes or power point presentations. You will be responsible for information from lecture, class discussions, films, and readings. If you miss class, it is your responsibility to obtain notes from your fellow classmates. **Remember, the course outline is only a guideline and is subject to change at the instructor's convenience**. Missing class without a valid doctor's note or other official documentation explaining your absence will negatively affect your grade.

**To ensure an environment conducive to learning TURN OFF YOUR CELL PHONE RINGER BEFORE COMING TO CLASS**. You are welcome to bring your laptop to class to aid in note taking. However, I expect you to use this technology appropriately. **Students abusing this privilege in any other manner will be asked to put away their device**.

**Class Discussions:** Your participation in class discussions should demonstrate that you have read, understood, and thought about the assigned readings. I will do everything I can to enthusiastically present course material in an interesting, challenging, and relevant fashion. I expect you to demonstrate the same level of commitment, interest, and effort in your own education.

For some, this course material can be controversial. Please be respectful of your fellow classmates at all times. Students **MUST** respect the rights and opinions of other students and the instructor. **I will NOT TOLERATE vulgar, racist, or slanderous remarks, or disruptive behavior**. In the context of this course, disruptive behaviors include, but are not limited to, the following items:

- Behavior that distracts fellow students from the subject matter or discussion.
- Making hostile remarks to, or about, other students in the class, other groups of people, or the instructor.

In general, these behaviors, and others, have serious negative consequences engendering a hostile learning environment and a toxic classroom community. As they:

- Distract fellow students and the instructor during the course.
- Misuse students' and instructors' time.
- Reduce students' participation and attendance.
- Decrease students' and instructors' motivation in and out of class.
- Reduce students' and instructors' academic performance.
- Encourage disrespect for fellow students and instructors.

Please consult the OSU student code of conduct if you have any questions regarding such policies.

Students desiring to observe a religious holiday which will result in class absence must notify the instructor in writing no later than the 15<sup>th</sup> calendar day after the first class. The student is required to take any examinations, within one week of the scheduled assignment, which may have been missed as a result of the absence.

**2) Discussion Posts (15%):** Your participation in class discussions should demonstrate that you have read, understood, and thought about the assigned lectures, readings, and films. Each student will be assigned to a group. In the discussion section on Carmen, there will be a separate discussion thread for each group for each week of the semester that a discussion forum is scheduled. Instructions for each discussions will be posted in the Discussion forum for that week.

**\*\*For week one, you should compose and post a short biography introducing yourself to everyone in the class. I will provide questions for you to answer in the discussion forum.** Because groups will not be assigned until the end of week one, these posts will be submitted into an open forum accessible to the entire class\*\*

For weeks 3 – 5, 8, 12, you must write at least three original comments in your group's thread to receive full credit for the assignment. At minimum, your comments should be no fewer than 100 words. Comments with fewer than 100 words will not be **severely penalized**.

- 1) **The first comment must be posted before 11:59 pm on Wednesday** of the week it is due. The goal is for you to think about what you have read or researched and explain your reaction to it, which may include a thoughtful question, comment, or critique. You should explain your response so that others in your group can understand your position.
- 2) **Your second and third comments must be posted in the forum before 11:59 pm on Sunday** of the week that it is due. These comments should be direct responses to at least one of your fellow group members' comments. This part of the assignment is about creating a dialogue. Your comment should be respectful and original, and it may include a thoughtful question, comment, or critique of the original post. While you are required to make at least two responses, you are encouraged to make additional responses. Because the goal of this assignment is to create a dialogue, please respond to comments about your posts.

Your responses should demonstrate that you have completed/contemplated your research and the readings; thus, your submissions should be thoughtful, articulate, and original. I expect you to write the same way that you would write in a graded essay. Please use complete, grammatically correct sentences, and avoid coded language and abbreviations (e.g., ☺, lol, lmao, 182, jfgi, imho, and so on).

For some, this course material can be controversial. Please be respectful of your fellow group members at all times. Students **MUST** respect the rights and opinions of other students and the instructor. **I will NOT TOLERATE vulgar, racist, or slanderous remarks, or disruptive behavior.** Any disrespectful, hurtful, or inconsiderate responses will be penalized severely. Anyone who repeatedly posts disrespectful comments will be removed from the group permanently and given a zero for the assessment.

**3) Exams (30%):** There is one take home exam for this class. This comprehensive exam is broken into two parts: multiple choice / true – false which will assess your knowledge on fellow students presentations and short answer / short essay which will assess your understanding of the course material (e.g., lectures, discussions, readings, and films). Refer to the course outline for the date of the exam and material covered. **Anyone suspected or caught cheating will be reported to the Board of Academic Misconduct.** If you have any conflicts with the exam date, see the instructor immediately.

**4) Research Project (35%):** This assignment is broken into five components: **A) For 20 points due January 27, 2020:** Paper topic and 3 references. The topic should be given as a thesis statement. Three references must be listed in a formal citation style format (e.g., APA, MLA, Chicago). The references must be primary sources from peer-reviewed journals. **You must also submit a copy of the first page of each reference. NO FINAL PAPER**



**WILL BE ACCEPTED WITHOUT PRIOR APPROVAL. B) For 50 points due March 6, 2020:** An annotated bibliography. The bibliography should be in a formal citation style format with ten to twelve references (e.g. peer reviewed journal articles, edited book volumes, books, etc.). Annotations must be provided for each reference, provide a summary of the source (with pertinent details) and be at least 5-7 sentences. **C) For 50 points:** Each student is required to conduct a seven to ten-minute presentation about their final paper. You will be graded on content, poise, clarity, and creativity. You can use power point but must arrive to class on time in order to load your presentation. Any other multimedia tools will be provided, if you inform me of your need in advance. This is your chance to make a statement, make it clear, make it concise, show me that you have assimilated and synthesized the information we have discussed in class. Please turn in a hardcopy of your presentation the day of your presentation. **D) For 100 points due April 13, 2020:** Each student will prepare a 10 - 12 page term paper. The purpose of this paper is for students to delve into a topic in more depth than was covered in class and to hone writing skills. Students must relate their topic back to material learned in class, either through readings, films, discussions or lectures. Students will be graded on content, clarity, grammar, and adherence to instructions. **Paper Mechanics –** Papers must be typed, double-spaced with 1-inch margins, and 10 – 12 font with 10 –12 references. Papers must also include a cover page with your name, the course number and title, and the date. Page numbers are required. Since this is a research paper, you must have a works cited page with a minimum of 10 primary sources for your paper. **Papers are due in class by April 13, 2020 and online through Carmen. NO LATE PAPERS WILL BE ACCEPTED!**

### **Academic Misconduct**

All students should become familiar with the rules governing alleged academic misconduct. According to the Code of Student Conduct (#3335-23-04 Prohibited Conduct):

Academic misconduct is 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:

1. Violation of course rules as contained in the course syllabus or other information provided to the student; violation of program regulations as established by departmental committees and made available to students;
2. Knowingly providing or receiving information during examinations such as course examinations and candidacy examinations; or the possession and/or use of unauthorized materials during those examinations;
3. Knowingly providing or using assistance in the laboratory, on field work, in scholarship or on a course assignment;
4. Submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
5. Submitting substantially the same work to satisfy requirements for one course or academic requirement that has been submitted in satisfaction of requirements for another course or academic requirement, without permission of the instructor of the course for which the work is being submitted or supervising authority for the academic requirement;
6. Falsification, fabrication, or dishonesty in creating or reporting laboratory results, research results, and/or any other assignments;
7. Serving as, or enlisting the assistance of a substitute for a student in the taking of examinations;
8. Alteration of grades or marks by the student in an effort to change the earned grade or credit;
9. Alteration of academically-related university forms or records, or unauthorized use of those forms or records; and
10. Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding or altering resource material, or manipulating a grading system.

(Directly from [http://studentaffairs.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf))

All students should be familiar with what constitutes academic misconduct, especially as it pertains to test taking and plagiarism. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Cases of alleged academic misconduct will be referred to the appropriate university committees. <https://oaa.osu.edu/coamfaqs.html>

**Plagiarism:** (Directly from the Center for the Study and Teaching of Writing handout on plagiarism.

[http://cstw.osu.edu/writingCenter/handouts/research\\_plagiarism.cfm](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm))

Fundamentally, plagiarism is presenting another person's words or ideas as your own. While the most blatant violation is the unacknowledged use of another individual's work, the most common is the unintentional misuse of your reference sources. Since you will be working with the writings of others, it is important that you learn and adhere to the scholarly conventions of documentation. An obvious form of plagiarism is copying any direct quotation from your source material without providing quotation marks and without crediting the source. A more subtle form, but equally improper, is the paraphrasing of material or use of an original idea that is not properly introduced and documented. Remember that another author's ideas, interpretations, and words are his or her property; they are in fact protected by law and must be acknowledged whenever you borrow them. Consequently, your use of source materials requires you to conform to certain rules:

1. Acknowledge borrowed material within your text by introducing the quotation or paraphrase with the name of the authority from whom it was taken. This practice serves to indicate where the borrowed materials come from.
2. Enclose all quoted materials within quotation marks.
3. Make certain that paraphrased material is rewritten into your own style and language. The simple rearrangement of sentence patterns and / or substitution of a few new words or phrases are unacceptable.
4. Provide specific documentation for each borrowed item.
5. Provide a bibliographic entry for every book, journal, or other source of information that you refer to in your paper.

For further tips on how to avoid plagiarism, please see the handout "How Not to Plagiarize" from the University of Toronto. (<http://oaa.osu.edu/coam/hownottoplagiarize.pdf>)

**Writing Problems?** Ohio State provides an excellent resource for students with writing assignments, be that a response paper, a term paper, or a dissertation, in the Center for the Study and Teaching of Writing. The Writing Center is run by the Department of English and is located in 4132 Smith Lab. To arrange an appointment or find out more about services, please visit the following webpage: <https://cstw.osu.edu/writing-center> or contact the center directly by phone: 688-4291 or email: [cstw@osu.edu](mailto:cstw@osu.edu). Contact the Center early in the semester as spaces fill up and tutoring time is limited. Don't suffer – get help if you need it.

### **Late Assignments & Make-Up Work / Exams**

In general, no late or make-up work will be accepted. If you have a circumstance requiring special consideration, you will need to contact me with relevant documentation and see what alternatives are available – if any. Make-up exams will be at the instructor's discretion. If you miss an exam, you have 24 hours to contact the instructor. Official documentation is required (doctor's excuse, accident report, etc.) for make-ups. All make-up exams will be essay and must be taken within 1 week after the scheduled exam. Otherwise, the student will receive a "0" for that exam.

### **Grading**

Each student's letter grade is based on a standardized scale. For a general guide of how you are doing in the class, refer to the grade scale below. Final grades are based on the OSU standard grading scale. Students earn their grades and your final grade is your responsibility. The only legitimate reason to change a grade is if there was a mistake in grading. Any questions about grading must be in writing and given to the instructor within the first week following the exam. The following are not legitimate reasons to request a grade change:

1. You need a higher grade or you will fail to graduate, lose a scholarship or lose athletic eligibility.
2. You are only a point shy of a higher grade. Each time that argument is accepted then many others are also only one point shy.



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Due to university policy, grades cannot be given over the phone, through email, nor may exam scores be posted. Please do not call the department office regarding grades. You must contact your instructor directly. I will record your grades for all course assignments using the “Gradebook” feature of Carmen, so that you may keep apprised of your progress in the course.

Assignment	Percentage	Letter Grade	Approximation of Performance	Scale
Attendance & Participation	20%	A	Excellent	93 – 100
Online Discussions	15%	A-		90 – 92
Exams	30%	B+		87 – 89
Research Projects	35%	B	Good	83 – 86
		B-		80 – 82
		C+		77 – 79
		C	Average	73 – 76
		C-		70 – 72
		D+		67 – 69
		D	Barely Passing	63 – 66
		D-		60 – 62
<b>Total</b>	<b>100%</b>	<b>E</b>	Unacceptable for Course Credit	< 60

***\*\* Graduating students’ grades will be posted by 5:00 p.m. Tuesday, April 28, 2020. \*\****

***\*\*\* Non-graduating students’ grades must be posted by 11:59 p.m. Monday, May 4, 2020. \*\*\****

**While I understand students’ concerns regarding final grades, please do not contact the instructor during the final examination period or the grading period with queries about, “When will grades be posted?”. As there is not a grader for this course, I grade each student’s assignments myself, giving each assignment the attention and feedback they require.**

### **Study Habits**

Courses require a great deal of self-motivation and self-discipline. Per the Ohio Board of Regents, you should plan on spending a minimum of 9 hours per week working on this 3-credit hour course. In classes where one credit hour is equal to one class hour (lecture style classes) the expectation is that for each credit hour the student receives he/she will spend one hour per week in class and 2 hours per week outside class in preparation. For a three credit hour class this means 3 hours of "instructional time" and 6 hours of reading/assignment/preparation time per week. To do well in this course you must:

1. Keep up with each the readings, lectures, and discussions.
2. Complete unit midterm and final exams by the due dates (you will be tested on all readings, lectures, and videos).

Developing good study skills is essential to doing well in this course and achieving your academic goals. Listed below are some suggestions to assist you in preparing for exams.

**Readings:** Set aside time and a place during the week to read course texts. Pace yourself with the reading. Do not wait until the last moment (i.e., a couple of hours before class or a couple of days before the exam) to complete assigned readings. When reading, determine the purpose of your reading. For example, determine whether you are reading for an overview of content, detail, application, or inference. Be critical of what you read. Pose questions regarding the content of material you have read. For questions you are unable to answer or for content you do not

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understand, bring them up before or after class, during an appropriate moment in class, or email me directly. Take notes while you read. Identify key terms, concepts, and examples. Summarize what you have read in your own words. Integrate what you have learned from course texts with information provided in course notes. For instances, does material in the reading serve as an example for concepts covered during lecture?

**Lecture Notes:** Again, set aside time and a place during the week to review your notes from class. Reviewing your notes every day and every week will provide you with sufficient time to learn course material. When reviewing your notes, identify major themes, look for the relationships among concepts and examples, and indicate where your knowledge or understanding is unclear. When you come across material in your notes you do not understand, again, bring this to my attention before, during, or after class, or through email. Some students also find it advantageous to rewrite their class notes, integrating information from assigned readings, and summarizing notes in their own words.

**Study Aids:** Each individual has a method or learning style they prefer. You must discover what works best for you. My exams will evaluate not only your ability to define terms or concepts, but also your capacity to illustrate your understanding of these concepts and terms in the larger framework of anthropological knowledge. When studying with other students, stay on task, discuss major points in lecture notes and readings, formulate potential test questions and attempt to answer them, and quiz each other on course material. Verbally explaining course material to another individual will indicate how well you understand and know the material.

### **Course Schedule**

Listed below is a schedule for the topics covered during the semester. All readings may be found in the textbook or on Carmen. Readings for this class are not optional and should be completed before each scheduled discussion or exam. Cultural beliefs or practices presented in the readings may be unfamiliar to you, or contradict your own beliefs and practices, so read with an open mind. Remember, readings and films are fair game on the exam, so take notes. Exam dates are listed below. The schedule of topics below is subject to change at the instructor's convenience.

<b>Date</b>	<b>Course Topics, Readings, Films, etc.</b>	<b>Assignments</b>
<b>Week 1</b> 01/06 (M) 01/08 – 10 (W – F)	<b>Course Introduction &amp; Anthropology in Global Health</b> Syllabus Lecture <b>Required:</b> Hahn and Inhorn. 2009. Introduction in <i>Anthropology and Public Health: Bridging Differences in Culture and Society</i> . Oxford. E-book through OSU catalog  <b>Recommended:</b> Online lectures, <i>What is Anthropology &amp; Medical Anthropology</i> <b>Recommended:</b> Wiley and Allen. 2013. Anthropological Perspectives on Health and Disease. In <i>Medical Anthropology: A Biocultural Approach</i> , 2 <sup>nd</sup> edition, Oxford University Press.	Intro Discussion Post due 11:59 p.m. Friday 1/10
<b>Week 2</b> 01/13 – 17 (M – F)	<b>Etiology, Pathogenesis, Transmission, &amp; Epidemiology</b> Lecture <b>Required:</b> Whiteside Chapters #1 & 2 <b>Required:</b> Podcast: <i>Radiolab – The Cell That Started the Pandemic</i> <a href="https://www.wnycstudios.org/story/169885-aids">https://www.wnycstudios.org/story/169885-aids</a>  Of interest Podcast: <i>Radiolab – Patient Zero – Updated</i> (includes discussion of Typhoid, above podcast, and Ebola outbreak of 2014) <a href="https://www.wnycstudios.org/story/patient-zero-updated">https://www.wnycstudios.org/story/patient-zero-updated</a>	

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Date	Course Topics, Readings, Films, etc.	Assignments
<b>Week 3</b> 01/20 (M) 01/22 – 24 (W – F)	<b>Historical Background</b> <b>NO CLASS – MLK DAY</b> Lecture <b>Required:</b> Barre-Sinoussi, et al. 2013. Past, present, and future: 30 years of HIV research. <i>Nature Reviews</i> 11:877-883.  <b>Required:</b> Watch one of the following films: <i>The Age of AIDS, part 1</i> available via <a href="https://www.pbs.org/video/frontline-age-aids-part-i/">https://www.pbs.org/video/frontline-age-aids-part-i/</a> or <i>And the Band Played On</i> available through Online Secured Media Library  <b>Recommended:</b> This Podcast Will Kill You, Episode 12 HIV/AIDS: Apathy Will Kill You <a href="https://thispodcastwillkillyou.podbean.com/e/ep-12-hivaids-apathy-will-kill-you/">https://thispodcastwillkillyou.podbean.com/e/ep-12-hivaids-apathy-will-kill-you/</a>	Discussion Forum on Films: <i>The Age of AIDS, part 1</i> or <i>And the Band Played On</i>
<b>Week 4</b> 01/27 (M) 01/29 (W)  01/31 (F)	<b>Structural Violence &amp; Social Inequality</b> Lecture <b>Required:</b> Farmer, Paul. 1996. Social inequalities and emerging infectious diseases. <i>Emerging Infectious Diseases</i> 2:259-269. <b>Required:</b> Nguyen, Vinh-Kim and Karine Peschard. 2003. Anthropology, Inequality and Disease: A Review. <i>Annual Review of Anthropology</i> 32:447-474.  <b>Required:</b> Film: <i>The Age of AIDS, part 2</i> available via <a href="https://www.pbs.org/wgbh/frontline/film/aids/#video-2">https://www.pbs.org/wgbh/frontline/film/aids/#video-2</a>  <b>Recommended:</b> Farmer, Paul. Anthropology of Structural Violence. <i>Current Anthropology</i> 45: 305 – 25.	Paper Topic 1/27 Discussion Forum on Film: <i>The Age of AIDS, part 2</i>
<b>Week 5</b> 02/03 (M)  02/05 (W)  02/07 (F)	<b>Sexuality, Behavior &amp; Culture</b> <b>Required:</b> Parker, R. 2001. Sexuality, culture, and power in HIV research, <i>Annual Reviews in Anthropology</i> 30:163-179. <b>Required:</b> Schoepf, B. 2001. International AIDS Research in Anthropology: Taking a Critical Perspective on the Crisis. <i>Annual Reviews in Anthropology</i> 30:335-361. <b>Required:</b> Singer, M.C. et al. 2006. Syndemics, sex and the city: Understanding sexually transmitted diseases in social and cultural context. <i>Social Science &amp; Medicine</i> 63: 2010-2021.  <b>Recommended:</b> Dosekun, O. & Fox, J. 2010. An overview of the relative risks of different sexual behaviors on HIV transmission. <i>Current Opinion in HIV &amp; AIDS</i> 5(4): 291-297.  <b>Required:</b> Film: <i>Out of Control: AIDS in Black America</i> available through the OSU library catalog	Discussion Forum on Film: <i>Out of Control: AIDS in Black America</i>
Date	Course Topics, Readings, Films, etc.	Assignments
<b>Week 6</b> 02/10 (M)	<b>Sex Work</b> <b>Required:</b> Gyseles, 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. & Romero-Daza, et al. 2003.	

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02/12 (W)	<p>“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.</p> <p><b>Required:</b> 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.</p>	
02/14 (F)	<p><b>Required:</b> Syvertsen, et al. 2015. Love, trust, and HIV risk among female sex workers and their intimate male partners. <i>AJPH</i> 105(8): 1667 – 1674.</p>	
<b>Week 7</b>	<b>Men Who Have Sex with Men (MSM)</b>	
02/17 (M)	<p><b>Required:</b> Beyrer, C. 2012. Global epidemiology of HIV infection in men who have sex with Men. <i>Lancet</i>, 380 (9839): 367–377.</p>	
02/19 (W)	<p><b>Required:</b> 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. &amp; Dodge, B., et al. 2008. Beyond the down low: Sexual risk, protection, and disclosure among at-risk black men who have sex with both men and women (MSMW). <i>Archives of Sexual Behavior</i>, 37(5): 683-696.</p>	
02/21 (F)	<p><b>Required:</b> Sullivan, P. S., A. Carballo-Diéguez, et al. 2012. Success and challenges of HIV prevention in men who have sex with men" <i>The Lancet</i> 380(9839): 40-51 3.</p>	
<b>Week 8</b>	<b>Women &amp; Children</b>	
02/24 (M)	<p><b>Required:</b> Foster, G. and J. Williamson. 2001. A review of current literature of the impact of HIV/AIDS on children in sub-Saharan Africa. <i>AIDS</i> 2000 14 (suppl. 3): S275-S284.</p>	
02/26 (W)	<p><b>Required:</b> Van Hollen, C. 2013. Chapters 6 – 8 in <i>Birth in the age of AIDS: Women, reproduction and HIV/AIDS in India</i>. Stanford University Press. E-book through OSU catalog</p>	
02/28 (F)	<p><b>Required:</b> Film: <i>Mercy (med – dah)</i> available through the OSU library catalog</p>	Discussion Forum on Film: <i>Mercy (Med-dah)</i>
<b>Week 9</b>	<b>Injection Drug Use (IDU)</b>	
03/02 (M)	<p><b>Required:</b> Singer, M. 2012. Anthropology and Addiction: An Historical Review. <i>Addiction</i> 107(10): 1747 – 55.</p>	
03/04 (W)	<p><b>Required:</b> Rhodes, T. Singer, M., Bourgois, P., Friedman, S.R. and Strathdee, S.A. 2005. The social structural production of HIV risk among injecting drug users. <i>Social Science &amp; Medicine</i> 6(15): 1026 - 44.</p>	
03/06 (F)	<p><b>Required:</b> Koester, S., Glanz, J. and Baron, A. 2005. Drug sharing among heroin networks: Implications for HIV and hepatitis B and C prevention. <i>AIDS and Behavior</i> 9(1): 27 – 39. &amp; Wapner, J. 2016. How did a small Midwest town end up with America’s worst HIV problem? (<a href="http://digg.com/2016/austin-indiana-hiv">http://digg.com/2016/austin-indiana-hiv</a>) &amp; Parker et al. 2019. Facing opioids in the shadow of the HIV epidemic. <i>New England Journal of Medicine</i> 380: 1 – 3.</p>	Ann. Bib. Due 3/6
<b>Week 10</b>		
03/9 – 13 (M – F)	<b>SPRING BREAK!</b>	

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Date	Course Topics, Readings, Films, etc.	Assignments
<b>Week 11</b> 03/16 (M) 03/18 (W) 03/20 (F)	<b>Biopolitics</b> <b>Required:</b> Elbe, Stefan. 2005. AIDS, Security, Biopolitics. <i>International Relations</i> 19(4): 403 – 19. <b>Required:</b> Camaroff, Jean. 2007. Beyond Bare Life: AIDS, (Bio)Politics, and the Neoliberal Order. <b>Research Paper Check-In</b>	
<b>Week 12</b> 03/23 (M) 03/25 (W) 03/27 (F)	<b>Politics of Treatment</b> <b>Required:</b> Farmer, Paul. 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, Pp 160 – 78. & Biehl, J. 2008. Drugs for all: The future of global AIDS treatment. <i>Medical Anthropology</i> 27 (2): 1 -7. <b>Required:</b> Jones, C. 2011. If I take my pills, I'll go hungry: The choice between economic security and HIV/AIDS treatment in Grahamstown, South Africa. <i>Annals of Anthropological Practice</i> 35(1): 67 – 80. <b>Required:</b> Dean, T. 2015. Mediated intimacies: Raw sex, Truvada, and the biopolitics of chemoprophylaxis. <i>Sexualities</i> 18(1-2): 224-46. <b>Required:</b> Film: <i>Fire in the Blood</i> available through the OSU library catalog	Discussion Forum on Film: <i>Fire in the Blood</i>
<b>Week 13</b> 03/30 (M) 04/01 (W) 04/03 (F)	<b>Funding &amp; Ethical Concerns in Research &amp; Practice</b> <b>Required:</b> Farmer, P. 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, Pp. 196 – 212. <b>Required:</b> Singh and Karim. 2017. Trump's "Global Gag rule": Implications for human rights and global health. <i>The Lancet: Global Health</i> 5(4): PE387 – 89. <b>Recommended:</b> What is the Global Gag Rule? <a href="https://www.opensocietyfoundations.org/explainers/what-global-gag-rule">https://www.opensocietyfoundations.org/explainers/what-global-gag-rule</a> <b>Required:</b> Goldstein et al. 2018. Being PrEPared – Pre-exposure prophylaxis and HIV disparities. <i>New England Journal of Medicine</i> 379: 1293 – 1295. & Watney, S. 2013. Reimagining Hope: An Interview with Simon Watney. <i>Huffington Post</i> . <a href="https://www.huffingtonpost.com/mark-adnum/reimagining-hope-an-interview-with-simon-watney_b_3769321.html">https://www.huffingtonpost.com/mark-adnum/reimagining-hope-an-interview-with-simon-watney_b_3769321.html</a> <b>Recommended:</b> Whiteside Chapter #6	
<b>Week 14</b> 04/06 (M) 04/08 (W)	<b>Global Public Health: Policy, Prevention &amp; Intervention</b> <b>Required:</b> Singer, M. 1997. Needle exchange and AIDS prevention: Advances and controversies in public health and social policy. <i>Medical Anthropology</i> 18(1): 1 – 12. & Page, B. 1997. Needle exchange and reduction of harm: An anthropological view. <i>Medical Anthropology</i> 18(1): 13 – 33. <b>Required:</b> Overs and Loff. 2013. The tide cannot be turned without us: Sex workers and the global response to HIV. <i>Journal of the</i>	

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04/10 (F)	<p>International AIDS Society 16: 1 – 6. &amp; Syvertsen, et al. 2014. The promise and peril of Pre-Exposure Prophylaxis: Using social science to inform PrEP interventions among female sex workers. African Journal of Reproductive Health 18(3): 73 – 82.</p> <p><b>Required:</b> United Nations. 2016. On the Fast Track to Ending the AIDS Epidemic.</p> <p><b>Recommended:</b> Whiteside Chapters # 7 - 9</p>	
<b>Date</b>	<b>Course Topics, Readings, Films, etc.</b>	<b>Assignments</b>
<b>Week 15</b> 04/13 (M) 04/15 (W) 04/17 (F) 04/20 (M)	<b>Paper Presentations</b>	<b>4/13 Research Papers Due &amp; Take-Home Final Exam Administered!</b>
<b>Finals Week</b> <b>4/22 – 28</b>	<b>Final Exam due 5:00 p.m. Tuesday April 28, 2020</b> <b>Graduating seniors must turn in their exams by noon Monday, April 27, 2020!</b>	