CIEE Cape Town, South Africa

Course title: HIV/AIDS Policy, Politics and Ordinary Lives in Southern Africa
Course code: PUBH 3101 CTSA
Programs offering course: Cape Town Open Campus Block
Open Campus Track: Global and Community Health
Language of instruction: English
U.S. semester credits: 3
Contact hours: 45
Term: Fall Block III 2020

Course Description

This course examines the epidemiological, historical, political-economic and sociocultural dimensions of HIV and AIDS in the sub-saharan context. Various disciplinary approaches, modes of engagement and analytical models will help students grasp the complicated and multiple effects, responses to and debates surrounding the epidemic. Viewing HIV/AIDS from a biosocial perspective students will engage the ways in which the retrovirus is irreducibly biological and social. Throughout the course students will grapple with the idea - that it is impossible to unmoor HIV and AIDS, the ways they are thought about, experienced and managed from the mutually constitutive entanglements of knowledge, power, biology, culture(s), meanings and politics.

Learning Objectives

By completing this course, students will:

- Research 21st century trends and developments around HIV/AIDS in the sub-Saharan region and be able to compare these with global trends.
- Outline the history of HIV/AIDS response patterns in South Africa.
- Critically evaluate the possibilities and limitations of HIV/AIDS programs and identify key institutional players in South Africa.
- Assess key cultural, economic, and human rights factors that increase the vulnerability of individuals living with the virus.
Estimate the socio-economic and political impact of the epidemic on the lives of ordinary people.

Course Prerequisites

This course is suited to students with some familiarity with the field of public health or medical anthropology.

Methods of Instruction

The course is taught through a combination of lecture, group discussions, guest speakers, site visits, networking activities, skills development workshops, small group collaboration, and student presentations. Learning will involve in-class exercises, active reflection, discussion, readings, short lectures, and out-of-class activities that challenge students to actively engage with HIV and AIDS issues in the sub-Saharan context.

Assessment and Final Grade

1. Group Presentation 20%
2. Quiz 15%
3. Debate 20%
4. Final Discussion Paper 25%
5. Participation 20%
TOTAL 100%

Course Requirements

Group Presentation

In Week 5 students will present on a course-relevant topic of their choice. Groups of 3-4 participants will be organized in the first week of class. The presentation, approximately 15 minutes long (excluding class discussion) should show a good understanding of the selected topic. Viewpoints and visual material must effectively communicate the argument. Presentations should be presented in a concise yet comprehensive manner. Content (40%), handout (20%), form of presentation (both slides and the presentation itself, 20%) and response to questions (20%) will influence the grade. Topics will be assigned at the beginning of the course.
Quiz

In Week 2 students will complete a short 20 minute quiz in class. The quiz will test students’ comprehension of the main themes covered in class and in the readings up to this point in the course.

Debate

Students will be divided into teams of 3 (depending on class numbers) using a random method. Each team will then select a debate topic from a hat which will have matching pairs of topics in it (affirmative and negative). Debate topics will be provided at the start of the course and teams will be arranged at this point. Teams with matching topics will then have the chance to prepare their positions. In Week 4 teams will have the chance to debate their topic for 20 minutes (depending on class size)

Debate format: The lecturer will be the moderator for the debate. Students will be given a rubric with which to grade the performance of the teams debating. The assessment will be based on a) presentation style b) knowledge of the topic c) clarity of arguments d) cooperation with team members. The debate will begin with the affirmative side speaking first. The team will be allowed 5 - 7 minutes to present their arguments without interruption. Each member should provide some input. The opposing team will then have their turn to do the same. There will be a 3-5 minute period for teams to confer and prepare a rebuttal. One member form each team will present this in 3 minutes

Final Discussion Paper

A 1600 word discussion paper is required. This paper must be based on a topic of choice related to one of the topics handed out in Week 1. The paper is due in Week 6. The paper should reflect engagement with the topic and provided materials. Students are encouraged to engage with relevant material outside of the course and relevant to their own interests and experience. Papers should be handed in by the start of class on the hand in date. Grading is based on formal correctness (20%), logical coherence of the outline and quality of reasoning (30%) and content (40%).
The paper must demonstrate scholarly communication skills (10). The paper must be referenced correctly using the Harvard referencing system. Plagiarism declarations must be attached.

Citation Style:

Harvard Style of Referencing


Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback, interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities. Relevant readings are to be completed before class and students should be prepared to discuss these readings in the classroom. Students will be assessed through in-class participation and will be expected to provide constructive contributions based on active engagement with the set texts. Such engagement will be expected to take the form of both observations and questions based on close readings of these texts, on active listening, and constructive participation in discussions with peers.

Attendance

Regular class attendance is required throughout the program, and all absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the
absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent.

Attendance policies also apply to any required co-curricular class excursion or event, as well as to any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Absences for classes will lead to the following penalties:
N.B. Course schedule is subject to change due to study tours, excursions, and local holidays. Final schedules will be included in the final syllabus provided to students on site.

Weekly Schedule

Week 1
Class: HIV/AIDS in sub-Saharan Africa
1.1

This introductory lecture will provide an overview of the emergence, development and magnitude of HIV and AIDS in sub-Saharan Africa, the “epicenter” of the epidemic. South Africa will be contextualized as a primary case study for the course. We will begin to unpack the multiple, in-
tersecting social, economic and political factors that combine to shape the pattern and growth of the epidemic in South Africa. Topics for the debate and the final essay will be given.

GLOBAL AIDS UPDATE UNAIDS 2016
http://www.unaids.org/sites/default/files/media_asset/
global-AIDS-update-2016_en.pdf

HIV and AIDS in East and Southern Africa Regional Overview Available online at: https://
gwww.avert.org/professionals/hiv-around-world/sub-saharan-africa/overview


Recommended Reading


Class: 1.2 Structured Risk

Students will be introduced to the political economy approach and the concept of structural violence as means to understand how large scale social, economic and political structures and the contingent asymmetrical power relations of race, class, gender and sexuality, shape the conditions of HIV risk and AIDS vulnerability in the post-apartheid context. Engaging with this concept of 'structured risk' in the context of the epidemic, students will think through questions of who lives and who dies, under what sorts of conditions and whose deaths are deemed more worthy of morning than others?
Guest Lecture: Precious Garnet from the Desmond Tutu HIV Foundation lecture on the quadruple burden of health in South Africa.


Week 2
Class: 2.2 HIV/AIDS and the politics of knowledge

In this class we will continue to examine how multiple competing and conflicting discourses shape how HIV and AIDS is understood, experienced and managed.

Readings


Recommended Reading


Assignment due: Class Quiz

Week 3
Class: 3.1 AIDS, its metaphors and stigma

In this lecture we will trace the links between illness, metaphor and stigma. We will pay particular attention to the place of metaphor in the bodily experience of living with HIV and AIDS.

Readings


Recommended reading


Class: 3.2 HIV/AIDS, children & youth

In this lecture we will look at the lived impacts of the epidemic on children and young people.

Readings


Guest Lecture: Alison Swartz on HIV, chronicity, youth and the discourse surrounding risk.
Class: 3.3 Love, sex, and family

In this class we will use ethnographic case studies to delve into the politics of intimacy in the context of HIV and AIDS.

Readings


Guest Lecture: Zoe Duby on HIV, Sexual behaviour, decision making & risk taking

Recommended Readings:


Susser, I., 2011. AIDS, sex, and culture: global politics and survival in southern Africa. John Wiley & Sons


Week 4
Class: Gender, Human Rights, Culture and HIV/AIDS

4.1
In this class we will explore the gendered dimensions of HIV/AIDS. We will also engage the human rights responses to the epidemic and the socio-cultural limitations to this approach.

Readings


Jewkes, R. HIV and Women in HIV/AIDS in South Africa 25 Years On: Psychosocial Perspectives


Recommended reading:

Leclerc-Madlala, S., 2002. On the virgin cleansing myth: gendered bodies, AIDS
In this class we will take a close look at the impacts of an overemphasis on 'cultural' factors in HIV transmission. We grapple with the conflation of structural violence and cultural difference in engendering behavioral blame for the spread of the epidemic in Southern Africa.

Readings


Medical anthropology, 28(3), pp.268-284


http://doi.org/10.1080/17290376.2013.807071


Recommended Reading

Class:  4.3  Assignment due: Class Debate C

Week 5
Class:  5.1  Prevention/Intervention Part 1

This week students will explore current health policy and intervention strategies by both state and non-state actors drawn on to manage the epidemic as well as analyze the contextual challenges to their implementation.

Readings


Recommended Reading

Human Sciences Research Council of South Africa 2004. An Audit of HIV/AIDS Policies in Botswana, Lesotho, Mozambique, South Africa, Swaziland, Zimbabwe. 4.2 31/1

Class:  5.2  Prevention/Intervention Part 2

In this class we will continue looking at HIV interventions, their successes and challenges.
Readings


Green L, W et al. (2008) Male Circumcision is not the HIV vaccine we have been waiting for! Future HIV Therapy 2(3), 193-199


Class: 5.3 Documentary Film and Group Presentations

Assignment Due: Group Presentations

Documentary Film: Today The Hawk Takes One Chick (2008)

Week 6
Class: The changing landscape of HIV Part 1

6.1

In this week we will explore recent trends and lessons in HIV epidemiology. Special look into the evolution of HIV/AIDS programs and interventions and ongoing developments in prevention, treatment and monitoring.
Readings


Class: The changing landscape of HIV Part 2

Continuation of Lecture 6.1

Readings:


Class: 6.3 Course Summary & Discussion

In this lecture we will revisit some of the key themes from each week.

Assignment Due: Final Paper
Guest lecture: Neliswe Nkomonde from MSF discussing PrEP. TBD

**Course Materials**

**Readings**


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Susser, I., 2011. AIDS, sex, and culture: global politics and survival in southern Africa. John Wiley & Sons


