

University of Southern Maine

Honors Program

HON 203 Seminar Honors Colloquium

Spring 2008

CRN: G6101

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Office hours: M/W 9:30-11:00 and T/TH 11-12

Meetings: 1:15—5:15 Mondays. The primary meeting space is Bailey 217. Occasionally we will meet at the Honors House in Portland.

Environment, Population, Behavior, and Global Change: A Comparative Perspective on the HIV/AIDS Pandemic and Bird Flu

Course Description: The HIV/AIDS pandemic is having an enormous economic and social cost around the world. In developed countries where AIDS/HIV is generally less than one percent, the costs have primarily been felt in rising health care expenditures but in some developing nations where the prevalence is above 20 percent, the impact to the labor force has been staggering. Over five million people in South Africa are HIV positive, and over 26 million in sub-Saharan Africa (contrast with estimates of slightly over 1 million in the USA). But the effects of AIDS/HIV are much greater than mere economics. What are the effects on populations and globalization, as well as on culture and literature? Further, there are implications in the AIDS/HIV story for how we deal with other potential pandemics such as bird flu.

This course explores the way environment, population, and behaviors converge on the HIV/AIDS pandemic. In a seminar format, we will also explore how HIV/AIDS has affected culture, ranging from the arts to medicine. A primary question to explore is whether or not HIV/AIDS is a model for how infectious diseases will grow and spread in an age of globalization. Other questions include: Will other diseases supplant HIV/AIDS in the public consciousness? How has neocolonialism affected approaches to the study and treatment of HIV/AIDS? What will happen in China and India, where two-fifths of the world lives? What parallels exist with the recent concern about bird flu? What lessons can we learn? This course provides students an opportunity to pose their own questions for research in a format that prepares them for thesis research and writing. Following a series of readings and self-directed inquiries, each student synthesizes their learning in a final project.

Course Objectives:

1. Be able to create a thesis topic that integrates and contextualizes readings and experiences in a multidisciplinary and interdisciplinary human health research topic drawing from natural sciences, applied sciences, social science, and the humanities.

2. Be able to describe, analyze, interpret, appreciate and critically assess medical, cultural, and historically based views of HIV/AIDS and influenza in assigned and independent readings.
3. Be able to create a major product on a pandemic issue that reflects independent or collaborative research and that includes an activist approach to address public health and/or public policy consequences associated with the topic.

Ancillary skills course objective:

4. Develop skills in using writing as an analytical tool. We will discuss how writing interacts with and informs other media in the context of the seminar topic. These skills will help prepare the student for thesis writing.

On-line support: This course uses Blackboard for announcements, grades, discussions and other course support activities. All students are expected to access this site and use it. (See the Computer Center if necessary for information on access and use of Blackboard.)

Suggested reference and writing guide: Diana Hacker, 2007. *A Writer's Reference*, 6th Edition, Bedford: Boston. Hacker also has a free web site:
<http://www.bedfordstmartins.com/hacker/writersref/>.

Course materials includes a USM library reference guide prepared by Anne Edwards.
<http://library.usm.maine.edu/research/courseguides/hon301.html>

Required books:

Irwin, Alexander, Joyce Millen, & Dorothy Fallows. 2001. *A summary of Global AIDS: Myths and Facts*. South End Press: Cambridge MA. ISBN 0-89608-673-9.

Kolata, Gina. 1999. *Flu: The story of the great influenza pandemic of 1918 and the search for the virus that caused it*. Touchstone: New York. ISBN: 0-7432-0398-4.

Sontag, Susan. 2001. *Illness as Metaphor and Aids and its metaphors*. Picador USA: New York. ISBN 0-312-42013-7.

Stine, Gerald J. 2008. *Aids Update 2007*. McGraw Hill: Boston. ISBN 978-0-07-340234-5.

Greger, Michael. 2006. *Bird Flu: A Virus of our own Making*. Lantern Books: New York NY. ISBN: 1590560981. Available on line at no charge:
<http://birdflubook.com/g.php?id=5>

Additional readings and references—some will only be needed for specific

projects.

Amster, Lauren, nd., *AIDS/HIV, Art, and Public Memory in South Africa*.

<http://people.brandeis.edu/~mausland/memoryscapes/aids.html>

Appenzeller, Tim. Tracking the Next Killer Flu. National Geographic. October 2005. Pp. 2-31. <http://www7.nationalgeographic.com/ngm/0510/feature1/>

Bankole, Akinrinola, Susheela Singh, Vanessa Woog, Deirdre Wulf. [Risk and Protection: Youth and HIV/AIDS in Sub-Saharan Africa](#) The Alan Guttmacher Institute, 2004. [PDF, 504K]. Here is another version of the link:

<http://www.guttmacher.org/pubs/riskandprotection.pdf>

The Body <http://www.thebody.com/index.html> A complete AIDs/HIV reference

Buck, Alfred A. and Aron, Joan L. 2001. Epidemiological Study Designs. Pp. 17-59 in Aron, J.L. and J.A. Patz, eds, *Ecosystem Change and Public Health*. The Johns Hopkins University Press, Baltimore.

Catania, J.A. and Kegekes, S.M. 1990. Towards an understanding of risk behavior. *Health Education Quarterly*. Spring:17(1):53-72

Feulner, Erika G. 2001. The Resource Center. Pp. 437-453 in Aron, J.L. and J.A. Patz, eds, *Ecosystem Change and Public Health*. The Johns Hopkins University Press, Baltimore.

Food and Agriculture Organization of the United Nations (FAO), [The Impact of HIV/AIDS on Food Security](#) 27th Session of the Committee on World Food Security, Rome, May 28-June 1, 2001.

Frannie Peabody Center, Comprehensive HIV & AIDs Services.

<http://www.peabodycenter.org/default.asp>

Keeling, Richard P. 2003. *HIV/AIDS: The Once and Future Epidemic*. A SENCER Backgrounder, Science Education for New Civic Engagements and Responsibilities. Available at <http://www.sencer.net/backgrounders.cfm>

MacIntyre, Richard. 1996. Nursing loved ones with Aids: Knowledge development for ethical practice. In Gordon, Benner, and Noddings, (eds), *Caregiving: Readings in Knowledge, Practice, Ethics, and Politics*. University of Pennsylvania Press. Philadelphia.

Meyer, Debra. 2003. *HIV/AIDS and Education in Africa*. A SENCER Backgrounder, Science Education for New Civic Engagements and Responsibilities. Available at <http://www.sencer.net/backgrounders.cfm>

Orent, Wendy. Fearing the Flu. *Proto* Fall 2005:20-25.

Pastore, Judith Laurence (ed) 1993. *Confronting AIDS through Literature: The Responsibilities of Representation*. University of Illinois Press. 278 pages. ISBN 0-252-06294-9.

Public Broadcasting System, *Rx for Survival*.
<http://www.pbs.org/wgbh/rxforsurvival/index.html>

United Nations. 2004 Global Report on Aids. Available on-line:
<http://www.unaids.org/bangkok2004/report.html>

UNAIDS: The Joint United nations Programme on HIV/AIDS. [For general reference and statistics]. <http://www.unaids.org/en/default.asp>

Wilson, Mark L. 2001. Ecology and Infectious Disease. Pp. 283-324 in Aron, J.L. and J.A. Patz, eds, *Ecosystem Change and Public Health*. The Johns Hopkins University Press, Baltimore.

Reference source: Aids and Anthropology Research Group, AIDS and Anthropology Bibliography Resource Center <http://puffin.creighton.edu/aarg/bibliography/index.html>

Evaluation

<i>Task</i>	<i>% overall grade</i>
Major project.....	50
Homework/participation.....	50

Please expect to present and discuss all work and the readings in class. Active involvement is crucial; you may find that I am just waiting for you to ask certain questions or point out certain things, and there will be new things that we cannot anticipate. Keep up in the readings; you will need to have your projects and discussions reflect an understanding of what you have read. Initiative, attendance, adherence to professional standards, and timely completion of work are necessary for success in this course. Take advantage of the descriptions and outline to properly plan your activity. Assume all work is to be typed, proofed and hand-corrected, and with proper reference citations. Insert figures and tables into text where appropriate. I expect to preview and make suggestions on papers given to me sufficiently in advance of the deadline for submission. I realize that some hypertext links might be off or change so we will not take a militant stand towards those reading assignments.

The major project

This project must have a written component, but it should include (and can focus on) other media. The project must:

- Integrate two or more of the major topics/theme of this course

- Incorporate science or medicine
- Be applicable to a real-world problem or issue
- Contribute to the public good (i.e., be civic-minded, benefit the public)
- Document background research
- Reflect original investigation/synthesis

You choose your project. Past projects have included an HIV/AIDS awareness benefit concert, formation of a student HIV/AIDS awareness organization, a traveling HIV/AIDS poetry globe for middle school students, an HIV/AIDS video, a *Smallpox and the New World* poster, HIV service learning course, and an HIV/AIDS education board game.

Mini-papers.

These are read-and-respond papers in which you respond to the readings and show how you organize them as you develop, refine, and express your own thinking in the subject. Normally, the papers will be typed, double-spaced, 12-font, and between one and three pages. Occasionally, media format other than writing might be applicable and submitted in the spirit of the mini-paper.

Course management

Work is due on the date indicated--no late work without prior approval or unless a genuine emergency condition prevented prior approval. Skim all assigned readings and choose one or two to focus on. Be prepared to discuss all readings for the assigned class meeting. Progress reports are also due on the date indicated in the course outline. These progress reports give us the chance to improve your writing and adjust your direction, as needed. They are a way of getting feedback on your early drafts. Please contact me as soon as possible if you have any questions or if you become aware of circumstances that might affect your participation in this course.

Letter Grade Criteria

I will sum up your performance as a percentage of 100 and use the following guide in determining grades.

A: Excellent work. The student has clearly learned and obtained an excellent level of proficiency in critical thinking and research on the many facets of HIV/AIDS; has aggregate 90 to 100% performance on homework, class activities, and other measures. Major project is a notable example of interdisciplinary work/synthesis in the context of science, the arts, and the professional world.

B: Good work. 80 to 84% on evaluative instruments. Work shows good development of ideas and thorough support of analyses. Student has a significant understanding of fundamental approaches to the course topics. Enthusiastic participation in discussions and activities

C: Acceptable or Average. 70 to 74% on evaluative criteria. Student has demonstrated reasonable organization, analytical skills, and clarity in the fundamentals of the course topic.

D: Marginal work. Meets minimal requirements pass the course. Record of poor attendance (3 or more classes missed).

Support for Students with Disabilities

Students who may need assistance due to a disability are encouraged to let me know and/or contact the Office of Support for Students with Disabilities (OSSD), 242 Luther Bonney, phone 780-4706, TTY 780-4395. The Office can help us arrange course adaptations and accommodations.

CLASS SCHEDULE^a Class meets at 217 Bailey unless otherwise noted.

Week 1: Introduction and definitions.

Jan. 14. Definitions: health, environment, behavior, population, infectious disease, pandemic, epidemic, public policy, globalization.

Read: Susan Sontag's *Illness as Metaphor* up to page 26

Keeling-- HIV/AIDS: The Once and Future Epidemic

Kolata – Prologue

Stine – introductory material, Chapter 1

Visit; <http://www.avert.org/statsum.htm> and explore HIV/AIDS statistics for the USA.

Week 2: Historical perspectives. CLASS DOES NOT MEET (MLK Holiday)

Evolutionary history and HIV/AIDS. Historical backgrounds on political economy, colonialism, and the management of infectious diseases. Historical tensions between medicine and public health. Driving forces in long-term trends in HIV/AIDS mortality.

Read: *Global AIDS: Myths and Facts*, up to page 19

Stine— 2 (AIDS origin)

Kolata—1 & 2

Finish Sontag's *Illness as Metaphor*

Greger--1

Week 3. Research on the biology and epidemiology of HIV/AIDS

Jan 28. Visit the USM Internet site for IRB: <http://www.usm.maine.edu/orc/irb/admin.htm>

If you have not done so previously, complete the free on-line course on human subjects research at

<http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>

Discussion: Buck, & Aron - Epidemiological Study Designs

Invited Guest: Dr. Munroe Duboise, Department of Applied Immunology

Read: Susan Sontag's *Aids and its Metaphors* pp 93-142

Stine—3 and 4

Due: Mini-paper on Sontag, informed by other readings

Due: Three proposal ideas (1 paragraph each)

Week 4. The Geography of Pandemics: Introduction to GIS as a Tool in Tracking Environmental change, globalization, and public health

Feb 4. Hands-on session in GIS Lab

Read: Finish up Sontag

^a Schedule may vary depending on the weather, the needs of the course, and the Whims of Fate

Stine—5 & 6

Due: Mini-paper where you address globalization in the context of one or more of the readings

Invited Guest: Dr. Vinton Valentine, USM GIS Laboratory Director

Week 5. HIV/AIDS and perceptions of human behavior

Class meets in Portland at the Honors House

Feb 11. Guest: Professor Sue Sepples, College of Nursing. Multiple perspectives on AIDS/HIV care

Read: MYTH TWO and MYTH THREE in *Global AIDS: Myths and Facts*

Stine—7 & 8

Week 6. WINTER BREAK

Read: Greger--2

Week 7. Major outbreaks and public reactions

Feb 25.

Read: MYTH FOUR & FIVE

[The Impact of HIV/AIDS on Food Security](#)

Kolata –3 & 4

Stine – 9 & 10

United Nations. *2004 Global Report on Aids* at

<http://www.unaids.org/bangkok2004/report.html>

Due: Draft outline for project and list of 10 references or reference sources.

Week 8. Migration, urbanization, and health: HIV and other pandemic potentials

Mar 3.

Read MYTH SIX & SEVEN.

Visit Public Broadcasting System, *Rx for Survival*.

<http://www.pbs.org/wgbh/rxforsurvival/index.html>

Kolata—5 & 6

Stine -- 11 & 12

Globalization and Obesity

<http://www.globalization101.org/index.php?file=news1&id=7>

Due: Mini-paper on urbanization and one or more of the readings

Week 9. HIV/AIDS and Education

Mar 10.

Read MYTH EIGHT & NINE

Stine -- 13 & 14

Meyer – *HIV/AIDS and Education in Africa* (Find at SENCER web site:

<http://www.sencer.net/backgrounders.cfm>

Due: Mini-paper on education and AIDS/HIV or other pandemic concern

Week 10. AIDS/HIV and literature

Mar 17. Living with AIDS Personal accounts and journals

Read: Revisit Sontag.

Due: Mini-paper on living with HIV

Week 11. SPRING BREAK – no class

Week 12. AIDS/HIV and art

Mar 31. Art and cultural expressions influenced by AIDS, on coping with AIDS, and AIDS related.

Read: Amster, Lauren, nd., *AIDS/HIV, Art, and Public Memory in South Africa* at <http://people.brandeis.edu/~mausland/memoryscapes/aids.html>

Due: Mini-paper on final project

Film: *Yesterday*

Week 13. AIDS/HIV and family—science, medicine, art. Literature, geography, behavior, and “the Big Picture.” Parallels with Avian Flu

Apr 7.

Read Orent, Wendy. Fearing the Flu.. Read Appenzeller, Tim. Tracking the Next Killer Flu. National Geographic. October 2005. Pp. 2-31.

<http://www7.nationalgeographic.com/ngm/0510/feature1/>

Kolata—7

Greger--3

Due: Mini-paper reacting to the readings.

Week 14. Health system solutions; illustrations of effective programs and their broader implications

Apr 14.

Read MYTH TEN.

Kolata—8 & 9

MacIntyre, Nursing loved ones with Aids: Knowledge development for ethical practice.

Due: Mini-paper in which you select a foreign health system program to brief the class on.

Week 15. Projections and forecasts

Apr 21. Pandemic trends—geography, politics, health.

What does the future hold?

Read: Kolata—10 & Epilogue

Greger—4 & 5

Due: Mini-paper that addresses pandemic prediction in some form or another

Week 16. Student project discussions

Apr 28. Projects.

Due: final projects

Project grading guide

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Name _____

Title of project: _____

___ Clearly articulated thesis statement integrating two or more of the major topics/theme of this course

___ Original investigation/synthesis that contributes to the public good (i.e., civic-minded, benefits the public, usable information)

___ well-documented background research

___ Science/medicine/environment incorporated into project

___ Project incorporates learning from course, including specific points and issues from the readings.

___ Project reflects work equivalent to at least 50% of a 4-credit course.

___ Student has regularly submitted progress reports.

___ Project includes appropriate graphics & media.

___ Quality of the work product.
