



HIV/AIDS IN AFRICA

BI 4/510, Spring term 2015

SYLLABUS

Overview

The HIV/AIDS epidemic in sub-Saharan Africa is fueled by a perfect storm of biological and socioeconomic factors. Taking an interdisciplinary approach, we will explore the HIV infection and disease process; HIV/AIDS epidemiology in Africa; socioeconomic/cultural aspects of HIV risk; treatment options; challenges specific to resource-limited healthcare settings; current trends; and what the future holds. The molecular virology of HIV will be reviewed but the main focus is on HIV/AIDS from a global health perspective. Readings will include primary literature in both biology/medicine and the social sciences. The instructor brings to the course both biomedical expertise and direct experience working in AIDS-affected communities in Africa.

Time and place:

Thursdays, 6-8:50 PM, Friendly 214

Instructor:

Janis C. Weeks, Ph.D., Professor of Biology. Member, African Studies Program
jweeks@uoregon.edu, 541-346-4517 (office), 541-543-9984 (mobile)
209 Huestis Hall

Office hours: Mondays from 3-4 PM (except March 30 and May 25) or by email appointment.

Assigned materials include:

- Epstein, Helen (2007) The Invisible Cure: Africa, the West, and the Fight Against AIDS. Farrar, Straus and Giroux. ISBN 978-0374281526.
- Articles and book chapters posted on course website
- Videos
- Websites
- Weeks's PowerPoint presentations, posted on course website

Course Goals

My goals for students in this class fall into two general categories: (1) those related to the specific subject matter of the course and (2) those related to more general skills that will serve students in other courses, other endeavors and during life after college.

Course-specific goals for students in this class include:

- To gain knowledge about biological and medical aspects of HIV/AIDS including attributes specific to Africa.
- To understand differences between, and the significance of, biomedical vs. socioeconomic approaches to combating the epidemic.

- To gain insight into how — using HIV/AIDS in Africa as an example — health problems in the developing world often have multiple, complex and interrelated causes.
- To develop a foundation of concepts and skills to facilitate further learning, thinking, appreciation, action and/or careers in the area of international health.

More general goals for students in this class are:

- To enhance skills in active and analytical reading, writing, discussion, research and speaking.
- To grow as scholars by studying new areas that intersect one's primary academic discipline.
- To enhance the ability to work creatively and productively in teams.
- To actively think about and participate in one's learning, including evaluating one's own and others' work.

Class attendance, illness, missing or late assignments

Students are expected to attend all classes and arrive punctually; attendance will be taken. Please contact me if you will miss a class because of illness or emergency. Assignments will be marked off by 10% per day (24 h period) that they are late. Please contact me about any exceptional circumstances.

Affirmation of Community Standards

The University of Oregon community is dedicated to the advancement of knowledge and the development of integrity. In order to thrive and excel, this community must preserve the freedom of thought and expression of all its members. UO has a long and illustrious history in the area of academic freedom and freedom of speech. A culture of respect that honors the rights, safety, dignity and worth of every individual is essential to preserve such freedom. Respect for the rights and well-being of all members of this class are expected.

Academic Honesty

All work submitted in this course must be students' own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases, images) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If in doubt regarding policies, please consult me. I encourage students to study together and work on assignments (except individual term projects) in groups; however, unless specified otherwise, each student must submit her/his individual written work that does not duplicate others' work. I will submit students' term papers to SafeAssign or similar plagiarism-checking program.

Intellectual property and copyright

The course website may contain copyrighted works that are included with permission of the copyright owner, or under exemptions provided by U.S. Copyright Law (Sections 110, and/or 107). Course materials (including photographs) may not be redistributed without the instructor's permission.

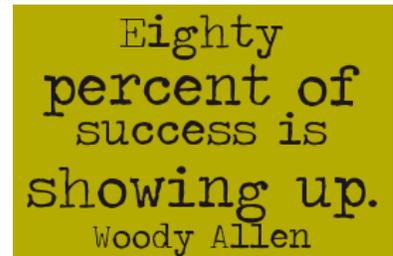
Disability Resources

Students with disabilities: The UO and the instructor aim to provide inclusive learning environments for everyone. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify me as soon as possible. You are also welcome to contact Disability Services in 164 Oregon Hall at 346-1155 or disabsrv@uoregon.edu.

Evaluation

The term grade will be based on the following.

- (10%) Attendance. One unexcused absence (i.e., not due to illness or emergency) permitted. In-class assignments and participation points that are missed due to an unexcused absence cannot be made up.
- (20%) Participation. The goal is to encourage students to share their knowledge and opinions with others, and to enhance skills in discussion, analysis and oral presentation.



Students should come to class prepared to discuss assigned readings, both in small groups and with the whole class. The instructor will track participation. Each student can earn 0, 1, 2 or 3 'participation points' per class. Quality, not simply quantity, is paramount.

- (20%) Approximately 5 in-class quizzes on assigned readings, to help motivate students to stay current on the readings. Bring the book and current pdfs to class with you each week.
- (35%) Term paper on a topic selected in consultation with the instructor. The paper is due by 10 PM, June 11 (the day of the normally-scheduled final exam), as a Word document emailed to jweeks@uoregon.edu. Students will present their topics to each other on June 4 (note: 25 students @ 5 min each is >120 min; no PowerPoint or other visuals allowed). The length of the paper is based on word count; a typical double-spaced page has ~250 words. The paper should be between 2250 – 2500 words (~9-10 pages). The bibliography is not included in the word count. 31% for the paper, 4% for the oral presentation. 10% off for each day (24-hr period) late. Additional instructions will be provided later in the term.
- (15%) Assorted other in-class and outside-class assignments.
- No final exam
- Those enrolled in BI510 will have additional work assigned, including a more comprehensive term paper.

Schedule (subject to change)

Week	Month	Date	Topic
1	April	2	Introduction; lecture/discussion
2		9	Lecture/discussion
3		16	Lecture/discussion
4		23	Lecture/discussion
5		30	JCW away; view film, "Yesterday"
6	May	7	Lecture/discussion
7		14	Lecture/discussion
8		21	Lecture/discussion. Deadline for term paper topic.
9		28	Lecture/discussion
10	June	4	Student presentations of term projects

