

History of HIV/AIDS in the US
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Spring 2022

Subject to change—all changes will be announced on Canvas

Professor Timothy Stewart-Winter, tmsw@rutgers.edu (he/him)

Class meeting times: Mondays & Wednesdays 4-5:20PM

Class location: 48 New Street, Room 214A

Office hours (Zoom): Tuesdays 2:30-3:30PM & by appointment ([link for my personal Zoom room](#))

Course Description:

This course will examine the history of the HIV/AIDS epidemic in the United States with a focus on the 1980s and 1990s. In 1981, news reports covered a mysterious new disease (AIDS) that attacked the human immune system and seemed to affect primarily gay men. Eventually, the disease was traced to a virus, HIV. Like the coronavirus, AIDS devastated vulnerable communities and led to changes in biomedicine, politics, public policy, and the arts, and disproportionately affected Black Americans. What can we learn from the similarities and differences between these two public health crises? How can the history of HIV/AIDS inform our responses to the coronavirus pandemic? With particular attention to media coverage, this course will examine the changes brought about by the HIV/AIDS crisis, including biomedical research, activism and protest, and rituals of remembrance and resistance.

Course Texts:

Students are not required to purchase any texts for the class. All course materials will be available through Canvas or the Rutgers libraries. Students must read or watch each assigned text *before* the class meeting for which it is assigned. For example, if a text is assigned for Tuesday, students should come to class on Tuesday prepared to discuss that text.

For certain library resources (including films accessed through the Swank, Kanopy, and Alexander Street services), you will need to know how to log into the Rutgers library site remotely using your NetID and password. Technical support is available but plan ahead to make sure you can access assigned materials in plenty of time.

Canvas:

This course has a Canvas site. You must have a functional university email account to access the site, on which the instructor will post course materials and where you will submit all written assignments. Students are expected to be familiar with Canvas and access the course Canvas site regularly. On how to use Canvas, see <https://canvas.rutgers.edu/students/getting-started-in-canvas-students>. If you have any problems, please contact Canvas help at help@canvas.rutgers.edu. Please keep notifications on for announcements.

Course Format:

This is an in-person class. In accordance with [the university's January 4, 2022 announcement](#), this course "will temporarily convert to remote classes through Sunday, January 30, 2022" and then will resume in person on January 31. With the coronavirus pandemic ongoing, further changes are possible. When we meet remotely, please silence cell phones, turn off notifications, and do your best to make the class your exclusive focus and engage fully. I will do my best to accommodate challenges that you may face in

participating in the class. Communication is key: please let me know what's going on that may affect your participation. It's always best to be in touch early about potential problems.

Course Requirements and Grading:

Attendance and Participation:	20%
Weekly Reading Responses:	50%
Paper:	15%
Take-home Final Exam:	15%

You must complete all requirements to pass this class.

Attendance

Attendance is mandatory. Students are expected to attend every class, arrive on time and stay for the duration of the class. *Excused vs. Unexcused absences:* The Rutgers-Newark Undergraduate catalog (http://catalogs.rutgers.edu/generated/nwk-ug_current/pg576.html) states: "The recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions."

I will take attendance at the beginning of every class. After three unexcused absences, your overall course grade will be lowered by a partial grade (from B+ to B, for example) for every further unexcused absence. Any student who misses eight or more sessions through any combination of excused and unexcused absences will have missed more than a quarter of the class time and will not earn credit in this class. Such students should withdraw from the course to avoid an F.

If you arrive late, after I have taken attendance, I will give you half credit for being in class. This means that two late arrivals will count as one unexcused absence. I realize that delays are sometimes inevitable, and I would rather that you come to class late than not at all. To accommodate that, I will give you three free late passes – after the third late arrival, the late policy as stated above will kick in, with no exceptions. Leaving early without prior permission will count as an unexcused absence.

Participation

Participation in the context of this course does not simply mean showing up to class. You are asked to be active in and engaged with class discussions. Participation will be assessed on the quality of contributions to class discussions. High-quality participation demonstrates the following:

- Understanding of the historical context as gleaned from lectures and readings
- Completion of each week's readings and other assignments
- A willingness to engage in critical assessment of course texts and lectures

Students are expected to attend class and to be punctual. Excessive absences or late arrivals will result in a significantly diminished class participation grade.

Weekly Reading Responses (due Mondays at noon)

On both Mondays and Wednesdays, you will need to come to class having read (or watched/listened to) the assigned text. On Mondays, you will also have a specific, short writing assignment, due at noon, typically on the Canvas discussion board. Instructions for each week's reading response will be posted no later than the previous Wednesday evening. Some weeks, you may also be asked to read and comment by Wednesday at noon on other students' Monday posts. If the quality of your responses is

Paper

You will write one paper of approximately 5 pages, due on Friday, March 11 at 6PM. A detailed assignment sheet will be posted on Friday, February 18.

Take-Home Final Exam

There will be a take-home, essay-format final exam that will cover all readings.

SCHEDULE:

Wed, Jan 19 – Introduction

Mon, Jan 24 – HIV/AIDS 101

- Read/examine: AIDS Magazine Covers, 1982-1987

Wed, Jan 26 – HIV/AIDS in Newark

- Watch: “Ballroom Scene and HIV/AIDS Education in Newark,” Part 1 (2015), <https://www.youtube.com/watch?v=FPIEiDTooUO> (27 mins)
- Read: Queer Newark Oral History Project, interview excerpts (on Canvas)

Unit 1: A New Disease

Mon, Jan 31 – Origin Stories

- Watch: “And the Band Played On” (1993, dir. Roger Spottiswoode, 2h 20m), [on Swank](#)

Wed, Feb 2 – Rethinking Origin Stories

- Read: Richard McKay, “Patient Zero: Why It’s Such a Toxic Term,” *The Conversation*, April 1, 2020, <https://theconversation.com/patient-zero-why-its-such-a-toxic-term-134721>
- Read: Rea Carey and Jesse Milan Jr., “The Whitewashed History of HIV: A Black Teen Died of AIDS in 1969,” *HIV Plus*, June 14, 2018, <https://www.hivplumag.com/stigma/2018/6/14/whitewashed-history-hiv-black-teen-died-aids-1969>

Mon, Feb 7 – Bad Blood (Guest speaker: Stephen Pemberton)

- Stephen Pemberton, *The Bleeding Disease: Hemophilia and the Unintended Consequences of Medical Progress* (Baltimore: Johns Hopkins University Press, 2011)—chapter 7, “The Mismanagement of Hemophilia and AIDS”

Wed, Feb 9 – Crisis Politics

- Read: People With AIDS, “The Denver Principles” (1983)
- Read: William F. Buckley Jr., “Crucial Steps in Combating the AIDS Epidemic: Identify All the Carriers,” *New York Times*, March 18, 1986, <https://archive.nytimes.com/www.nytimes.com/books/00/07/16/specials/buckley-aids.html>

Mon, Feb 14 – AIDS as a “Family Disease” (Guest speaker: Jason Chernesky)

- Robert O. Self, *All in the Family: The Realignment of American Democracy Since the 1960s* (New York: Hill and Wang, 2012)—Prologue and chapter 13, “Ancient Roots: The Reagan Revolution’s Gender and Sexual Politics”

Unit 2: Telling Stories About AIDS

Wed, Feb 16 – Seeking Care

- Read: Walter Rico Burrell, “The Scarlet Letter, Revisited: A Very Different AIDS Diary,” in *Brother to Brother: New Writings by Black Gay Men*, ed. Essex Hemphill/Joseph Beam (Boston: Alyson, 1991): 121-35

Mon, Feb 21 – Caregiving

- Read: Amy Hoffman, *Hospital Time* (Durham: Duke University Press, 1997), excerpts

Wed, Feb 23

- Watch: “Buddies” (1985, dir. Arthur J. Bressan Jr.), [on Kanopy](#), 1h 20m

Mon, Feb 28

- Watch: “Tongues Untied” (1989, dir. Marlon Riggs; [on Kanopy](#)), 55m

Wed, Mar 2

- Watch: “Philadelphia” (1993, dir. Jonathan Demme; [on Swank](#), 2h5m)

Mon, Mar 7

- Watch: “Life Support” (2007, dir. Nelson George; [on Swank](#), also on Hulu), 1h 28m

Wed, Mar 9 – Fighting Back in Newark (Guest: Gary Paul Wright)

- Read: reading TBA

Fri, Mar 11 - Paper Due at 6PM (5 pages)

SPRING BREAK

Unit 3: Survival and Struggle

Mon, Mar 21 – Black AIDS Activism

- Read: Dan Royles, “When My Brothers Fell: Black Gay Men and AIDS Activism,” *The Baffler* 56 (March 2021), <https://thebaffler.com/salvos/when-my-brothers-fell-royles>

Wed, Mar 23 – The Politics of Needle Exchange in Newark (Guest: Luciano Baez)

- Read: reading TBA

Mon, Mar 28 – Still Surviving I

- Read: “I’m Still Surviving” website, <https://www.stillsurviving.net/>, all text on these pages:
(1) “How Can We Center Women in the History of HIV/AIDS?,” <https://www.stillsurviving.net/narratives/how-can-we-center-women-in-the-history-of-hiv-aids;>

(2) "How Does Family Matter in the History of HIV/AIDS?,"

<https://www.stillsurviving.net/narratives/how-does-family-matter-in-the-history-of-hiv-aids>

Wed Mar 30 – Still Surviving II

- Read/listen: "I'm Still Surviving" website, <https://www.stillsurviving.net/> (specifics TBA)

Mon, Apr 4 – Silence=Death

- Watch: "United in Anger: A History of ACT UP" (2012, dir. Jim Hubbard, 1h 33m); [on Kanopy](#)

Wed, Apr 6 – Lessons of ACT UP

- Read: Sarah Schulman, *Let the Record Show: A Political History of ACT UP New York, 1987-1993* (New York: Farrar, Straus and Giroux, 2021)—"Introduction: How Change Is Made"

Mon, Apr 11 – Decolonial AIDS Activism

- Read: René Esparza, "'Qué Bonita Mi Tierra': Latinx AIDS Activism and Decolonial Queer Praxis in 1980s New York and Puerto Rico," *Radical History Review* 140 (May 2021): 107-141

Unit 4: Contemporary Issues

Wed, Apr 13 – The Protease Moment I

- Read: David W. Dunlap, "Surviving With AIDS: Now What?" *New York Times*, August 1, 1996

Mon, Apr 18 – The Protease Moment II

- Read: Sheryl Gay Stolberg, "AIDS Drugs Elude the Grasp of Many of the Poor," *New York Times*, October 14, 1997

Wed, Apr 20 – The Carceral State

- Read: Trevor Hoppe, *Punishing Disease: HIV and the Criminalization of Sickness* (Oakland: University of California Press, 2017)—introduction, "Punishment: AIDS in the Shadow of an American Institution"

Mon, Apr 25 – PrEP (Pre-Exposure Prophylaxis)

- Listen: The Daily podcast, "This Drug Could End HIV. Why Hasn't It?," June 5, 2019 (30m), <https://www.nytimes.com/2019/06/05/podcasts/the-daily/hiv-aids-truvada-prep.html>

Wed, Apr 27 – Converging Pandemics

- Read: Gabriel N. Rosenberg, "On the Scene of Zoonotic Intimacies: Jungle, Market, Pork Plant," *Transgender Studies Quarterly* 7:4 (November 2020): 646-656

Mon, May 2 – Review

Take-Home Final exam due Tue, May 10 at 6PM

ADDITIONAL INFORMATION

Citizenship and Community

We will be reading and discussing material on which we may not all agree; some of the themes and imagery we encounter in the sources may seem offensive or otherwise controversial. In this context especially, it is crucial for us to combine the free expression of ideas with respect for each other. This is your community and your class; each one of you has a responsibility to that community.

Names and Pronouns

An important part of creating a respectful learning environment is knowing and using the name you use, which may differ from your legal name, as well as the pronouns you use (for example, I go by he/him/his). Please feel free to let me know your name and/or the pronouns you use at any time.

Academic Integrity (Cheating and Plagiarism)

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found online at <http://academicintegrity.rutgers.edu/>.

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

Please learn to resist the urge to cut and paste, either literally or figuratively, by using other people's ideas. If I find that you have used other people's ideas (e.g., Wikipedia, Amazon reviews, book jacket descriptions, etc.), I will not accept the assignment because I will not be able to consider it your own work. You will get a failing grade for that assignment and will not be able to make it up.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: "On my honor, I have neither received nor given any unauthorized assistance on this assignment."

Intellectual Property and Privacy:

Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's Academic Integrity Policy.

Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students' right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings cannot be circulated outside the course.

Accommodation and Support Statement

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

Covid-related Resources: These two links provide a comprehensive list of available resources:

<https://www.newark.rutgers.edu/covid-19-operating-status#SupportingOurStudents>; and
<https://myrun.newark.rutgers.edu/covid19>.

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an

incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University's Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at <http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/>.

Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to *report information* about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973) 353-1918, or at run.vpva@rutgers.edu. Learn more about the office here: <http://counseling.newark.rutgers.edu/vpva>

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a **confidential resource** and does *not* have an obligation to report information to the University's Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out *TAO at Rutgers-Newark* for an easy, web-based approach to self-care and support: <https://tinyurl.com/RUN-TAO>.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.