21:512:226:01
Topics in American History: The History of HIV/AIDS
Spring 2021

Subject to change; any changes will be announced on Canvas

Professor Timothy Stewart-Winter (pronouns he/him/his)
Class Meeting Times: Meets Wednesdays, 1-2:20PM (Zoom)
Asynchronous Assignments: Due Mondays

Class Location: Zoom and Canvas
Office Hours (Zoom): by appointment most weekday afternoons (just email me to set up a time!)
Email: timsw@rutgers.edu

Course Description:
This course will examine the social, cultural, and political history of HIV/AIDS in the US in 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.

Readings
There are no required books. All readings will be available either on Canvas or through the Rutgers University Libraries (http://www.libraries.rutgers.edu/). For certain library resources we’ll use to access films and other materials (including Swank, Kanopy, and Alexander Street), you need to know how to log into the Rutgers library site remotely using your NetID and password. Technical support is available, but you should plan ahead to be sure you know how to access assigned materials in plenty of time.

How the Course Will Be Taught Remotely
This class will be taught online. It will combine both “synchronous” and “asynchronous” elements. These are terms that we use when describing remote or online instruction.

- “Synchronous” activities are ones where we are online at the same time in order to interact in real time. These will happen every Wednesday from 1 to 2:20PM. There will be SHORT readings required for these classes, which you are required to do. I reserve the right to give graded, unscheduled reading quizzes at the start of class if I find students aren’t coming to class sufficiently well-prepared.
- “Asynchronous” activities are ones that you will do on your own schedule. This will include things you are required to read, watch, listen, examine, and then post to a course discussion board for your small discussion group (already assigned automatically). The discussion board posts are due on Mondays at 2:30PM (this means you should plan to
do the reading/viewing sometime between the end of class on Wednesday afternoon and the following Monday.

During our remote synchronous discussions, please silence cell phones, put phones and other devices away, and turn off notifications. Treat our discussions as you would a “regular” in-person seminar. The required materials and our conversation are your focus for these periods each week. If at all possible, use a computer rather than a tablet/phone, so that you can type in the chat box and view any shared files.

With the coronavirus pandemic ongoing and its course unpredictable, I will do my best to be understanding and to accommodate challenges that you may face in participating in the class. In return, I hope you will try to show the same understanding. Communication is key: Please feel free to be in touch at any time to let me know what’s going on that affects your participation in the class. It’s always best to be in touch early about potential problems.

All written assignments must be submitted through Canvas. To access Canvas, go to https://canvas.rutgers.edu. 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 your notifications on for Announcements or email from Canvas.

Additional technology resources:
- RU-N Technology LaunchPad: https://runit.rutgers.edu/technology-launch-pad
- OIT-Newark Help Desk: https://runit.rutgers.edu/hd

Grading and Requirements

1. Attendance and Participation: 25%
2. Weekly Asynchronous Assignments (due on Mondays at 2:30PM): 25%
3. Paper (due Mar 22): 20%
4. Final Exam (due May 10): 30%

You must complete all requirements in order to pass this class.

1. Attendance and Participation. You are expected to attend every synchronous class, from start to finish. Attendance is mandatory. I will take attendance at the beginning of every class. If you arrive ten minutes or more late, I will give you half credit for being in class.

   Consistent and thoughtful participation in class discussions and breakout rooms is required and will count toward your final grade. Your comments must suggest that you’ve completed all of the asynchronous and synchronous requirements and have prepared thoroughly. During our remote synchronous discussions, please silence cell phones and put all other devices away. Treat this time as you would a “regular” in-person seminar: you should not be making dinner, eating lunch, responding to emails, folding laundry, texting with friends, or engaging in any other tasks during our remote meetings.

   There’s some tension between the fact that having your camera on creates a more cohesive sense of community and the fact that not everyone is always able to have their video on for various reasons. I’m going to encourage having cameras on to the best of your ability.

   If you plan to claim a religious holiday as an excused absence, you must inform me of this fact within the first two weeks of class.

   An online learning environment is not a passive learning environment, and simply showing up on zoom will not be enough to succeed in this component of the course. Because
participation is so important, missing more than two synchronous classes without an excused absence will affect your final grade. If you miss one synchronous meeting, that will be an excused absence, no questions asked. If you miss more than one, you must be in touch with me for it to be an excused absence. To repeat, more than two unexcused absences total will affect a final grade. Any student who misses four or more synchronous class sessions --through any combination of excused and unexcused absences-- may not earn credit in this class. Such students should withdraw to avoid getting an F.

That being said, these are challenging times and challenging circumstances. If possible, please let me know in advance if you will not be in class, OR if you have cannot access our online discussions, OR if you need to be on mute and/or no video because of where you are and what is going on around you. With the coronavirus pandemic ongoing and its course unpredictable, I will do my best to be understanding and to accommodate challenges that you may face in participating in the class. In return, I hope you will try to show the same understanding. Communication is key: Please feel free to be in touch at any time to let me know what’s going on that affects your participation in the class. It’s always best to be in touch early about problems.

2. Weekly Asynchronous Assignments. Each week, you have assigned readings (and sometimes listening/watching), and a written assignment. You may do this work on your own time at any point between Wednesday night (after class) and the following Monday afternoon at 2:30PM. You will usually use the discussion board on Canvas for these written assignments; sometimes you will also need to read and comment on what others have posted on the discussion board as part of your assignment. Readings will include a mix of primary sources (those produced during the time period we are examining) and secondary sources (those produced later).

In contrast to many high school history classes, there is no single textbook for this course, but the asynchronous readings will give you the critical context and background information you need to prepare for and participate in the synchronous meetings.

3. Paper (due Mar 22). You will watch ONE of the following movies and write a paper of 4-5 pages placing it in historical context. Detailed assignment will be given on Feb 24.

- An Early Frost (1985, dir. John Erman; on Swank), 1h 35m
- Parting Glances (1986, dir Bill Sherwood; may be available to rent), 1h 30m
- Jeffrey (1995, dir. Christopher Ashley; on Alexander Street), 1h 32m
- Life Support (2007, dir. Nelson George; on Swank, also on Hulu), 1h 28m

4. Final Exam (due May 10). This will be a take-home exam consisting of at least two essays asking you to pull together what you have learned over this semester.

SCHEDULE:

Week 1
Wed, Jan 20 Synchronous
  - Introduction to Course

Week 2 – A New Disease
Mon, Jan 25 Asynchronous
- Watch: Video lecture “HIV/AIDS 101”
- Read/examine: AIDS Magazine Covers 1982-1987 (slides)
- Respond: Discussion board prompt on magazine covers

Wed, Jan 27 Synchronous
- Watch: clip from NBC Evening News #524159, June 17, 1982 (2m), [https://tvnews-vanderbilt-edu.proxy.libraries.rutgers.edu/broadcasts/524159](https://tvnews-vanderbilt-edu.proxy.libraries.rutgers.edu/broadcasts/524159) [first clip new cancer]
- Watch: clip from NBC Evening News #542440, March 2, 1985 (3m), [https://tvnews-vanderbilt-edu.proxy.libraries.rutgers.edu/broadcasts/542440](https://tvnews-vanderbilt-edu.proxy.libraries.rutgers.edu/broadcasts/542440) [test]
- Watch: clip from NBC Evening News #544903, July 25, 1985 (5m), [https://tvnews-vanderbilt-edu.proxy.libraries.rutgers.edu/broadcasts/544903](https://tvnews-vanderbilt-edu.proxy.libraries.rutgers.edu/broadcasts/544903) [Hudson]

Week 3 – Origin Stories
Mon, Feb 1 Asynchronous
- Watch: “And the Band Played On” (1993, dir. Roger Spottiswoode, 2h 20m), on Swank
- Read: Neil R. Schram open letter to the Gay and Lesbian Community (1986), [https://calisphere.org/item/2257b404-0e22-4a64-bfb1-8e3f692fee89/](https://calisphere.org/item/2257b404-0e22-4a64-bfb1-8e3f692fee89/)
- Respond: Discussion board prompt on “And the Band Played On”

Wed, Feb 3 Synchronous
- Watch: “Science & Story: David Quammen – “The Chimp and the River”” (October 1, 2015), [https://www.youtube.com/watch?v=_x1vxHuDtB4](https://www.youtube.com/watch?v=_x1vxHuDtB4) (9m)
- Watch: “How a Sick Chimp Led to a Global Pandemic: The Rise of HIV” (November 29, 2017), [https://www.youtube.com/watch?v=izwomieBwG0](https://www.youtube.com/watch?v=izwomieBwG0) (11m)

Sun, Feb 7 – National Black HIV/AIDS Awareness Day

Week 4 – Personal Narratives of Illness and Caregiving
Mon, Feb 8 Asynchronous
- Possible additional reading TBA for National Black HIV/AIDS Awareness Day
- Respond: Discussion board prompt

Wed, Feb 10 Synchronous
- Read: Amy Hoffman, excerpt from *Hospital Time* (1997)
Week 5 – “Patient Zero”
Mon, Feb 15 Asynchronous
- Respond: Discussion board prompt

Wed, Feb 17 Synchronous

Week 6 – AIDS and Public Health Policies
Mon, Feb 22 Asynchronous
- Read: “The Denver Principles” (1983)
- Respond: Discussion board prompt

Wed, Feb 24 Synchronous

Paper Assignment will be given out (due Mar 22)

Week 7 – Resistance and Rebellion
Mon, Mar 1 Asynchronous
- Watch: “United in Anger: A History of ACT UP” (2012, dir. Jim Hubbard, 1h 33m); on Kanopy

Wed, Mar 3 Synchronous
- Read: Joseph Beam, “Caring for Each Other” (1986)
- Read: Vito Russo, “Why We Fight” (1988)

Week 8 – AIDS on Screen
Mon, Mar 8
- Watch: “Philadelphia” (1993, dir. Jonathan Demme; on Swank), 2h5m

Wed, Mar 10
- Read: Reviews of “Philadelphia”

SPRING BREAK

Week 9 Art as Politics
Mon, Mar 22 Asynchronous
- Paper Due: 4- to 5- page paper on a movie chosen from the list above (no discussion board prompt this week)
Wed, Mar 24 Synchronous
  • Watch Tongues Untied (1989, dir. Marlon Riggs; on Kanopy), 55m

Week 10 AIDS in Newark
Mon, Mar 29 Asynchronous
  • Examine selected documents drawn from Newark Community Project for People with AIDS collection, https://digital.npl.org/islandora/object/newarkaidsproject#collection
  • Complete discussion board prompt
Wed, Mar 31 Synchronous
  • Listen to Aaron Frazier interview #4, Queer Newark Oral History Project (1hr 24m), https://queer.newark.rutgers.edu/interviews/aaron-frazier

Week 11 AIDS and Black Organizing
Mon, Apr 5 Asynchronous
  • Dan Royles, To Make the Wounded Whole: The African American Struggle Against HIV/AIDS (2020), Introduction and Chapter 1
Wed, Apr 7 Synchronous
  • TBA

Week 12 Mourning and Remembrance
Mon, Apr 12 Asynchronous
Wed, Apr 14 Synchronous
  • TBA

Week 13: AIDS and Mass Incarceration
Mon, Apr 19 Asynchronous
  • Read: René Esparza, “Black Bodies on Lockdown: AIDS Moral Panic and the Criminalization of HIV in Times of White Injury”
  • Complete: Discussion board post
Wed, Apr 21 Synchronous
  • Read: prison AIDS activism documents

Week 14: Archiving Women’s Lives
Mon, Apr 26 Asynchronous
  • Read and examine: Still Surviving archive website, https://www.stillsurviving.net
Wed, Apr 28 Synchronous
  • TBA

Week 15
Mon, May 3 (Last day of class)
  • Take-home final distributed

Take-home final due Monday, May 10, 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](https://www.newark.rutgers.edu/covid-19-operating-status#SupportingOurStudents); and [https://myrun.newark.rutgers.edu/covid19](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.