

**WS/CAAS 443.001: Pedagogy of Empowerment:
Activism in Race, Gender and Health
Fall 2010**

Time and Location: Wednesday 1-4 p.m. 111 MLB

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The Larger Project of The Pedagogy of Action

The question that my work as a teacher asks is how can I conscientize young men and women about social injustice(race and gender) and translate that consciousness as a core principle of their own transformation as activists. And as a gender and HIV activist in South Africa, the Caribbean and the United States how can I use this nexus between the privileged students and the community to develop the consciousness in these communities to see themselves not as victims but as participants who can solve the problems faced by their communities if given the right tools.

443

The response to this question has been a three course curriculum lasting a year .The first class, the Pedagogy of Empowerment, Activism in Race Gender and Health(443)educates the student about the HIV problem among African Americans. Using Freire as the theoretical frame, students are conscientized about race gender and HIV in the US.This class is the platform, the ideological foundation on which the transformative experience is based. It is the gateway to the following classes.

CAAS469/ WS435

Before students could embark on the culminating course the Pedagogy of Action they must first enroll in the class entitled preparation for the field- gender in a Global context. This was a critical class because once the students had been conscientized about HIV, race, gender, health and empowerment in the United States, they had now to confront the hegemony of the United States of America and their image in the world. Readings and discussions about the issues, ideas, culture and politics of the young American student engaged in communities abroad were rigorously addressed. What and where is South Africa? What are the myths and perceptions of this African country? Is Africa a place to be exoticised or to take seriously this place as a site of cultural significance, a place of ideas and learning? What does it mean to be an American in the world today? How do South Africans see Americans? What kind of American do you want to be and present to the world.

CAAS468/WS483

The Final semester is spent on the project in which the students put all these ideas into action in South Africa. The student who is now more thoughtful and reflecting is now taken into an environment that is even more radical. To teach HIV prevention for example in the townships in South Africa is both a frightening and exciting possibility. Since the fall of apartheid, the universities have been developing ways to include service as a part of academic education. The tension between learning as knowledge in academia and learning as knowledge grounded in the community is at the nexus of education for all developing countries and in newly emerging democracies like South Africa. The Pedagogy of Action is an example of this praxis, that responsibility to one's community does not exclude theoretical rigor or academic excellence.

This class, 443 is the first of this series of classes. You are not required to participate in all three classes, but if you want to participate in the pedagogy of action then this is the road you will travel.

Course Description

The Pedagogy of Empowerment will explore empowerment through race, gender, health and activism in the context of HIV/AIDS in United States Black communities. Through this two tiered course, students will cultivate strong background knowledge of HIV in Black communities, and explore issues of accountability, apathy, and activism as they pertain to HIV prevention. The course has three main objectives.

1. The epidemiology of HIV as it affects African Americans and its many complexities – African Americans and homophobia, gender, racialism and health, the Black church and the persistence of HIV as an African problem. Students will use what they learn about the context of the epidemic to critically analyze chosen HIV prevention interventions, and explore the intersection of academia and activism.
2. As a consequence of this analysis, everyone in this class must learn an oral HIV prevention module developed by Professor Haniff which must be taught to community groups outside of Ann Arbor. This activist component of the class is the praxis of this class which requires student to not just read and study empowerment but to actually be engaged in an effort to empower. Students will also study innovative ideas that will help shape their thinking on bringing about change and making a difference
3. Because empowerment is particularly important to women and relevant to sustainable education, there will be an emphasis on examining other empowerment pedagogies which are not HIV related. Here students will examine the problem of empowerment in a paradigm of problem posing education. The idea is to demonstrate to students that empowerment takes many forms and how these problems are resolved must be premised on the principle that ordinary people take responsibility for their own problems. This principle cannot be compromised. The responsibility of the educated is to find appropriate interventions that communities can own and dominate. We will explore the empowerment work of ordinary people through Heroes projects and Bunker Roy's Barefoot College

Course Requirements

Grades will be based on a combination of attendance, active participation, and course assignments as follows:

Attendance and Participation 30%

Exercise in Praxis:30%

Paper One due: November 17th. 20%

Paper two due: December 13th. 20%

IMPORTANT Dec. 3 and 4 REQUIRED FOR EXTRA CREDIT 10th. ANNIVERSARY CELEBRATION OF THE PEDAGOGY OF ACTION.

Expectations

All students are expected to attend class *and actively participate*. Each student is granted one unexcused absence without penalty. Active participation involves coming to class having read and critically engaged in the material. Here is a breakdown of the grading system

Grades

Attendance and Participation 30%

Attendance- If you don't come to class you cannot participate nor can you be aware of the level of discussion in the class and the issues raised and analyzed which may have an impact on your own thinking and written work. Attendance also affects information given in the class about scheduling, readings, changes in information and analyses given by the instructor.

Participation means the following:

Speaking- to speak continuously or frequently is not the only measure of participation. Is your speech informed by the readings, is your speech respectful of others, is it considerate, is its impact to silence others. Is it simply to speak. These are some of the criteria in evaluating participation. Be prepared to share your viewpoints, challenge assumptions, and ask important questions. *Just talking does not qualify as active participation.*

Exercise in praxis 30%

This component involves learning the HIV module and finding a community to teach the HIV module. The idea here is to make your education relevant to your community or a community and to experience an intervention that is structured for the least literate. It will require you to learn a method that will seem simplistic and irrelevant to you as a university student. The place of activism is to think about how your education prepares you for activism. It is important that you teach the module, that you do it within a reasonable time that you are persistent in finding a group outside the university and that you get at least two people to teach it back. It is important in breaking the paradigm of the teacher speaks and the student listens. This is extended to the teacher teaches and the student becomes the teacher. This way you are not the only one who is educated and empowered.

Paper Assignment (two papers 20% each due on Nov. 17th. and Dec. 13th.)

Two papers are due. They must be well written. Papers sloppily presented or written or turned in late without an accepted excuse will be graded down. Papers which present information without

analysis and thinking are unlikely to be favorably viewed. Papers that do not regurgitate information, that reflect on the meaning of the information, that apply the information to the problem discussed, that bring ideas to the table, that demonstrate insight and reflection are likely to be graded favorably.

Finally my grading style is not objective. It is a myth that grades are objectively decided. I do not have equivalencies for grades -that doing three particular things will give you an A and three other things will give you a B. The information you have been provided with represent what I like, what I value. You can always meet with me to discuss your papers or any issues you have concerning your work and the class

My goal is to provide you with material that will give you new information on the topic of the class, but also to provide material that will make you think and most importantly, to make you act. This cannot be done by just reading alone and coming to class. You must learn to analyze, to challenge ideas and to critically think. I seek in this class, for you to be engaged in a dialogue that is based on education that is problem posing. The problem is how will you change the epidemic in the African American community in a way that is empowering to the community. Some of the issues raised during the course may be controversial or difficult to discuss. With this in mind, it is important that we respect and listen to each other with open minds.

Course Material

The Secret Epidemic: The Story of Aids and Black America by Jacob Levenson

Pedagogy of the Oppressed by Paulo Freire.

The Tipping Point: How Little Things can Make a Big difference by Malcolm Gladwell

Outliers the Story of Success by Malcolm Gladwell.

Tim Wise The Rise of Post Racial Politics and the Retreat from Racial Equality

Readings on Bunker Roy and the Barefoot College. Check the Resources Section of c tools for a fuller list of sites

www.iht.com/articles/2005/09/13/opinion/edbunker.php

www.unesco.org/courier/2000_03/uk/dossier/txt02.htm

<http://itc.conversationnetwork.org/shows/detail783.html>

<http://web.mac.com/udaydandavate/iweb/site/bunker.html>

http://www.myhero.com/myhero/hero.asp?hero=bunker_roy_06

<http://www.worldchanging.com/archives/006369.html>

<http://www.hinduonnet.com/fline/fl1915/19150380.html>

Websites

There are many websites with information about HIV in the US. cdc.gov, blackaids.org, Hivinsite.org, unaids.org, the Clinton Foundation and many others. The following are articles and fact sheets from cdc.gov which is the largest and most current on US HIV/AIDS information. Most of the readings will be from the [cdc](http://cdc.gov) and Blackaids.org. Outside of these topics you can find any that might interest you that you would wish to discuss in class.

Reading Assignment

Week 1 – Introduction to 443

Wed. Sept. 8

Week 2 – Introductions and HIV/AIDS Overview

Wednesday. Sept. 15th.

**Racial/Ethnic Disparities in Diagnoses of HIV/AIDS --- 33 States, 2001—2005 cdc.gov
MMWR Weekly March 9, 2007**

Research Summary: **Racial/Ethnic** and Age **Disparities** in **HIV ...**

This study is further evidence of the **racial** and **ethnic disparities** within the **HIV/AIDS** epidemic as well as the urgency of educating young MSM about **HIV/AIDS**. ...

www.cdc.gov/hiv/topics/msm/resources/other/ajph_msm_race.htm

HIV/AIDS and African Americans

<http://www.cdc.gov/hiv/topics/aa/index.htm>

Prevention Challenges

<http://www.cdc.gov/hiv/topics/aa/challenges.htm>

The Heightened National Response to the HIV/AIDS Crisis among African Americans

<http://www.cdc.gov/hiv/topics/aa/cdc.htm>

CDC Features - **Women** & Girls **HIV/AIDS** Awareness Day 2009

The estimated rate of new **HIV** cases for **black women** was nearly 15 times that of white **women** and nearly four times that of Hispanic **women**. ...

www.cdc.gov/Features/WomenGirlsHIVAIDS

Fact Sheet: **HIV/AIDS** among Men Who Have Sex with Men | Resources ...

A recent study, conducted in 5 large US cities, found that **HIV** prevalence among **black MSM** (46%) was more than twice that among white **MSM** (21%) [5]. ...

www.cdc.gov/hiv/topics/msm/resources/factsheets/msm.htm

HIV Prevention among Men Who Have Sex with Men: **HIV** Risk Factors ...

But among **Black MSM**, the **HIV** prevalence was even higher, 46%. ... Nearly two out of three **black MSM** who were infected with **HIV** did not know they were infected. ...

www2a.cdc.gov/podcasts/download.asp?f=6866&af=t

More results from www.cdc.gov/hiv/topics/msm

When it Comes to Churches, Perness Seele is the Balm<http://blackaids.org/>

US HIV Rate 40% Higher Than Originally Believed <http://blackaids.org/>

Week 3 – HIV/AIDS and the Epidemic in the African American Community

Wed. Sept.22nd.

Tim Wise

The Module

Week 4 – HIV/AIDS and the Epidemic in the African American Community

Wed. Sept.29th.

The Secret Epidemic: The story of Aids and Black America by Jacob Levenson

P.7-145

The Module

Week 5– HIV/AIDS and the Epidemic in the African American Community

Wd. Oct.6th.

The Secret Epidemic: The story of Aids and Black America by Jacob Levenson

P.146- 267

Week 6- Pedagogy of Empowerment

Wed. Oct.13th.

Tim Wise

Fall Break

Week 7- Pedagogy of Empowerment

Wed. Oct. 20th.

Barefoot College

Bunker Roy

Week 8 – Pedagogy of Empowerment

Wed. Oct.27th.

Pedagogy of the Oppressed by Paulo Freire

Week 9– Pedagogy of Empowerment

Wed. Nov. 10th.

Pedagogy of the Oppressed by Paulo Freire

Week 10 - Pedagogy of Empowerment

Wed. Nov.17th. First paper due

Empowered People Ordinary Heroes

CNNheroes.com

Week 11- Pedagogy of Empowerment

Wed. Nov. 24th. Thanksgiving

Week 12 Pedagogy of Empowerment

Wed.Dec. 1st.

Empowered People Ordinary Heroes

Outliers By Malcolm Gladwell

Week 13 - Changing the Focus

Wed. Dec. 8th.

The Tipping Point By Malcolm Gladwell

Final paper due

Last Day of Classes

