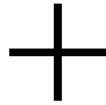


HIV/AIDS Music Project (HAMP) Curriculum



This 10-unit curriculum conveys core concepts, themes, and issues related to the various stigmas surrounding the HIV/AIDS epidemic, in conjunction with selections from the HAMP music catalogue. Each unit is designed for coverage in a two-hour session that includes an icebreaker, lecture, activity, group discussion, and culminating exercise & assessment. Each unit is designed to promote talking, learning, and thinking within a curriculum area. For each unit, facilitators should have a variety of supplies, including white paper, poster boards, markers, pens, paper, and heavy duty tape, on hand. Facilitators should also have access to the Internet and a world map.

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Unit 1. Stigmatization: A General Overview & Definition

Objectives:

By the end of this session, participants will be able to:

- Define HIV/AIDS
- Define Stigma
- Explain how Stigma is created and maintained
- Understand broadly how Stigma impacts the HIV/AIDS epidemic

Vocabulary:

Stigma	Discrimination
Stigmatization	Alienated/ Ostracized
HIV	Formal/Informal Social Controls
AIDS	Social Construction

Texts, Resources & Materials:

MAGZ performing in the video of 'People are You Listening?'

(HAMP Database)

<http://www.youtube.com/watch?v=9Ja75A9XMoc>

Goodie Mob- Blood (America is Dying Slowly Soundtrack)

<http://www.youtube.com/watch?v=mOXZIZN9Szc>

Spearhead- Positive

<http://www.youtube.com/watch?v=rG94nBlcLYg>

Oliver 'Tuku'Mtukudzi -Todii-www.zimvibes.com

<http://www.youtube.com/watch?v=LfdI-Nw0kkM&feature>

AVERT, “HIV & AIDS stigma and discrimination”

<http://www.avert.org/hiv-aids-stigma.htm>

Icebreaker:

This icebreaker is intended to establish a safe place for mature dialogue and participation through the creation of a group agreement. First, show the MAGZ video to students and ask them to listen to the message in the music:

MAGZ performing in the video of 'People are You Listening?'

<http://www.youtube.com/watch?v=9Ja75A9XMoc>

Next, inform the students that because of the sensitive nature of the subject stigmatization & HIV/AIDS the best way to make sure people are “listening” to each other is to establish a set of ground rules, which they themselves will create together. Have them take turns suggesting ground rules while writing their answers on the board; ask for clarification when needed. If they are finishing up and still have not listed any of the following rules, try suggesting these, as they are important to establishing a safe place: Respect, Confidentiality, Openness, Right to Pass, Nonjudgmental Approach, Sensitivity to Diversity, Anonymity, Acceptance, Have a Good Time. Keep the ground rules posted or present for the duration of the workshop series.

Activities:

-Show the following videos, and use the supplementary questions and topic lead-ins to follow up each video with a group discussion.

-Spearhead- Positive

<http://www.youtube.com/watch?v=rG94nBlcLYg>

How does this video or song address the issue of stigmatization of HIV/AIDS?

Where is the stigmatization coming from in this situation?

-Goodie Mob- Blood (America is Dying Slowly Soundtrack)

<http://www.youtube.com/watch?v=mOXZIZN9Szc>

How does this song paint a different picture than the last regarding stigma?

What other factors might play into the overall stigmatization of HIV/AIDS?

Any additional questions, comments and discussions are welcome.

-Finally, create a word tree on the board and ask for students to list different sources of stigma, highlighting the difference between formal (law & government, religion) and informal social controls (i.e. social shame, non-verbal or unwritten rules). The purpose is to show that stigma surrounding HIV/AIDS is shaped and informed by a variety of social narratives that often contradict each other. Use this time to try to explore students’ beliefs and perceptions about HIV/AIDS and stigmatization.

Culminating Exercise & Assessment:

Show this video to the group and ask them to think about the stigmatization of HIV/AIDS on a global scale. Before showing the video, review the major points and ask the students to help fill in the blanks with correct answers.

Oliver 'Tuku'Mtukudzi -Todii-www.zimvibes.com

<http://www.youtube.com/watch?v=LfdI-Nw0kkM&feature>

In order for the students to connect the global context of HIV/AIDS stigmatization with their own lives, have students volunteer to talk about a time they felt stigmatized or experienced stigmatization of someone else. Allow students to share personal stories.

Unit 2. History of Stigmatization of STDs and AIDS

Objectives:

By the end of this session, participants will be able to:

- Discuss the history and origin of stigmatization of STDs
- Comprehend how different narratives of stigma evolved over time
- Understand the history of stigmatizing HIV/AIDS as a social construction

Vocabulary:

Narrative	Eazy E
Needle Exchange Program	AZT
Four “H” Club	Aids “victim”
Americans with Disabilities Act	Evidence-Based
Ryan White	Patient Zero

Texts, Resources & Materials:

Ray Parker Jr - The Other Woman

<http://www.youtube.com/watch?v=RA-4F6l-jr4>

Wu-Tang Clan A.I.D.S (america is dying slowly), HAMP Database

http://www.dailymotion.com/video/x2g0wm_wutang-clan-aids-america-is-dying-s_music

Shake Your Moneymaker- 1969 - peter green

<http://www.youtube.com/watch?v=H1jNhuxccZo>

Ludacris ft. Pharrell- Money Maker

<http://www.youtube.com/watch?v=T9Op2YQ7yyU&ob=av2e>

Femi Kuti- Live at the Africa Shrine(Fela Death)

<http://www.youtube.com/watch?v=CuWV8ellRM8&feature=related>

AVERT, AIDS Timeline

<http://www.avert.org/aids-timeline.htm>

Icebreaker:

First show the students the video “America,” by the Wu-Tang Clan:

http://www.dailymotion.com/video/x2g0wm_wutang-clan-aids-america-is-dying-s_music

This video should be shown as an introduction to frank and honest discussions about HIV/AIDS. Talk about the ways in which Wu Tang fights stigma by talking directly about the AIDS epidemic. Also, encourage students to challenge information in the lyrics of this song and to discuss the respect level, the accuracy of information, and the ways in which stigmas were perpetuated (pull up lyrics online if needed). This icebreaker is intended to encourage each student to feel comfortable participating in a respectful discussion about his or her own views. Students will take turns saying their names, telling where they are from, identifying their favorite music or musician, and finishing a sentence lead-in written on the board, such as:

“One thing that makes it hard or uncomfortable to talk about STDs is ...”

“One thing I know about HIV/AIDS is...”

Student responses should be written in short hand on the board.

Activities:

Show the following Youtube videos showing different musical responses to the epidemic in the early history of HIV/AIDS. Show each video and use the supplementary questions and topic lead-ins to facilitate a short group discussion about each video.

-Ray Parker Jr - The Other Woman

<http://www.youtube.com/watch?v=RA-4F6l-jr4>

What are some of the issues in this song that relate to HIV/AIDS stigma?

What message does this song send? Who is his target audience? What was the historical context of this song?

Femi Kuti- Live at the Africa Shrine (Fela Death)

<http://www.youtube.com/watch?v=CuWV8ellRM8&feature=related>

Fela Kuti was a powerful proponent of social change in Africa prior to his death due to AIDS related complications in 1995. How has the context of this song, performed by Fela’s son, Femi, shaped its relevance to HIV/AIDS stigma?

What challenges might different cultures and nations face in the global fight against HIV/AIDS? What part does music play in the fight against stigmatization?

Culminating Exercise & Assessment:

Before starting the video portion of this exercise, review all vocabulary and key terms to provide an overview of the early stigmatization of HIV/AIDS. Show students how many of the misconceptions about HIV/AIDS that have prevailed over the years were socially constructed narratives that were created in part by the media and the CDC in the early 80’s. Once students seem comfortable with the terms and concepts, show them the following two videos and discuss the way in which music has changed over time, and what ways it has stayed the same.

Shake Your Moneymaker- 1969 - peter green

<http://www.youtube.com/watch?v=H1jNhuxccZo>

What is the underlying message in this song?

What issues of stigmatization might have existed during the making of this song?

Ludacris ft. Pharrell- Money Maker

<http://www.youtube.com/watch?v=T9Op2YQ7yyU&ob=av2e>

How does this song show a change in the character of music in recent years?

What aspects of the music have remained the same? What are the commonalities?

What messages do these videos convey regarding sexuality or stigmatization?

Wrap up the group discussion with an overview of the main points, which the group has agreed upon throughout this unit. Also, address unresolved issues by providing the students with a brief preview of the next unit, and offer them the chance to follow up their investigation in greater depth.

Unit 3. Stigmatization of Homosexuality and HIV/AIDS

Objectives:

By the end of this session, participants will be able to:

- Understand the origins and evolution of the stigmatizations of homosexuality due to false and outdated beliefs about HIV/AIDS
- Analyze the roots of stigma and discrimination toward the LBGT community with regards to HIV/AIDS
- Deconstruct myths, stereotypes and social narratives about HIV/AIDS, which perpetuate the stigmatization of LBGT communities

Vocabulary:

LBGT	Rock Hudson
Gaetan Dugas	Communicable disease
Opportunistic infection	Risk Enhancement/Compensation
Risk Practice	'Schoolboard v. Arline'
Gay Marriage	Sodomy Laws
MSM	GRID

Texts, Resources & Materials:

Elton John, "the Last Song"

http://www.youtube.com/watch?v=PFP4Rk_Tx_E&feature=related

Bruce Springsteen - Streets Of Philadelphia

<http://www.youtube.com/watch?v=9a4p4rQgFI&feature=related>

Pink - Dear Mr President Live In Wembley - I'm Not Dead Tour

<http://www.youtube.com/watch?v=Q56pHCGrlc4>

I'll Cover You (Reprise)- Rent*

<http://www.youtube.com/watch?v=vAaXD9PscOs&feature=related>

Gregory M. Herek & John P. Capitanio, "AIDS Stigma and Sexual Prejudice",
American Behavioral Scientist, 1999, 42, 1126-1143, *University of California, Davis*,

http://psychology.ucdavis.edu/rainbow/html/abs99_sp.pdf

AVERT, Homophobia, prejudice & attitudes to gay men and lesbians

<http://www.avert.org/homophobia.htm>

Icebreaker:

This icebreaker is intended to open up dialogue about the stigmatization of homosexuality and HIV/AIDS. Open the session with the following video and remind students to pay close attention to the message and themes in the lyrics.

Elton John, “the Last Song”

http://www.youtube.com/watch?v=PF4Rk_Tx_E&feature=related

Discuss the themes contained in the song lyrics; make a list on the board as students volunteer different themes. Follow up by asking questions at large about students’ individual experiences with the stigmatization of homosexuality and HIV/AIDS. Sample Questions to ask are: Growing up, what were some of the stereotypes you heard about lesbians, gays, and bisexuals? What were some of the things you heard about these groups growing up that you have come to find out are not true?

Activities:

Show each video in relation to different forms and contexts (legal, social, political) of stigmatization against the LBGT community with respect to HIV/AIDS. Follow up each video with a short 5 to 10 minute discussion about the particular issues of stigma and HIV/AIDS that the video expressed. Write answers on the board so students can visualize the different points made.

Stigmatization Against Homosexuality in the Courts- Legal Issues

For the movie “Philadelphia” about a gay lawyer dying of AIDS; the director commissioned Bruce Springsteen to write a song, hoping it would encourage new audiences to want to see the movie about an often stigmatized subject matter.

Bruce Springsteen - Streets Of Philadelphia

<http://www.youtube.com/watch?v=9a4p4rQgFI&feature=related>

How does this video/song show the context of legal discrimination and the law’s responsibility to protect those with HIV/AIDS from discrimination?

Stigmatization against Homosexuality in Politics- Social and Political Issues

Pink teams up with the Indigo Girls to perform this song, “Mr. President,” which addresses “political facts and questions”. Members of the Indigo Girls are openly gay and have championed anti-stigmatizing causes through their music.

Pink ft. Indigo Girls- Dear Mr President - I'm Not Dead Tour

<http://www.youtube.com/watch?v=62feDInWTpI>

What message does Pink hope to get across in this song? How does this song speak to the struggles of those in the LBGT community living with HIV/AIDS and facing stigma from political and social arenas?

Layered Stigma in the LBGT Community. Transgender Issues

This video is an excerpt from the movie version of the original Broadway play, "Rent". The original creators hoped to destigmatize many issues surrounding HIV/AIDS and the LBGT community. The hero/heroine of the play is Angel, a transgender man who eventually dies of AIDS. The video shows Angel's funeral with close friends and her former lover, who is a retired NYU philosophy professor also living with AIDS.

I'll Cover You (Reprise)- Rent*

<http://www.youtube.com/watch?v=vAaXD9PscOs&feature=related>

How does a love song involving a homosexual or transgender relationship fight stigmatization against LBGT people living with HIV/AIDS?

What does this video tell you about the experiences of those who face stigma and discrimination based on their sexuality and/or HIV/AIDS status?

In order to wrap up this activity, have the group talk about ways in which homophobia and stigma of HIV/AIDS is reinforced or deterred by the media, peers, religion, and family.

Culminating Exercise & Assessment:

First, review the definitions and main themes of the unit as recap, and ask students to participate in reviewing the information. Next, watch the following video with the group:

Usher ft. Nicki Minaj- lil freak

<http://www.youtube.com/watch?v=dNVNzRzDt-k>

As a group, discuss the video in relation to the double standards and differing views of homosexual relationships between women as opposed to MSM. Try to connect stigma's surrounding sexuality in general within the larger picture of the HIV/AIDS epidemic. Allow students to comment and discuss. What message does this video send? What beliefs does it seem to shape?

Unit 4. Stigmatization of Poverty and HIV/AIDS

Objectives:

By the end of this session, participants will be able to:

- Understand economic barriers to healthcare and education in the prevention of HIV/AIDS
- Know the different ways in which poverty is a source of stigma with regards to the HIV/AIDS epidemic
- Discuss how issues of class and economics shape the stigmatization of HIV/AIDS

Vocabulary:

Contextual Factors	MTCT
Social Exclusion	Health costs
“Disease of the Rich”	Environmental Factors
“Disease of the Poor”	Segregation
Perpetuating Social Inequality	Transactional Sex

Texts, Resources & Materials:

Sade-Pearls

<http://www.youtube.com/watch?v=eDMg8M4HmnQ>

2Pac- “Brenda’s Got a Baby”

<http://www.youtube.com/watch?v=Wl54ABY8VgY>

Sarah McLachlan - World On Fire

<http://www.youtube.com/watch?v=FDmPcSWE0WU&feature=related>

Mos Def- Mathematics

<http://www.youtube.com/watch?v=6v0hk4FGTDU>

Treston, Carole, “CDC Study on Poverty and HIV Rates in Inner-City Neighborhoods: Familiar Story to Some, Still Unacceptable!,” The Body: The Complete HIV/AIDS Resource, July 2010

<http://www.thebody.com/content/news/art57782.html>

Icebreaker:

This icebreaker is intended to bring the group together while exploring issues of class and poverty and how they influence the stigmatization of HIV/AIDS. Whether in the U.S. or in countries around the world, it isn’t hard to see the stark contrast between the ways in which people live, and how their economic status often determines their ability to gain

basic needs such as healthcare, housing, food and education. Show the following video and help students try to visualize poverty as a global issue in relation to the stigmatization of HIV/AIDS.

Sade-Pearls

<http://www.youtube.com/watch?v=eDMg8M4HmnQ>

What do you think was the message in this song? Do you think the artist intentionally made the lyrics vague? How might poverty affect an individual's ability to get health care, education and basic social services? How might poverty affect an individual's personal struggle with HIV/AIDS and stigma?

Activities:

This activity is intended to explore the stigmatization of poverty and HIV/AIDS through music that touches on themes of economic strife, drugs, violence, and other issues that tend to compound the problems of poverty and HIV/AIDS. The students will also explore the complex ways in which blame, fear, shame, social expectations and values influence different stigmas surrounding HIV/AIDS.

Show the following video:

Mos Def- Mathematics

<http://www.youtube.com/watch?v=6v0hk4FGTDU>

Allow students to engage in discussion, using these questions as topic lead-ins. Do you think statistics about poverty can be useful? How can statistic lead to more stigmatization? What other social problems contribute to cycles of poverty and increased risk of infection to HIV/AIDS?

2Pac- "Brenda's Got a Baby"

<http://www.youtube.com/watch?v=Wl54ABY8VgY>

What message is Tupac trying to convey with this song? What roles do the family structure and community influence play in Brenda's life? Is this message still relevant today?

Culminating Exercise & Assessment:

Give a quick vocabulary quiz to test the student's understanding of key definitions and terms. Show the video below:

Sarah McLachlan - World on Fire

<http://www.youtube.com/watch?v=FDmPcSWE0WU&feature=related>

Ask students to write 3 thoughts in response to the messages in the video. Ask them to take turns reading aloud their reflections on the music video. Create an "idea cloud" and write down words that summarize the students' main ideas. Continue the discussion by

asking students about how they feel artists and private citizens, who have access to greater wealth and resources, ought to contribute to HIV/AIDS awareness.

Unit 5. Stigmatization of Substance Abuse & HIV/AIDS

Objectives:

By the end of this session, participants will be able to:

- Identify the different ways in which substance abuse is associated with the stigmatization of HIV/AIDS
- Recall key facts and myths about Substance Abuse and HIV/AIDS
- Understand how Substance Abuse relates to the stigmatization of HIV/AIDS

Vocabulary:

Injection Drug User (IDU)

Hepatitis B & C

Incarceration

Recreational Drugs

Needle Exchange Programs

Transmission Category

Texts, Resources & Materials:

Jay-Z – I Know*

<http://www.youtube.com/watch?v=v8Up-BfOCKg&ob=av2e>

MC Lyte- Lola from the Copa*

<http://www.youtube.com/watch?v=oJF5w4BgOJY>

Red Hot Chili Peppers- Under the Bridge

<http://www.youtube.com/watch?v=lwlogyj7nFE&ob=av2n>

Pink-Sober

<http://www.youtube.com/watch?v=nJ3ZM8FDBlg>

Without You - RENT Movie

<http://www.youtube.com/watch?v=IrE7mh7Emj4&feature=related>

DRUG USE AND HIV

<http://www.aids.org/factsheets/154-Drug-Use-and-HIV.html>

Icebreaker:

This icebreaker is intended to set the tone for a no-nonsense, trusting and open conversation about drugs. The first video will show a key example of how the drug trade is both glorified/exposed through music and how addiction can inhibit an individual's ability to make healthy lifestyle decisions. *Without any prior introduction to the subject*, show the following video.

Jay-Z – I Know*

<http://www.youtube.com/watch?v=v8Up-BfOCKg&ob=av2e>

Ask the students to try to determine the subject matter of the song, paying specific attention to language, slang and imagery. Either a student will be able to identify that the song is about a woman addicted to heroin, or if the students are still unable to make the connection, use the video to discuss the subtle and subliminal messages often conveyed in popular music. Open discussion using some of the following questions. Do you know people who do drugs or sell drugs? Without going into specifics like names, ask the students to try to identify the reasons people use or sell drugs, according to their own experiences or beliefs.

Activities:

The following activity is intended to explore the range of thought and different approaches to I-V drug use and its association with HIV/AIDS since the early years of the epidemic. Show the videos in quick succession, taking only a few minutes between each video to allow them to discuss and digest the message in each one.

MC Lyte- Lola from the Copa* (1991)

<http://www.youtube.com/watch?v=oJF5w4BgOJY>

Red Hot Chili Peppers- Under the Bridge

<http://www.youtube.com/watch?v=lwlogyj7nFE&ob=av2n>

Pink-Sober

<http://www.youtube.com/watch?v=nJ3ZM8FDBlg>

How did each of these artists approach the subject of drug use? How do you think their audiences viewed drugs at the time their videos were released? How has popular music's relationship with drugs changed or stayed the same over time?

Culminating Exercise & Assessment:

Show the following movie as an example of how music can confront issues of HIV/AIDS (particularly taboo topics like drug use and homosexuality) through recent musicals, plays and movies.

Without You - RENT Movie

<http://www.youtube.com/watch?v=IrE7mh7Emj4&feature=related>

We often think about drug use as if it exists in a vacuum; how does this video explain the different contexts in which drug use takes place (I.e. relationships, lifestyles). How does

this video explore the stigmas surrounding HIV/AIDS and drug use? What is the ultimate message?

Unit 6. How Stigma Affects Health Care and Prevention

Objectives:

By the end of this session, participants will be able to:

- Understand how different forms of stigmatization can create barriers to healthcare and prevention
- Understand how stigmatization threatens global public health measures against the spread of HIV/AIDS
- Describe different ways in which HIV/AIDS stigmatization inhibits preventative programs and palliative care

Vocabulary:

Adherence

ADAP

PEPFAR

ARVs (ART)

Neglect

Exclusion/Inclusion Criteria

Endemic

Blood Transfusions

Testing without consent

Differential Treatment

Internal Stigma (self-stigma)

Client-Initiated Testing

Occupational Transmission

Self-Testing

Universal Precautions

Palliative Care

Texts, Resources & Materials:

The Mighty Mighty Bosstones - The Impression That I Get

<http://www.youtube.com/watch?v=NIGMUAMevH0>

Bush- Letting the Cables Sleep

<http://www.youtube.com/watch?v=0fpHtotLZAU&ob=av2n>

Outkast- Roses

http://www.youtube.com/watch?v=cAPACD8_Zzw

Coldplay - Fix You (AIDS Awareness)

http://www.youtube.com/watch?v=E2_QI3-yqJM&feature=related

Combating HIV stigma in health care settings: what works?

Laura Nyblade, Anne Stangl, Ellen Weiss and Kim Ashburn
International Center for Research on Women, Washington, DC, USA

Journal of the International AIDS Society 2009, 12:15

<http://www.jiasociety.org/content/12/1/15>

AVERT, “Stigma, Discrimination and attitudes to HIV/AIDS”

<http://www.avert.org/hiv-aids-stigma.htm>

Icebreaker:

Open with a discussion about HIV testing as a particularly important form of healthcare and prevention in response to the HIV/AIDS epidemic. This topic will be the first major focus, as prevention is an essential part of the Public Health response to the HIV/AIDS epidemic.

Go over key terms and phrases from the word bank, writing definitions on the board, after students have attempted their own definitions or answers.

Finally, to wrap up the icebreaker, show the following video:

The Mighty Mighty Bosstones - The Impression That I Get

<http://www.youtube.com/watch?v=NIGMUAMevH0>

Ask the students for feedback and responses to the video, and then move on to the activities.

Activities:

The following music videos show different situations involving HIV/AIDS-related healthcare and prevention, and the ways in which stigmatization can create barriers to healthcare. Ask students to draw connections between the stories in the songs and the different forms of stigma that can inhibit the prevention and treatment of HIV/AIDS.

Bush- Letting the Cables Sleep

<http://www.youtube.com/watch?v=0fpHtotLZAU&ob=av2n>

Outkast- Roses

http://www.youtube.com/watch?v=cAPACD8_Zzw

Ani DiFranco- On Every Corner

<http://www.youtube.com/watch?v=i7vmnUCBMAw>

Ask students the following questions intended to get them thinking about issues of stigmatization related to prevention and treatment of HIV/AIDS.

In the Bush video, what do you think about the fact that he was completely unaware of his friend’s condition?

In the Outkast video, Big Boi mentions that his “Aids Test is flawless,” while flirting with the girl in the video; what affect does that have on stigmatization? Is the message too subtle?

In the Ani DiFranco song, the artist talks a lot about poverty and other forms of stigmatization as barriers to healthcare and human dignity; how are those concepts linked in this broader conversation?

Culminating Exercise & Assessment:

After a quick review of the key terms and phrases, ask the following questions:

What roles do empathy, human dignity and compassion play in ending the stigmatization that often impedes proper prevention and treatment of HIV/AIDS?

What role does music play in putting a “human face” on the disease? What limitations or drawbacks may arise when using music as a medium for dispelling myths and combating stigma associated with HIV/AIDS?

Play the following song, and ask students to watch carefully and listen to the lyrics. Ask them to write a reflective poem or paragraph in response to the music video.

Coldplay - Fix You (AIDS Awareness)

http://www.youtube.com/watch?v=E2_QI3-vqJM&feature=related

When the video is over, give the students 10 minutes to finish their thoughts for their poems or paragraphs. When the time is up, ask for volunteers to share what they have written with the class; if possible, encourage everyone to share.

Unit 7. Prejudice, Discrimination and Stigmatization of HIV/AIDS

Objectives:

By the end of this session, participants will be able to:

- Understand and explain the ways in which gender and race issues shape the stigmatization of HIV/AIDS
- Define “prejudice” and “discrimination”
- Understand the complex layers of discrimination & prejudice (i.e. “double discrimination” of race and sex) and how they influence the stigmatization of HIV/AIDS

Vocabulary:

Prejudice	Gender Roles
Discrimination	“Man made virus”
Adherence	Reggie Williams
Incarceration	Magic Johnson
Tuskegee Experiment	Epidemiology
‘On the down low’	Urban Gentrification
Gender Based Violence (GBV)	Epidemic

Texts, Resources & Materials:

Common Feat. John Legend- Strange Fruit

<http://www.youtube.com/watch?v=0L3B0-ajza8>

Nas- Fear of the Black Man’s Penis

<http://www.youtube.com/watch?v=FxoQqtfZea4>

50 Cent- Candy Shop

<http://www.youtube.com/watch?v=SRcnnId15BA>

Lauryn Hill - Doo Wop

<http://www.youtube.com/watch?v=dE6Qcc6VDo8>

Beyonce- If I were a Boy

<http://www.youtube.com/watch?v=AWpsOqh8q0M&feature=related>

Annie Lennox - Sing (Official Video)

<http://www.youtube.com/watch?v=0K2Q59eT2Us>

AVERT, “Women, HIV and AIDS”

<http://www.avert.org/women-hiv-aids.htm>

Icebreaker:

Discrimination and prejudice come in many different forms, but one form in particular is ingrained in American history, as well as the global conscience: racism. Racial attitudes and beliefs vary greatly. Several other issues often compound the stigmatization of particular racial groups or ethnicities. Show the first video as an introduction to the discussion of race and the stigmatization of HIV/AIDS.

Common Feat. John Legend- Strange Fruit

<http://www.youtube.com/watch?v=0L3B0-ajza8>

Activities:

“Defining Gender Roles through Pop Culture”

This activity is intended to identify the way in which popular artists reflect and influence both male and female gender roles. Often these music videos create unrealistic expectations and reinforce gender stereotypes. Show the following videos using the prompts to facilitate the main issues of gender, race, stigma and HIV/AIDS. Help facilitate short 5 to 10 minute discussions after each video, but allow the students to bring up their own questions, reflections and responses to the videos.

50 Cent- Candy Shop

<http://www.youtube.com/watch?v=SRcnnId15BA>

Lauryn Hill - Doo Wop

<http://www.youtube.com/watch?v=dE6Qcc6VDo8>

Beyonce- If I were a Boy

<http://www.youtube.com/watch?v=AWpsOqh8q0M&feature=related>

Culminating Exercise & Assessment:

This exercise is intended to bring together the issues of race, gender, poverty and the stigmatization of HIV/AIDS, and to show how music can be a healing, uplifting and edifying force. Have the students watch the following video.

Annie Lennox - Sing (Official Video)

<http://www.youtube.com/watch?v=0K2Q59eT2Us>

What are your initial reactions? What role can music play in helping to end the stigmatization of HIV/AIDS? Is music an effective medium for dispersing information or spreading a message? Is it healing or transformative in other ways?

Unit 8. Stigmatization of “Prostitution” and Sex Work

Objectives:

By the end of this session, participants will be able to:

- Understand the roots of stigmatization of sex workers and facts and myths regarding HIV/AIDS and the sex industry
- Understand that sex work is monitored, regulated and viewed differently depending on the particular country and culture
- Define key words and vocabulary pertaining to the stigmatization of sex workers with HIV/AIDS

Vocabulary:

Prostitution	MTSW
“High Risk Group”	Sex Tourism
Criminalized	Sex Trafficking
Sex Work	Government Regulated
“bridge” population	Moral Judgment

Texts, Resources & Materials:

Four Women- Nina Simone

<http://www.youtube.com/watch?v=WRmzQ39sXTQ&feature=related>

Talib Kweli- For Women

<http://www.youtube.com/watch?v=0qkjtK3O15Q>

Lupe Fiasco - Streets On Fire*

<http://www.youtube.com/watch?v=UF7rBcFolAc>

Eminem- Maxine*

<http://www.youtube.com/watch?v=8EUVaVuPWcg>

Teairra Mari ft. Gucci Mane & Soulja Boy - Sponsor [Music Video]*

<http://www.youtube.com/watch?v=81jdzS4sbq0>

AVERT, “Sex Workers, Prostitution and AIDS”

<http://www.avert.org/prostitution-aids.htm>

Icebreaker:

“What constitutes a prostitute?”

This icebreaker is intended to help establish key terms, definitions and concepts related to prostitution, sex work and the stigmatization of HIV/AIDS. Show the students the following video, which was recently the cause of a major controversy over the meaning of the lyrics and whether or not it was promoting “transactional sex”.

Teairra Mari ft. Gucci Mane & Soulja Boy - Sponsor [Music Video]*

<http://www.youtube.com/watch?v=81jdzS4sbq0>

Ask the students what they believed the song or video was about and what it means when Teairra Mari says “I got myself a sponsor”. Let the students discuss and generate their own conclusions. The focus of this exercise is to try to open up dialogue about the complexities of sexual relationships motivated by monetary compensation.

Activities:

Sex work does not occur in a vacuum, and in many cases, the social and economic environments supporting the sex work industry are a complex web of influences, including financial pressure, gender and race issues, public policy, religion, sexual orientation and the law. Help students examine the following songs and deconstruct the way in which the stigmatization of sex work can be constructed depending on the social environment.

Lupe Fiasco - Streets On Fire*

<http://www.youtube.com/watch?v=UF7rBcFolAc>

Eminem- Maxine*

<http://www.youtube.com/watch?v=8EUVaVuPWcg>

How do these songs show the ways in which drug use, sex work, and HIV/AIDS are stigmatized and yet condoned simultaneously? How does society reinforce the sex work industry while demonizing it at the same time? Which song felt more potentially “empowering” or “uplifting”? What other issues did these songs raise?

Culminating Exercise & Assessment:

What roles do you think race, gender, class and sexual orientation play in shaping the stigmatization surrounding sex work and HIV/AIDS? For this discussion, compare the following two songs. These songs touch upon the compounded struggles of African-American women who have dealt with racism, sexism and poverty.

Four Women- Nina Simone

<http://www.youtube.com/watch?v=WRmzQ39sXTO&feature=related>

Talib Kweli- For Women

<http://www.youtube.com/watch?v=0gkjtK3O15Q>

These songs deal with the complex issues of race, gender, and class. The first video, Nina Simone's song "Four Women" describes the struggles of black women in different situations; written prior to the HIV/AIDS epidemic, one can still tell that sex work has been a taboo and yet poignant issue throughout American history. These songs deal with contradictory ideas of strength and vulnerability, rough and soft, empowering and disempowering situations.

Follow up questions: how does Talib Kweli put his own spin on the situations of these "Four Women"? Is he able to tell the truth in a new or different way? What has changed in society from the time of Nina Simone's original version to the time of Talib Kweli's remix? How has the HIV/AIDS epidemic informed or influenced the stigmatization of sex work?

Unit 9. Religion and Stigmatization of HIV/AIDS

Objectives:

By the end of this session, participants will be able to:

- Understand the way religion shapes beliefs and behaviors about safe sex practices and HIV/AIDS awareness
- Understand the different religious influences on education, social services and persons living with HIV/AIDS

Vocabulary:

Abstinence

Sodomy

Circumcision

Shame

Chastity

Advocacy

Marital Fidelity

Christ-Like

Sinning

Lust

Repentance

Sex as Sacred

Promise Ring

Faith Based Organizations (FBOs)

Texts, Resources & Materials:

Amy Grant Ask Me

<http://www.youtube.com/watch?v=Q2bOMpZa7mQ>

Common: Misunderstood

http://www.youtube.com/watch?v=qlzVBa_GdXU

Kanye West- Jesus Walks

<http://www.youtube.com/watch?v=b8AvHupByuU>

NaS - God Love Us (complete with lyrics)

<http://www.youtube.com/watch?v=DYRc3wHvqQk>

Lauryn Hill- Forgive Them Father

<http://www.youtube.com/watch?v=RTQL42onK08>

The Calling- Stigmatized

<http://www.youtube.com/watch?v=NJhaiMrlm0A>

“Religion and AIDS”, UNAIDS, www.unaids.org

<http://www.unaids.org/en/Partnerships/Civil+society/religionAndAids.asp>

USA TODAY, 3/23/2010, “Religious groups pledge to end AIDS stigma”

http://www.usatoday.com/news/religion/2010-03-23-hiv-aids-stigma_N.htm

Icebreaker: Breaking Taboo

Watch the following video by Christian recording artist, Amy Grant. The song deals with the issue of overcoming sexual abuse with the help of God. Use this video as an introduction to the issues of religious taboo and stigmatization of HIV/AIDS.

Amy Grant Ask Me

<http://www.youtube.com/watch?v=Q2bOMpZa7mQ>

How did this song use the themes of faith, religion and belief in God as an empowering way of overcoming the personal trauma of sexual abuse? Are there ways in which the religious nature of this song prohibited more frank and honest dialogue about the subject? How does this song relate to the issue of religion and the stigmatization of HIV/AIDS?

Activities:

Use the chalkboard and write out key terms and phrases for the unit. Ask students to give their own input with regards to defining some of the more familiar terms, however, be sure to come to an accurate and agreed upon definition for each word.

The following videos show how hip hop has been a major musical force in secularizing religious ideas, or perhaps, bringing religious issues to the forefront of secular music. Show these videos to the students and ask the students to take notes on how each song portrays the issues of religion, sex, HIV/AIDS, stigmatization and other related issues such as race, poverty and gender.

Common: Misunderstood

http://www.youtube.com/watch?v=qlzVBa_GdXU

Kanye West- Jesus Walks

<http://www.youtube.com/watch?v=b8AyHupByuU>

Nas - God Love Us (complete with lyrics)

<http://www.youtube.com/watch?v=DYRc3wHvqQk>

These three hip-hop artists all managed to incorporate themes of religion, stigmatization and HIV/AIDS into their songs. Which artist do you think was most effective in deconstructing religious stigmas surrounding HIV/AIDS? What was it about Kanye's "Jesus Walks" that allowed it to be such a popular hit? Did the song sacrifice any content to achieve that level of success? Is Common's message able to reach his audience in an effective way? Or is he just telling stories for entertainment? How does Nas' approach differ from the other two artists? Do the artists share similar views or beliefs? Where do they differ?

Culminating Exercise & Assessment:

Lauryn Hill represents someone from a strong spiritual background and faith who was able to make it in the secular popular music industry. The Calling is a Christian influenced band that has also managed to cross over into the mainstream. What traits or characteristics do these two songs share in terms of their approach and message about religion and sex? Do these songs adequately address issues of stigmatization and HIV/AIDS while maintaining their own religious convictions?

Lauryn Hill- Forgive Them Father

<http://www.youtube.com/watch?v=RTQL42onK08>

How is Lauryn Hill able to use traditionally religious themes and apply them to secular situations? Is she fighting stigma or reinforcing it? What is her overall message about people's intentions versus the reality of their actions? What role do lies and truths play in the stigmatization of HIV/AIDS?

The Calling- Stigmatized

<http://www.youtube.com/watch?v=NJhaiMrlm0A>

How does the Calling show how faith in God is often the cause of its own stigmas? Does this song show that faith is enough to overcome stigma? Where do faith and religion part ways regarding their relationship to the stigmatization of HIV/AIDS?

Unit 10. Stigmatization of Condoms and HIV/AIDS

Objectives:

By the end of this session, participants will be able to:

- Understand the different root causes of the stigmatization of condoms as a preventative measure against HIV/AIDS
- Engage in mature dialogue about safe sex practices
- Deconstruct the stigmatization of condoms by friends, peers and other social influences

Vocabulary:

Condom	Condom Fatigue
Abstinence	Anal Intercourse
Birth Control	Oral Intercourse
Vaginal Fluid	ABC
“Double Bagging”	Female Condom
Sabotage	

Texts, Resources & Materials:

Canibus – Aids*

<http://www.youtube.com/watch?v=8zMoNkbBGik>

Nigerian Music|Safe Sex song | Naija Music|Afrobeat |Condi|Timi Korus

<http://www.youtube.com/watch?v=RLupjHca32g>

Reba McEntire- She Thinks His Name was John

<http://www.youtube.com/watch?v=jHmNksnUFdc>

TLC- Waterfalls

<http://www.youtube.com/watch?v=m-n-jZJhpT4&feature=related>

Lady Gaga - Ribbons (Full Song)*

http://www.youtube.com/watch?v=WUhKF_EgCnw

Miki Gonzalez - usa un condón

<http://www.youtube.com/watch?v=aY7e7wsC4hw>

Icebreaker:

This icebreaker is intended to introduce students to the subject of condoms and different safe sex practices. This song is one of the most widely recognized popular songs that have dealt with the subject of condoms and HIV. Show the students the following video and ask them to write down and save any thoughts or questions that arise during the video.

TLC- Waterfalls

<http://www.youtube.com/watch?v=m-n-jZJhpT4&feature=related>

Do you think TLC's stature as popular artists made it easier or more difficult to address issues of HIV and safe sex? What kind of backlash, if any, might come from a video like this? Is popular music an effective means of promoting the use of condoms and safe sex in preventing the spread of HIV/AIDS?

Activities:

Open up the activity by defining key terms and phrases for the unit, and answer any questions regarding the vocabulary. Once all of the key terms have been covered, introduce students to the music part of the activity.

Different cultures create and consume music differently depending upon their traditions, local styles, values and history. The following videos are intended to show the diversity of messaging within music across different genres and cultures. Music is a common thread in all of these messages, however, the way they approach the issues of condoms, safe sex, HIV/AIDS and stigma, vary from artist to artist.

Nigerian Music|Safe Sex song | Naija Music|Afrobeat |Condi|Timi Korus*

<http://www.youtube.com/watch?v=RLupjHca32g>

Reba McEntire- She Thinks His Name was John

<http://www.youtube.com/watch?v=jHmNksnUFdc>

In this song, Reba McEntire doesn't talk directly about sex, condoms, or HIV/AIDS. What are some context clues that let you know she might be alluding to HIV? How does this song deal with the issue of stigmatization of HIV/AIDS? Is it helpful, harmful or both?

Canibus – Aids*

<http://www.youtube.com/watch?v=8zMoNkbBGik>

To what extent was Canibus' song useful in encouraging the use of condoms? To what extent did he further stigmatize HIV/AIDS? How does his narrative in this song tie in other social ills and their associated stigmas?

How did each song approach the issue of stigmatization of HIV/AIDS relating to the use of condoms? Did you feel that the songs that dealt explicitly with information about condoms and HIV/AIDS were effective?

Culminating Exercise & Assessment:

Ask students to talk about how these music videos have changed how they view issues surrounding the stigmatization of HIV/AIDS. This is the chance for students to weigh in with their own opinions. Does popular music negatively influence sexual behavior? Can it play a role in spreading information and safe sex practices? How can music help address the issue of the stigmatization of condoms, in particular, and HIV/AIDS stigma as a whole? Show students the following video.

Lady Gaga - Ribbons (Full Song)*

http://www.youtube.com/watch?v=WUhKF_EgCnw

Is Lady Gaga's message clearly referring to "Ribbons" as another name for condoms? If so, is the metaphor clear enough to share an effective message advocating safe sex? How does this approach to glorifying the appeal of condoms affect the problem of stigmatization?