

HIV/AIDS Ministry

Starr-King Spring 2010 Syllabus

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Course Facilitator

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I am a Unitarian Universalist minister in preliminary fellowship; Associate Dean of Instruction and Professor of Humanities and Comparative Religion at Harry S Truman College (City Colleges of Chicago). On a volunteer basis, I have served various HIV/AIDS service organizations for most of my adult life, both in the United States and in Europe. This includes the now defunct AIDS Pastoral Care Network of Chicago, co-sponsored by the UUA Central MidWest District. I wrote my Doctor of Ministry project on HIV/AIDS pastoral care at Meadville Lombard. It documented a Hindu-based, interfaith HIV/AIDS ministry called The River Fund in Sebastian, FL.

Availability: I normally check the course once a day Monday through Friday, usually in the evening (Central Time). Saturdays, I log in once, but times vary depending upon my schedule. On Sundays, I try to keep a Sabbath from course work.

Description

A Unitarian Universalist and liberal religious perspective will be used to address the pastoral, ethical, political, religious, and spiritual challenges of the HIV/AIDS pandemic. The course will include local, national, and global points of focus. It will look at HIV/AIDS-related social justice issues such as stigma, poverty, racism, homophobia, sexuality, disenfranchisement, and classism, as well as pastoral care concerns of grief, suffering, disease, and death. Students will formulate their own informed responses to HIV/AIDS and create a project for their area ministerial interest.

Starr King Thresholds

The course primarily addresses two areas of ministry: pastoral care and social justice. Therefore, it corresponds to the first two Starr King thresholds: Life in Religious Community, and Prophetic Witness and Work. Religious life in community addresses the ministry of the church to the individual facing a life crisis and other exceptional circumstances. This course provides theoretical guidance to undertake pastoral care for people living with HIV/AIDS. Prophetic witness and work address the systemic issues that disenfranchise and oppress individuals. This course addresses the religious and political structures, constraints, and challenges of HIV/AIDS.

Educating To Counter Oppressions

By addressing a comprehensive array of issues surround HIV/AIDS and seeking responses to them, this course educates ministerial students to counter oppression and to create just and sustainable communities. It provides information and critique about HIV/AIDS from various perspectives, and engages students to seek solutions to those issues on individual and structural levels.

Objectives

Course participants will learn the following:

1. basic medical background information about HIV/AIDS;
2. the United States' response to HIV/AIDS in terms of politics, society, the media, and the arts, with particular attention to gays, women, and minorities;
3. the global personal and political impact of HIV/AIDS, with particular attention to Africa;
4. the American inter-faith religious response to HIV/AIDS, including religious thought, theology, pastoral care, and social justice.

Learning Outcomes

Course participants will demonstrate their learning as follows:

1. participate in on-line conversations about the course topics on an on-going basis;
2. decipher their own faith-based ethical response to the socio-political context of HIV/AIDS;
3. document a local HIV/AIDS service organization or ministry;
4. write their theological/religious position paper on HIV/AIDS;
5. interpret a movie about HIV/AIDS;
6. develop an HIV/AIDS related ministerial project of their choosing.

Expectations

You are asked to undertake these activities to help you to learn the subject matter of this course.

- Read all assigned articles, chapters, and books. As a graduate course in ministry, some weeks have a substantial amount of reading and lighter amounts in other weeks. Weekly readings will range from about 50 pages to several hundred pages, with about 100-150 pages in most weeks. Readings marked “optional” are highly recommended but, of course, optional.
- Participate in online discussions. This is the core of the course. Each week the course participants and facilitator will post comments and questions to the on-line discussion forum.
 - Weekly, write and post a one-page response to a specific topic pertinent to that unit. Recommendation: compose and save your work in Word, and then copy and paste the content to the discussion forum. This will avoid any Moodle mishap or Internet hiccup.
 - Next, respond in a *substantive* way to at least two other postings. You are invited to respond to additional postings. The goal is to develop an online, asynchronous discussion of the material. Learning takes place through the exchange of ideas and interpretations.

- Complete module activities in a timely manner. For simplicity's sake, the course will run Monday to Sunday: each module will begin on a Monday, and end on a Sunday. You will post your discussion topics by 5 PM Thursday (Pacific Time). That gives you 4 days to read the material and formulate a response. You will post your responses and engage in interactive discussion by Sunday midnight. That gives you 3 days to respond and discuss. In the spirit of seminarian and ministerial self care, I am inviting all of us to keep a personal Sabbath on either Saturday or Sunday.
- Participate in group activities. Some weeks use the study group model to divide the reading load among the course participants into smaller chunks. Groups will depend on each other to create comprehensive information for the whole class.

Participation in this course will require a *minimum* of 9-12 hours per week. This includes reading, online discussions, and other activities.

Technical Support

For technical support, please check the Starr-King Online Education website: <http://online.sksm.edu/techsupport.php>. Please understand that I do **not** have access to Moodle functions such as passwords, enrollment, etc. If you send an e-mail to technical support, please copy me on it, so I know you are experiencing an issue.

Communication

Several forms of communication will be used during this course.

Discussion Forum

The discussion forum is the heart of this online course. This is where you will discuss your work with your classmates, communicate with your groups, and post your assignments.

Email

Personal email can be used for communication with your course facilitator and your classmates. Restrict e-mails with the course facilitator to your personal issues. Examples of personal issues include grading, unexpected situations, planning the final project, etc. All public issues need to be posted in the appropriate forum: other course participants may have the same questions. Examples of public issues include questions about assignments, course deadlines, etc.

Messages

This course will not use the Moodle messenger feature.

Telephone

The telephone is sometimes the most effective mode for discussing personal matters. Please feel free to call me if e-mail communication does not resolve the issue.

Schedule

The course syllabus is organized into 14 units. We will cover one unit per week.

Week 1

Introduction and Background

Reading

Part I Introduction in [AIDS in the Twenty-First Century](#) (1-67)

“AIDS, Homophobia, and Biomedical Discourse” in How to Have Theory in an Epidemic (11-41)

On-line discussion

1a. Decide if you are a Lion, a Tiger, a Bear or an Oh My! Or even the Wicked Witch of the West, the Scarecrow, The Great and Powerful OZ or a munchkin. Or maybe you are one of those Flying Monkeys! For instance, you might be a Lion because your astrological sign is Leo or a Tiger because your High School was the Edwardsville Tigers. Be creative! Are you a Bear in the morning when you first wake up or does Oh My fit you better because you find you are always overwhelmed by too much work and too little time? Choose a character from the Wizard of Oz and explain to us why it is fitting for you. Include any personal information that would like to share about yourself. *Suggestion: use Word to compose and save your postings, then copy and paste the content to the Moodle discussion forum.*

1b. In a second part of the same posting, give us a brief "background" history and why you have decided to "ease on down" our yellow brick road by enrolling in this course. For example: “I’m Dorothy Gale (usually called Dot), a seminarian at Starr-King. I feel I have a calling for health care ministry, and want to learn more about AIDS care. ”

2. After completing the readings for the week, compose a second posting that briefly answers one the following questions.

- What is the most astonishing new information that you learned from the readings?
- What questions or ideas did the readings generate, that you want to explore in this course?
- What critical stance will help you decipher the discourse about HIV/AIDS?
- As a minister in formation, how do you feel about the information?

3. Read through the postings of your classmates and comment on those you find interesting. You should also reply to those who ask questions of you.

Week 2

National Politics

Reading

AIDS and the Policy Struggle in the United States (subdivided into groups: each group reads, discusses, and reports on *one* chapter of the book, as assigned by the course facilitator)

1 “The Nature of Policy Process” (1-18) **NB: everyone reads this chapter.**

2 “New Drugs, New Rules, New Relationships” (19-41)

3 “Blood Policy in the Age of AIDS” (42-66)

4 “Dueling Models of AIDS Prevention: Harm Reduction and Abstinence” (67-92) **NB: everyone reads this chapter.**

5 “A New Means of Providing for the Sick: The Ryan White Care Act” (93-110)

6 “Us and Them: AIDS as a Foreign Policy Issue” (111-134)

7 “Conclusion: Struggling Toward the Future” (135-140) Optional

On-line discussion

1. Groups will consist of about 3 course participants each, assigned by the course facilitator. Each group will have its own thread for discussion. The group will decipher the most important issues raised in its assigned chapter. One of the issues should be ethical concerns. Consider the following questions.

- What are your ethical concerns about the material in the chapter?
- What issues of racism, oppression, and multi-culturalism are discussed?
- What are the social justice issues, such as stigma, poverty, racism, homophobia, sexuality, disenfranchisement, and classism?
- What pastoral care concerns do you have, such as grief, suffering, disease, and death?
- How do you feel about the situation?

Limit your discussion to 3-5 issues total. Your final product will be a group posting. In one paragraph, summarize the chapter. In subsequent paragraphs, explain each of the important issues. Raise a discussion question for each issue.

2. Post your group summary as a new thread. Put your names and the name of the chapter in subject line of your posting.

3. Read through the postings of the other groups and comment on those you find interesting. You should also reply to those who ask questions of you.

Week 3

National Politics Impact African-Americans

Reading

The Secret Epidemic (everyone reads one thread in the book, listed below)

Prologue & 1 “Smoke” & 10 “The Long Dream”

2 “Allied” & 4 “Fire” & 8 “Esther and the King”

3 “The Heir” & 7 “Surfacing”

5 “Invisible”

6 “Fractured” & 9 “The Guardians”

Epilogue (everyone reads)

On-line discussion

1. We will use the material in this book as case studies. The discussion is subdivided into groups of 2 participants each, as assigned by the facilitator. Each group **responds** to a different thread of the book: claim your thread on the first day of the week. Each group will have its own thread for discussion. Groups will use the chapter as a case study. Discuss the following issues in the chapter:

- What is the most important personal example?
- What ethical issues are addressed?
- What religious questions are asked or answered, if any?
- What issues of racism, oppression, and multi-culturalism are discussed?
- What are the social justice issues, such as stigma, poverty, racism, homophobia, sexuality, disenfranchisement, and classism?
- How do you feel about the situation?

- What would be your pastoral response to the situation, such as grief, suffering, disease, and death?
- What would be your social justice response to the situation?

Your final product will be a group posting that summarizes your discussion for each question.

2. Post your group summary as a new thread. Put your names and the name of the chapter in subject line of your posting.

3. Read through the postings of the other groups and comment on those you find interesting. You should also reply to those who ask questions of you.

Week 4

National Politics Impact Women

Readings

“Burdens of History” and “Beyond Cosmo” in How to Have Theory in an Epidemic (42-98, 235-277)

Chapter 5 “Women, Children, and HIV/AIDS” in Breaking the Conspiracy of Silence (76-94)

On-line discussion

1. The chapters provide a number of case study examples and trends. Discuss *one* of the following questions in your posting (course participants are asked to “claim” their question on the first day of the week, so that we do not have duplicates on the first round):

- What are the ethical concerns about how women used to be portrayed (stereotyped) in the (quasi-)medical literature?
- What are the problems with representing women by the popular media?
- What difficulties do the medical categories pose in identifying women?
- Interpret the feminist response to the representation of women.
- What concerns does the representation of women from the Two-Thirds World raise?
- What are the issues regarding the assumption that all women are heterosexual?
- How does popular culture and media influence societal perceptions about HIV/AIDS?
- How does popular culture and media influence religious perceptions about HIV/AIDS?
- What issues of sexism, oppression, and multi-culturalism are discussed?
- What are the social justice issues, such as stigma, poverty, racism, homophobia, sexuality, disenfranchisement, and classism?
- What pastoral care concerns do you have, such as dealing with grief, suffering, disease, and death?
- How do you feel about the situation?
- What would be your pastoral response to any one of the situations?
- What would be your social justice response to any one of the situations?

2. Read through the postings of the other course participants and comment on those you find interesting. You should also reply to those who ask questions of you.

Week 5

Global Politics

Reading

Part II “Susceptibility” and Part III “Vulnerability and Impact” in AIDS in the Twenty-First Century (subdivided into groups: each group reads, discusses, and reports on a different chapter of the book)

3 “Epidemic Roots” (71-100)

4 “Cases” (101-138)

5 “Is Africa Exceptional?” (139-168)

6 “Introduction to Impact” (171-195) **NB: everyone reads this chapter.**

7 “Individuals, Households and Communities” (197-209)

8 “Dependents: Orphans and the Elderly” (210-237)

9 “Rural Livelihoods and Agriculture” (238-261)

10 “Private Sector Impact” (262-289)

11 “Development and Economic Growth” (290-314)

12 “Government and Governance” (315-337)

On-line discussion

1. On the first day of the week, course participants are asked to join self-selected groups of 2 and select their chapters, so we do not have duplicates. Stake your claims on the first day of the week. Find a new group partner, someone you have not worked with before. Then, groups are to “claim” their chapter, so that we do not have duplicates.

2. Each group will have its own thread for discussion. The group will distill the most important issues raised in its assigned chapter. One of the issues should be ethical concerns.

Consider the following questions.

- What are your ethical concerns about the material in the chapter?
- What issues of racism, oppression, and multi-culturalism are discussed?
- What are the social justice issues, such as stigma, poverty, racism, homophobia, sexuality, disenfranchisement, and classism?
- What pastoral care concerns do you have, such as grief, suffering, disease, and death?
- How do you feel about the situation?

Limit your discussion to 3-5 issues total. Your final product will be a group posting. In one paragraph, summarize the chapter. In subsequent paragraphs, explain each of the important issues. Raise a discussion question for each issue.

3. Post your group summary as a new thread. Put your names and the name of the chapter in subject line of your posting.

4. Read through the postings of the other groups and comment on those you find interesting. You should also reply to those who ask questions of you.

Week 6

9 Oct 08: Yom Kippur. Discussion postings will be due Friday at 5 PM (Pacific Time).

Global Politics Impact the World’s People I

Reading

The After-Death Room (everyone reads the prologue and epilogue, and selects two additional chapters to read)

Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9.

On-line discussion

1. On the first day of the week, course participants are asked to “claim” one chapter, so that we do not have duplicates. Use the chapter as a basis for your reflection. Discuss the following issues in terms of the chapter:

- What is the most important personal example?
- What ethical issues are addressed?
- What spiritual questions are discussed?
- What are the inter-faith religious issues?
- What issues of racism, oppression, and multi-culturalism are questioned?
- What are the social justice issues, such as stigma, poverty, racism, homophobia, sexuality, disenfranchisement, and classism? What would be your response to one of the situations?
- What pastoral care concerns do you have, such as dealing with grief, suffering, disease, and death?
- Why should anyone give credence to a bisexual, middle-class, white male from the Midwest?
- How do you feel about the situation?

2. Read through the postings of the other participants and comment on those you find interesting. You should also reply to those who ask questions of you.

Week 7

Global Politics Impact the World’s People II

Reading

“AIDS and HIV Infection in the Third World” and “AIDS, Africa, and Cultural Theory” in How to Have Theory in an Epidemic (99-126, 205-234)

Part One “Understanding the HIV/AIDS Crisis” in The Hope Factor (11-61)

Chapter 6 “The ABCs of Prevention” in Breaking the Conspiracy of Silence (95-114)

On-line discussion:

1. Address one or more of the following issues in your posting:

- How can you fine tune your critical perspective about HIV/AIDS information?
- Compare and contrast the theoretical, political, and religious approaches to HIV/AIDS.
- Compare and contrast the differing American religious responses to HIV/AIDS.
- How do American/Western representations of the Two Thirds World affect HIV/AIDS care?
- What issues of racism, oppression, and multi-culturalism are discussed?
- What are the social justice issues, such as stigma, poverty, racism, homophobia, sexuality, disenfranchisement, and classism?
- What pastoral care concerns do you have, such as dealing with grief, suffering, disease, and death?

- How do you feel about the situation?

2 Read through the postings of the other participants and comment on those you find interesting. You should also reply to those who ask questions of you.

Mid-term book review

Please fill out the mid-term book review to comment on the usefulness of the reading materials.

Ethical response/reflection paper

We are midway through the course. Course participants will review the discussions of the past weeks, with a particular focus on ethics. Each week, I have tried to incorporate ethical concerns in the discussions. You will then write a personal 2-page (double-spaced) ethical response/reflection paper to HIV/AIDS. As a seminarian and future minister, what is your informed, ethical response to and reflection on the HIV/AIDS pandemic? Focus on your spiritual self, the status of the world as it is, and the beloved community that is the religious ideal. Keep your concerns on yourself, and not on what others, churches, the government, etc. could be doing better. Address questions of racism, oppression, and multi-culturalism, stigma, poverty, racism, homophobia, sexuality, disenfranchisement, or classism. Make it readable, i.e., something you might share with your congregation in a newsletter. College level English and a recognizable manual of style (i.e. Turabian, APA, etc.) are required. Copy and paste your paper to the discussion board forum, and attach it as a Word document. Due Sunday night. Over the following weeks, please respond to other postings.

Reading Week

Week 8

Popular Culture and HIV/AIDS

Reading

“Seduced and Terrorized,” “AIDS, HIV, and the Cultural Construction of Reality,” and “AIDS Narratives on Television” in How to Have Theory in an Epidemic (127-204)

On-line discussion

1. Each course participant watches a different movie (drama, not documentary) about HIV/AIDS. Briefly summarize it.

- Interpret its overt and subtle portrayal of HIV/AIDS.
- Distill its pop theology and ethics about HIV/AIDS.
- How does it address racism, oppression, and multiculturalism, stigma, poverty, racism, homophobia, sexuality, disenfranchisement, or classism?
- What pastoral care concerns do you have, such as dealing with grief, suffering, disease, and death?
- What are your feelings about the situation?
- Try to incorporate a theoretical framework about the representation of HIV/AIDS by the media, per this week’s readings.

Claim your movie on the first day of class to avoid duplication of efforts. Movies should be available from local public libraries and commercial video rental outlets. Movie selections include the following:

<i>Buddies</i> , 1985	<i>It's My Party</i> , 1996
<i>An Early Frost</i> , 1985	<i>Chocolate Babies</i> , 1997 (African Americans)
<i>Parting Glances</i> , 1986	<i>Indian Summer</i> , 1997
<i>Poison</i> , 1991	<i>Love! Valour! Compassion!</i> , 1997
<i>Our Sons</i> , 1991	<i>In the Gloaming</i> , 1998
<i>The Living End</i> , 1992	<i>Crocodile Tears</i> , 1998
<i>Peter's Friends</i> , 1992	<i>Coming of Age</i> , 2001
<i>Philadelphia</i> , 1993	<i>Kevin's Room</i> , 2001 (African Americans)
<i>And the Band Played On</i> , 1993	<i>No One Sleeps</i> , 2001
<i>Zero Patience</i> , 1993	<i>Angels in America</i> , 2003
<i>To Die For</i> , 1994	<i>Aftermath</i> , 2005
<i>Boys on the Side</i> , 1995 (Lesbians and women)	<i>Rent</i> , 2005
<i>Jeffrey</i> , 1995	<i>3 Needles</i> , 2006
<i>Timepiece</i> , 1995	<i>A Year Without Love (Un Ano Sin Amor)</i> , 2006
<i>World and Time Enough</i> , 1995	<i>Life Support</i> , 2007 (African Americans)
<i>A Mother's Prayer</i> , 1995 (women)	

2. Read through the postings of the other participants and comment on those you find interesting. You should also reply to those who ask questions of you.

Week 9

The Liberal American Religious Response

Readings

Breaking the Conspiracy of Silence (except chapters 5 & 6, read previously)

“Strategies, Tactics, and timing” in AIDS in the Twenty-First Century (341-373)

William Johnson, Affirming Persons Saving Lives (PDF excerpt)

The joint UUA/UCC Our Whole Lives (OWL) sexuality education program:

<http://www.uua.org/religiouseducation/curricula/ourwhole>

peruse Michael Tino, et al., Our Whole Lives (PDF excerpt)

peruse Mandy Keithan, Sexuality and Our Faith (PDF excerpt)

UUA Global AIDS initiative: <http://www.uua.org/socialjustice/issues/globalhiv-aids/index.shtml>

UU Global AIDS Coalition: <http://www.uuglobalaids.org>

The River Fund (a Hindu-based, interfaith project): <http://www.riverfund.org/mainframe.htm>

On-line discussion

1. React to this week's readings, in particular Breaking the Conspiracy of Silence. It provides much ground for discussion. Address some of the following questions as well:

- What has the book taught you? What is your take on his findings? Who is he arguing against? How does he address AIDS stigma?
- What issues of racism, oppression, and multiculturalism are addressed in this week's readings?

- What are the social justice issues, such as stigma, poverty, racism, homophobia, sexuality, disenfranchisement, and classism?
- What pastoral care concerns do you have, such as dealing with grief, suffering, disease, and death?
- How do you feel about the situation?
- How do this week's readings inform your ethics and theology of HIV/AIDS care?
- Pick one of the readings, and compare/contrast its approach with your stance.

2. Read through the postings of the other participants and comment on those you find interesting. You should also reply to those who ask questions of you.

Week 10

An American Religious Response in The Two-Thirds World

Reading

Part Two "Crisis Intervention" in The Hope Factor (65-240)

On-line discussion

1. Address one or more of the following issues in your discussion.

- What is your response to The Hope Factor?
- Compare and contrast Breaking the Conspiracy of Silence with The Hope Factor. Each course participant is urged to focus on *one* issue in drawing out the similarities and differences between the two approaches.
- Focus on interpreting one chapter in The Hope Factor from a theoretical/critical perspective.
- How do this week's readings inform your ethics and theology of HIV/AIDS care?
- What issues of racism, oppression, and multiculturalism are addressed in this week's readings?
- What are the social justice issues, such as stigma, poverty, racism, homophobia, sexuality, disenfranchisement, and classism?
- What pastoral care concerns do you have, such as dealing with grief, suffering, disease, and death?
- How do you feel about the situation?

2. Read through the postings of the other participants and comment on those you find interesting. You should also reply to those who ask questions of you.

Week 11

Religious Thought and Theology of HIV/AIDS

Readings

If you have an academic study bible, read the introduction to the Book of Job.

Book of Job 1-3, 6-7, 10, 12-14, 16-17, 19, 21, 23-24, 26-27, 29-31, 38-42

Gospel of Mark 1:40-2:12, 3:1-6, 5, 6:53-56, 7:24-37, 8:22-26, 9:14-29, 12:28-34

Gospel of Matthew 8:5-13 or Luke 7:1-10

Commentary: http://www.wouldjesusdiscriminate.com/biblical_evidence/gay_couple.html

Gospel of John 7:53-8:11 (read the footnote in an academic study bible)

Review Breaking the Conspiracy of Silence, pg. 18-21

Part Three “Biblical Reflections” in The Hope Factor (243-292)

Robert E. Florida, “The Lotus Sutra and Health Care Ethics.” (PDF)

Lotus Sutra chapter 10 and 5 selections (PDF excerpt)

Zen Hospice Project, formerly the Zen AIDS Project:

http://www.zenhospice.org/1%20about_zhp/about_zen_mission.htm

The Shanti program (a non-sectarian approach based in some westernized Hindu ideas):

<http://www.shanti.org>, <http://www.shanti.org/model.html>, <http://www.shanti.org/life/index.html>

On-line discussion:

1. Address one or more of the following issues in your discussion.

- Compare and contrast the religious thought/theologies of Job, Jesus, Breaking the Conspiracy of Silence, The Hope Factor, The Lotus Sutra, and Zen Buddhism regarding disease and, consequently, HIV/AIDS. Pick one issue, and discuss several different religious approaches to it. Focus on the religious sources that are your own.
- How does Breaking the Conspiracy of Silence criticize the theology of The Hope Factor?
- How do any of these religious sources inform your theology of HIV/AIDS care?
- Formulate a Buddhist understanding of HIV/AIDS.
- Citing sources (if you have them), present a Humanist (see William Murray’s Faith For All Seasons), a Religious Naturalist, or a Pagan approach to HIV/AIDS.
- What issues of racism, oppression, and multi-culturalism are discussed? What are the social justice issues, such as stigma, poverty, racism, homophobia, sexuality, disenfranchisement, and classism?
- What pastoral care concerns (or models) do you have, such as dealing with grief, suffering, disease, and death?
- How do you feel about the situation?

2. Read through the postings of the other participants and comment on those you find interesting. You should also reply to those who ask questions of you.

Statement of HIV/AIDS theology

Course participants will review the religious discussions about HIV/AIDS. The weeks since midterm have included a theological focus. You will then write a personal 2-page (double-spaced) theology of HIV/AIDS. As a seminarian and future minister, what is your religious thought about HIV/AIDS? Focus on your faith, and your religious tradition. I am not asking for an interfaith religious statement on HIV/AIDS, but a personal religious reflection. Make it readable, i.e., something you might share with your congregation in a newsletter. College level English and a recognizable manual of style (i.e. Turabian, APA, etc.) are required. Copy and paste your paper to the discussion board forum, and attach it as a Word document. Due Sunday night. The following week, please respond to other postings.

Week 12

Pastoral Care of HIV/AIDS

Reading

“AIDS and its Metaphors” in Illness as Metaphor (89-193)

“Liberals and Pastoral Care,” “A (Partial) Model for Liberal Pastoral Care,” “Response and Rebuttal” and “Social Ethics and Pastoral Care” in Pastoral Care in the Liberal Churches (PDF excerpts)

“Models” in The Age of AIDS: A Guide for Faith Based Communities (PDF on Moodle)

“Channing, Parker, and the People,” in Pastoral Care in the Liberal Churches (PDF excerpts)

Optional

On-line discussion

1. Please be honest with yourself. How do you see yourself in your pastoral care ministry, in response to this week’s readings? What are your thoughts about critique of Unitarian Universalist ministry raised in Pastoral Care in the Liberal Churches?

2. Research **and visit** a local HIV/AIDS ministry or AIDS Service Organization. The posting will report on their visit to the agency, following the examples provided in AIDS and Your Religious Community. Try to address the following issues as well:

- What issues of racism, oppression, and multi-culturalism are discussed?
- What are the social justice issues, such as stigma, poverty, racism, homophobia, sexuality, disenfranchisement, and classism?
- What pastoral care concerns do you have, such as dealing with grief, suffering, disease, and death?
- How do you feel about the situation?

3. Read through the postings of the other participants and comment on those you find interesting. You should also reply to those who ask questions of you.

Week 13

Social Justice Response to HIV/AIDS

Readings

“Globalisation and Inequality” in AIDS in the Twenty-First Century (374-390)

“The Big Picture” in AIDS and Your Religious Community (PDF Excerpt)

On-line discussion

1. Address one or more of the following issues in your discussion.

- What is your stance on Social Justice engagement? What area of Social Justice is closest to your vocation? How does it relate to HIV/AIDS ministry?
- What aspects the Social Justice suggestions in AIDS and Your Religious Community do are comfortable for you? Why? Uncomfortable? Why?
- Dream big. Respond to your visit to an HIV/AIDS ministry. What Social Justice initiative might help them?
- Social Justice is not just political work. What community or corporate work could you envision for yourself, in response to HIV/AIDS?
- What issues of racism, oppression, and multi-culturalism are discussed?
- What are the social justice issues, such as stigma, poverty, racism, homophobia, sexuality, disenfranchisement, and classism?

- What pastoral care concerns do you have, such as dealing with grief, suffering, disease, and death?
- How do you feel about the situation?

3. Read through the postings of the other participants and comment on those you find interesting. You should also reply to those who ask questions of you.

Week 14

12 Dec 08: course ends

Conclusion

Discussion

- What has been your most significant learning experience in this course?
- How have your feelings changed during the course?

Final book review

Please fill out the final book review to comment on the usefulness of the reading materials.

Final Course Project

This last week of the course is short. The final course project is due Friday 5 PM (Pacific Time). Copy and paste your papers to the forum. Please also attach the document to your posting and e-mail it to me. Please read each other's projects.

The final course project will be a ministerial initiative on HIV/AIDS, in response to the course participant's interests and local needs. You will develop a proposal for an HIV/AIDS initiative, for use by in parish ministry, religious education, or community ministry. The proposal can have a social justice, pastoral, or spiritual focus (pick *one*). It can have a local, national, or global scope (pick *one*). The proposal may *not* implement the Unitarian Universalist Red Ribbon program, or similar pre-existent denominational initiative (these are already available). Also, the proposal cannot be a World AIDS Day service. Course participants should create a project that they could reasonably implement during their internship or first ministry. The proposal will have a description, goals, implantation plans, a schedule, an ethical reflection, a theological reflection, a concluding summary, and brief annotated bibliography of spiritual/religious sources. It needs to incorporate one or more of the following issues: racism, oppression, or multi-culturalism; stigma, poverty, racism, homophobia, sexuality, disenfranchisement, or classism; pastoral care of grief, suffering, disease, and death. It will be about 10 pages long, double-spaced. The theological and ethical reflections will be revised, updated, and condensed versions of the 2-page papers from earlier in the course. Make it readable, i.e., something you might share with your congregation. Cite any outside sources. College level English and a recognizable manual of style (i.e. Turabian, APA, etc.) are required.

Grading

Timeliness. Postings and responses in the discussion forums need to be on time, because this course is grounded in interactive discussion. Papers should be submitted on time as well. In the event of an unexpected delay with a paper, please contact the instructor immediately to negotiate an extension.

Some course participants want a letter grade, while others select a Pass/Fail scale. Pass is equivalent to an A or a B; Fail is equivalent to a C, D, or F.

A = Consistently demonstrates critical thinking and the ability to apply concepts for professional use; assignments always completed in a timely manner; up to one missing discussion forum.

B = Usually demonstrates critical thinking and the ability to apply concepts for professional use; assignments usually completed in a timely manner; two missing discussion forums.

C = Demonstrates some critical thinking and the ability to apply concepts for professional use; assignments sometimes completed in a timely manner; three missing discussions and/or one missing short papers.

D = Shows minor application of concepts for professional use; assignments usually completed late; four missing discussions and/or two missing short papers.

F = Shows incorrect application of concepts for professional use; assignments always completed late; five or more missing discussions and/or missing final project.

Course Reading List

Required Readings

Barnett, Tony and Alan Whiteside. AIDS in the Twenty-First Century: Disease and Globalization. 2nd rev ed. Palgrave Macmillan, 2006.

Siplon, Patricia D. AIDS and the Policy Struggle in the United States. Georgetown University Press, 2004.

Levenson, Jacob. The Secret Epidemic: The Story of AIDS and Black America. Anchor, 2005.

Treichler, Paula A. How to Have Theory in an Epidemic: Cultural Chronicles of AIDS. Duke, 1999

McColly, Michael. The After-Death Room: Journey Into Spiritual Activism. Soft Skull Press, 2006.

Messer, Donald E. Breaking the Conspiracy of Silence: Christian Churches and the Global AIDS Crisis. Fortress, 2004.

Yamamori, Tetsunao. The Hope Factor: Engaging the Church in the HIV/AIDS Crisis. Authentic Media, 2004.

Sontag, Susan. Illness as Metaphor and AIDS and Its Metaphors. Picador, 2001.

Moodle Readings in PDF format:

Adams, James Luther and Seward Hiltner, eds. Pastoral Care in the Liberal Churches. Abingdon Press, 1970. (excerpts)

Blumenfeld, Warren J. and Scott W. Alexander. AIDS and Your Religious Community: A Hands-On Guide for Local Programs. UUA & AIDS National Interfaith Network, 1991. (excerpts)

Florida, Robert E. "The Lotus Sutra and Health Care Ethics." A Buddhist Kaleidoscope: Essays on the Lotus Sutra. Ed. Gene Reeves. Tokyo: Kosei, 2002. 421-35.

Johnson, William and Cynthia Bouman. Affirming Persons – Saving Lives: AIDS Awareness and Prevention Education. United Church Board for Homeland Ministries, 1993. (excerpt)

Keithan, Mandy J. Sexuality and Our Faith: A Companion to Our Whole Lives for Young Adults. Field Test Copy. UUA, 2006.

The Lotus Sutra. Trans. Burton Watson. New York: Columbia UP, 1993. (excerpts)

Ott, Kate, and Debra Haffner. The Age of AIDS: A Guide for Faith Based Communities. Religious Institute on Sexual Morality, Justice, and Healing, 2007.

Tino, Michael, Laura Anne Stuart, Sara Ivy Gibb, and Ethan Field. Our Whole Lives: Sexuality Education for Young Adults, Ages 18-35. Field Test Copy. UUA, 2006. (excerpt)