

ANSC 105GS & 125GS: Designing Programs for Sexual Health - Thailand

Version 12 April 2022

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2023 Summer Session I | **dates for course**

Prerequisites: Upper-division standing or consent of the instructor.

Enrollment: 15-28

ANSC 105GS Global Health and Inequality

Archaeology/Biological/Sociocultural Elective for Anthropology Majors or Minors

Medical Social Science Elective for the Global Health Program (GHP) Major or Minor

Fulfills Global Health Field Experience Requirement for GH Major

(It was approved in 2018 and I have just submitted it for approval for 2023)

Upper Division Elective for the Bachelor of Science in Public Health (BSPH) Major

Petitionable for the Critical Gender Studies (CGS) Major or Minor

Petitionable for the Regional Specialization GE requirements for Eleanor Roosevelt College.

(I have just submitted it for pre-approval to ERC advisors for 2023)

ANSC 125GS Gender, Sexuality, and Society

Sociocultural Core and Archaeology/Biological Elective for Anthropology Majors or Minors.

Medical Social Science Elective for the Global Health Program (GHP) Major or Minor.

Petitionable for the Critical Gender Studies (CGS) Major or Minor.

Petitionable for the Regional Specialization GE requirements for Eleanor Roosevelt College.

(I have just submitted it for pre-approval to ERC advisors for 2023)

Course Description:

In the anthropological literature, a defining cultural assemblage of Southeast Asia features its cosmological/religious hybridity, ethnic and gender diversity/pluralism, and social flexibility and relative egalitarianism, especially in contrast to neighboring India (South Asia) and China (East Asia), which have both tremendously influenced the region, hence the colonial term “Indochina” or “Indochine” as the French ruled most of the area. In the popular literature, Thailand, and Southeast Asia more broadly, is often represented as a tropical paradise with exotic customs and cheap sexual labor (i.e. “the brothel to the world”). Thailand has also been described as a “gay and trans paradise” because of the broad social tolerance of trans and sexual minorities. In this global seminar, we will challenge these stereotypes while acknowledging the role of industries such as sex tourism and examining the social acceptance of queer people in the nation.

For the global seminar: Designing Programs for Sexual Health (Thailand), this set of two interwoven courses address how issues of gender, sexuality, labor, and migration, intersect with sexual and reproductive health in Thailand and Southeast Asia more broadly. The courses include specific instruction on Southeast Asian area studies, global health, and the anthropology of sex and love with a focus on Thailand. As a global seminar and global health field experience, the set of courses focus on field methodologies and applications relevant to, and practiced in, the local site with an emphasis on the design of programs to intervene in sexual health. This course brings these issues together by 1) examining how gender and sexual inequality are related to issues of global health and 2) examining contemporary social debates about gender, sexuality, and morality in Thai society.

This global seminar will be conducted as an upper division seminar with front-loaded lectures that progress to student presentations. As students situate themselves in Thailand, we will start with lectures on Thai language, culture, and customs to help prepare you for interactions with locals during our field excursions and in your everyday interactions. As time goes on, students will be

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responsible for more of the seminar content in discussions and presentations. Students are expected to have completed the readings and assignments and be prepared for in-depth class discussion.

Early lectures provide a broad overview of Southeast Asian area studies and a brief introduction to Thai language, culture, and customs (e.g. greetings, time, respectful behavior), the epidemiology of sexual and reproductive health in the region, and principles of “design” for health interventions. We will actively use our local site to assess the validity of the literature and practice field methods and applications. Assignments will focus on global health careers and include observation in the local setting in the form of a weekly field report and a sexual health assessment of a particular population in a site. We will discuss student field reports weekly. The final paper takes the form of a group grant proposal to intervene in HIV that incorporates the local cultural context with a specific population (e.g. trans women, sex workers, intravenous drug users). Students will evaluate each others’ proposals as in grant reviews. Both the individual assessment and the group grant proposal will be presented in class.

Please note: *This course will include reading and discussion of sexual content and imagery and related excursions. It is expected that all students will be able to handle this material maturely. If you are uncomfortable dealing with issues such as gender diversity, sex work, drug use, or death, this global seminar is not for you.*

ANSC 105GS: This course begins by examining the history of family planning and its relationship to demographic and economic change in the US and Thailand. We then move to contemporary sexual health issues with a focus on HIV in Thailand. HIV is a paradigmatic disease: global and locally patterned, biological yet socially constructed, involving science and social change. The course addresses political economic and cultural aspects of HIV and particularly focuses on HIV health disparities as both medical and socio-political problems. Cases from the USA and Southeast Asia examine how HIV necessitated new practices in policy, research, prevention, treatment, and activism. Health disparities, social inequalities, and stigma associated with the populations that have been most affected, community responses, and their political contexts are highlighted. This includes understanding HIV epidemiology, the concept of syndemics (e.g. HIV, Hepatitis C, TB), and how inequalities structure risk for acquiring HIV, access to treatment, and health outcomes. Inequalities will be examined at both national and global levels, for example looking at racial disparities in the US and class access to treatment in various countries. We will also examine how HIV interacts with local knowledges, beliefs, attitudes, and practices as they intersect with sexuality, gender, race, class, and nationality. Key populations that we will examine include gay men, trans women, heterosexual men and women, sex workers, youth, and drug users. We will also interrogate the idea of Thailand, along with Uganda, as one of two global success stories in HIV prevention. In the process, we will also learn practical skills in designing a program and developing a grant proposal. One key advantage of using HIV as a primary case is that the initiative in fighting the disease was spearheaded by affected populations that were not professionally trained in public health. This led to the development of easy to use research and program development tools that enabled local communities to undertake projects, which we will use. We will also use newly developed materials developed by IDEO.org in reference to global health and community development projects.

ANSC 125GS: This course addresses key questions in the anthropology of gender and sexuality in Thailand. Gender and sexuality are often considered extraneous subjects in sociocultural studies. But these issues are fundamental to the organization of society, including kinship, marriage, and the management of relations. This course examines the relationship of gender and sexuality to wider social processes in Thailand. In particular, we address contemporary issues related to sex and love in Thailand. This includes issues for which Thailand is renowned, including gender variance and the global sex industry, which are both highly visible and contentious in Bangkok. This includes asking how many genders there are in Thailand, the relationship of gender and labor migration to modernity, the regulation of gender and sexuality, and recent scholarship in the new anthropology of love that

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questions the dichotomy of love and money as ideologically separate. We begin with a historical overview of gender normativity from the high colonial period onward through the American war in Southeast Asia. We then focus on how sex and love are structured in Thai life and especially in encounters with foreigners. Sex and love are often assumed to be natural and biologically hard-wired. Yet, we know that a wide variety of forms exist and that they are shaped by large scale political, economic, and cultural forces. Middle class US expectations of sex and love are built upon ideals of monogamous commitment, mutual companionship, and interpersonal egalitarianism. We will explore why monogamy, intimacy, and mutual desire are associated with modern Western capitalism; how various social groups respond to circumstances of love marketization, mediation, and migration; and the political uses of the heteronormative couple form and nuclear family as the basis of society. This understanding will inform our practice of field methods and contextualize how we approach global sexual health interventions.

Learning Outcomes:

ANSC 105GS Course Objectives:

- To understand the epidemiology and social history of HIV around the globe and especially in Southeast Asia and Thailand.
- To be able to identify and evaluate political economic, socio-cultural, and biological factors that contribute to regional HIV epidemics across the globe.
- To expands one's capacity to use ethnographic knowledge and social inequality theory in global health interventions.
- To develop social science and cultural studies knowledge and methodology, critical analysis, writing, and presentation skills: especially in regards to program development and grant proposals.

ANSC 125GS Course Objectives:

- To understand the relationship between gender, sexuality, and social institutions, especially in Thailand.
- To be able to identify, evaluate, and apply approaches, theories, and concepts in gender and sexuality studies such as the ideology of love, companionate partnership, and racialized hypergamy.
- To expands one's capacity to use ethnographic knowledge and gender/sexuality theory in contemporary social debates.
- To develop social science and cultural studies knowledge and methodology, critical analysis, writing, and presentation skills: especially in regards to field observations and assessment.

ANSC 105GS and 125GS Assessment:

Due Date	Value	Assignment	ANSC
//2023	30	Participation	105GS
//2023	10	Quizzes (Epidemiology)	
//2023	20	Population Assessment & Presentation	
//2023	20	Peer Group Grant Review (2x10)	
//2023	20	Group Grant Presentation & Proposal	
Total	100		

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Due Date	Value	Assignment 125GS	ANSC
//2023	30	Participation (including short assignments)	
//2023	20	Quizzes (Geography & Language = 2x10)	
//2023	10	Field Report (10)	
//2023	10	Group Program Design Model	
//2023	10	Team Work Evaluation	
//2018	20	Final Program Field Reflection	
Total	100		

CLASS SCHEDULE

Please see attached.

Assignments:

Participation: 30%

Participation is particularly essential to short, field and practice based study. Attendance and active engagement in discussion, class activities, and excursions will be assessed. Students must justify more than one 4-hour class absence. A 4-hour class session absence will result in a 20% grade reduction for participation. Thus, if a student misses 5 sessions, they will receive 0 points for participation.

Quizzes: 20% (2 x 10% per quiz)

Students will be quizzed on various topics related to course content.

ANSC 105GS: Assessment & Presentation: 20%

Students will write an individual assessment of a population in a site in relation to HIV interventions (e.g. condom use among female sex workers in Thailand; PrEP among gay men in Singapore). The assessment will include an annotated bibliography and a formative evaluation that could be used for a grant proposal. Findings will be presented in class.

ANSC 105GS: Grant Proposal, Presentation, and Review: 30%

Group Grant Proposal and Presentation: 20%

Grant Peer Review: 10%

Based on the assessment assignment, groups of approximately 3-6 individuals will work on a group grant proposal based on common affiliations (e.g. population, site, intervention). The group grant proposal will consist of writing an actual proposal (we will go over how to do so in class). This will include developing Objectives, a Logic Model, Program Implementation Scope of Work, Evaluation Plan, and Budget/Staffing Plan. The groups will present their proposals in class. We will also engage in a peer grant review process in which student review 3 proposals.

ANSC 125GS: Field Reports 30% (3 x 10% per report)

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Students will write a weekly field report based on their observations within a particular site. The sites include MBK (the most popular mall in Bangkok), Sois Patpong/Thaniya/Pratuchai or Nana or Cowboy (the international red light districts of downtown Bangkok), Lumpini Park (the largest park in central Bangkok), and a site of the student's choice. Guiding questions will focus each report (e.g. how many people are there of various genders, what kind of interactions are there between Thais and foreigners, how apparent is ethnic difference at this site). The assignment requires that students coordinate their observation at the sites in pairs or small groups, both for safety as well as to triangulate their observations.

ANSC 125GS: Field Analysis Presentation 20%

Students will synthesize their field reports and present them in class as "elevator talks." Students will summarize their observations and analyze them in relation to course concepts. The analysis should not merely summarize their observations but analyze them in relation to theoretical concepts that we have addressed during the course. The presentation will 1) describe a concept and 2) show how observations support, contradict, or otherwise complicate that concept. Presentations will be limited to 3 minutes. Students should not focus on all of their data but rather on identifying data from their observations that supports a particular claim related to a particular argument.

EXCURSIONS

See Excursions List

Guest Lectures

Luang Phi Chai Waradhammo: Gender and Sexuality in Thai Buddhism
Buddhist Monk and Author

The first openly gay monk in the Thai Sangha.

Kath Khangpiboon: Transgender Health and Rights

Lecturer at Thammasat University (Sociology and Social Work) and Trans Activist

The first trans woman hired as a university lecturer in Thailand.

READINGS: all readings except Pisani 2008 will be provided as PDFs on Canvas

Try to read or watch these before coming so that you will have more time to explore Thailand:

IDEO.org 2015 IDEO Field Guide to Human-Centered Design (ebook available free on their website)

Pisani 2008 The Wisdom of Whores: Bureaucrats, Brothels, and the Business of AIDS (entire book)

*Ideally, purchase a used copy online before traveling to Bangkok. Good plane reading.

Cooper 2008 Culture Shock! Thailand A Survival Guide to Customs and Etiquette

ch3 45-89 and quiz scenarios 297-324

Series of Language Videos I will post in Canvas

*Download for the plane

Recommended: Wiens - Eating Thai Food Guide

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Program Design and Evaluation:

Pisani 2008 The Wisdom of Whores: Bureaucrats, Brothels, and the Business of AIDS (entire book)

IDEO.org 2015 IDEO Field Guide to Human-Centered Design (ebook available free on their website)

USAID 2001 HIV-AIDS Rapid Assessment Guide (manual as PDF)

CDHS 1998 Good Questions, Better Answers (manual as PDF)

NMAC 1997 Program Development Puzzle (manual as PDF)

Thai HIV:

UNAIDS Regional Support Team for Asia and the Pacific and AIDS Data Hub Country Snapshot

Fordham 2014 HIV/AIDS and the Untamed Consequences of Biomedicine: Anthropological

Complicities (HUCB)

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Ch 5 Biomedicine, Social Science Research, and the Stigmatising of the AIDS-Affected: New Perspectives from Structural Violence and Social Suffering p. 134-177

Ch 7 Thailand's "Good" Response to the HIV/AIDS Epidemic: A Critical Examination p. 216-242

Ch 8 An Alternative Perspective on the Thai Response to AIDS Control p.243-287

New HIV Technologies:

Huang 2022 Sexual Health as Surplus: The Marketization of PrEP in Taiwan. BioSocieties p. 1-19.

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Methods:

Brown 2016 Writing in Anthropology (WiA)

Ch 3 Navigating Field-Based Assignments p. 37-63

Thai Gender and Sexuality:

Muecke 1992 Mother Sold Food, Daughter Sells Her Body: The Cultural Continuity of Prostitution. Social Science & Medicine p. 891-901.

Saengtienchai 1999 "Prostitutes are better than lovers": Wives' Views on the Extramarital Sexual Behavior of Thai Men

Cohen, Erik 1993 Tourism in South-East Asia

Ch 8 Open-Ended Prostitution as a Skillful Game of Luck: Opportunity, Risk and Security among Tourist-Oriented Prostitutes in a Bangkok Soi p. 155-178.

Morris 1994 Three Sexes and Four Sexualities: Redressing the Discourses on Gender and Sexuality in Contemporary Thailand. Positions p. 15-43.

Jackson 2000 An Explosion of Thai Identities: Global Queering and Re-Imagining Queer Theory. Culture, Health & Sexuality p. 405-416 (p. 417-423 optional)

Kang 2014 Conceptualizing Thai Genderscapes: Transformation and Continuity in the Thai Sex/Gender System.

Kang 2017 Eastern Orientations: Thai Middle-Class Gay Desire for 'White Asians.'

Optional: Kang 2018 Surfing the Korean Wave: Wonder Gays and the Crisis of Thai Masculinity

Optional: Kang 2021 The Duty to Transform

Please bring your reading materials to class either in hard copy or on a laptop / tablet if at all possible. Do not expect to refer to your readings on a smartphone.

*This syllabus is open to modification throughout the session. While I will ensure that the overall grading system remains in place, the schedule, topics, readings, and activities may change. Please note that I will always consult students in class before making a major change.

GENERAL CLASS POLICIES

Communication: Text communication is preferred. Please note that it may take up to **8 hours** to get a response. Please **include GS at the beginning** of your text. If you have a question, please first consult documents on Canvas, such as the syllabus. You do not need to write "Dear Professor" and other niceties in your text. Just ask away.

Electronic Devices: Please set mobile phones and other devices to silent. Laptops with silent keyboards can be used for note taking but all social media and messaging should be turned off.

Assignments: All written assignments should be typed, double-spaced with standard margins, and use a common font and point size. Place your name and title in the top margin so that it appears on every page. Except when noted, assignments are to be submitted **30 minutes prior to class on which they are due on Canvas**. Assignments are only uploaded onto Canvas, no hard copy is required. Please attach files as Word documents rather than cutting and pasting text in the comments box.

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Also, note that more than one attachment can be added to an assignment before it is submitted. If an assignment has multiple components that are different files, they should all be attached before submitting. Due to the short nature of this course, rewrites are not allowed.

Late Work: I generally do not provide deadline extensions. *Students will be penalized 10% for each 24 hour period (including weekends) in which the assignment is late. Assignments will not be accepted more than 72 hours late.* If you know that you will be absent on the due date of an assignment, please be responsible and make arrangements to submit your work in advance. Students who would like accommodation for religious observances should submit their requests for a change of due dates in writing to me *by the end of day 2*. Please note that accommodated due dates will most likely be earlier for assignments. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course. Except in the case of extenuating circumstances, incomplete work must be finished before the beginning of the subsequent quarter. If not completed by the following quarter, incompletes will automatically convert to F grades.

UCSD Principles of Community: As a reminder, please review the UCSD Principles of Community regularly. The Principles can be found online at <https://ucsd.edu/about/principles.html>. The goals of the Principles include:

- Fostering inclusiveness, respect, and a welcoming environment
- Promoting collaborative attitudes and actions

I support the education and social advancement of all students regardless of immigration status, religion, gender identity, or other factor that is used to limit their life opportunities.

Disability Access: Students requesting accommodations and services for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). Receipt of AFAs is necessary for appropriate planning for the provision of reasonable accommodations. Students are required to present their AFA letters to the instructor and to the OSD Liaison in the department so that accommodations may be arranged. Documentation should, if at all possible, be provided before any activity in which accommodation is requested. Contact the OSD for further information: (858) 534.4382 (V); (858) 534-9709 (TTY); osd@ucsd.edu, or <http://osd.ucsd.edu>.

Professionalism Policy: Please attend to all university policy and classroom etiquette procedures. Those not heeding the policies will be asked to leave the classroom immediately to maintain the learning environment. Please arrive on time, be attentive, and be respectful for all class meetings. Be mindful of how much time and space you are occupying. Try not to interrupt others when they have the floor. Be open to hearing various points of view that may conflict and be contentious but *do not expect to feel comfortable at all times*. Expect to be challenged mentally and emotionally. Students who are habitually disruptive in class by talking out of turn, bullying other students, or other unprofessional behavior may suffer a reduction in their final class grade. UCSD recognizes the inherent dignity of all individuals and promotes respect for all people. *Hostility toward other students will not be tolerated. Free speech does not permit harassment, intimidation, threats, or other behaviors that impede the learning of other students or the work of faculty and staff.*

Academic Conduct Policy: UCSD expects that both faculty and students will honor this principle and in so doing protect the validity of our intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in planning and supervising academic work, so that honest effort will be upheld. Plagiarism is the use of someone else's work or ideas as one's own. All suspected instances of plagiarism will be reported (<http://academicintegrity.ucsd.edu/>). Verification

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will result in a failure of the course. It is against policy to submit the same paper for credit in more than one course.

Title IX Compliance: Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination. *Sexual misconduct, physical and/or psychological abuse will not be tolerated.* This includes sexual assault, dating violence, domestic violence, and stalking. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, *I am required to report the matter to the Title IX Coordinator.* Should you want to speak to a confidential source, you may contact the Counseling Center. The Office for the Prevention of Harassment & Discrimination (OPHD <http://ophd.ucsd.edu>) provides information and assistance to students, faculty, and staff regarding reports of bias, discrimination, harassment, sexual harassment, and sexual violence. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (sarc@ucsd.edu or <http://care.ucsd.edu>) or Counseling and Psychological Services (CAPS <http://caps.ucsd.edu>).

Please see the attached class schedule for a listing of the readings, lectures, and other class activities by date. Additional instructions for assignments are posted on Canvas.