

hiv/aids in a global context

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Anthropology 134GW, course code 60450
Meets Tues. and Thurs., 2:00–3:20pm, PSCB 220
Office hours: Tues. and Thurs., 11am–1pm

**FIRST COURSE MEETING: TUESDAY, JANUARY 5, 2010, 2:00pm,
in PSCB 220. NOTE: even if you are registered,
you must come to the first course meeting to take this course. NO EXCEPTIONS.**

Course Description

This is an advanced undergraduate course limited to twenty (20) undergraduate students, and **it fulfills the 5W writing requirement**. The course will be run as a seminar and is designed so that you get lots of interaction with the professor and the other students, and the opportunity to write an original research paper that you can use later when you apply for a job, internship, or graduate/professional school. It is expected that there will be a high demand for this course and as a result, it is likely that getting into the course will be difficult.

If you are interested in taking the course, you MUST attend the first course meeting on Tuesday, January 5, 2009, at 2:00pm, in PSCB 220. There will be **NO EXCEPTIONS to this rule so please do not ask**. I will explain how the course works on that day and ask you to explain why you would like to take the course, how the course fits in with your academic and career goals, and how you will ensure that you keep up with the readings and assignments. Preference will be given to anthropology majors based on seniority. **You will also need to email me an unofficial transcript proving that you have completed the prerequisite for this course, lower division writing.** I will email the twenty persons accepted into the course by Wednesday, January 6, 2009, at 3pm. Even if some of these twenty persons decide not to take the course or drop out of the course, no other persons will be allowed to take the course; the course will simply have less than twenty students.

In the year 2000, HIV became the world's leading infectious cause of adult death (Farmer et al. 2001:404), and in the next ten years HIV will kill more people than all wars of the twentieth century combined. More than two decades have passed since we gained enough understanding of HIV to end its transmission, yet the global caseload skyrockets. Almost ten years have passed since highly active antiretroviral therapy (HAART) has made it possible to greatly improve the lives of those infected with HIV; yet access to treatment remains segregated by wealth. As the global epidemic rages on, we continue to find that our greatest enemy in combating HIV/AIDS is not knowledge or resources, but the conceptual frameworks with which we understand health and human being. We know how to prevent more cases of HIV infection, and we know how to

treat AIDS; the fact that so many people continue to become infected with HIV and die from AIDS-related diseases is not a technological failure, but a social one.

This course provides a theoretical foundation for a cultural analysis and response to HIV/AIDS. We will also discuss how to critically analyze the massive amount of information concerning HIV/AIDS. Besides summary, compare, and impact statements (SCIs), the main requirement will be a research paper in which students apply concepts from the course to examine cultural dimensions of the HIV/AIDS epidemic in cases of their own choosing. Topics that might be explored in these papers include, but are by no means limited to: treatment, prevention, identity and behavior, conceptions of risk, ethnicity/race, gender, youth, sexuality, activism, drug use, illness, religion, the clinical encounter, national belonging, the pharmaceutical industry, globalization, development, and notions of community.

Course Requirements

This course's structure may differ from other courses you have taken. It has about the same amount of work as a normal upper-division undergraduate course, but the work is distributed differently.

Summary, Compare, and Impact Statements (SCIs): This course follows a seminar format and will require a high degree of participation from students. It is reading-intensive and you will need to spend a lot of time preparing for each course meeting. With this in mind, each student must submit SCIs for 10 (TEN) class meetings. Since there are 17 class meetings with readings, that means you get to pick seven days when you are "off" from turning in an SCI, but you will still be expected to do the reading for those days. Each SCI is worth three points (in other words, each reading response is worth three percent of your total grade). Be sure you understand the requirements for SCIs:

#1 You **MUST** turn in SCIs for the second and third class meetings (Thursday, January 7 and Tuesday, January 12). Beyond these requirements, you can turn in SCIs in any order you wish. You **STILL** must do all of the readings on days that you do not turn in an SCI.

#2 SCIs **CANNOT BE LESS THAN ¾ PAGE LONG** and cannot be more than one page. You will earn at most two points if they are too long or too short (for instance, if only half a page long).

#3 SCIs cannot be handwritten. They **MUST** be in a 12 point font, single-spaced, with regular margins (no more than one inch on any side). You will earn at most two points if they fail to conform to these guidelines.

#4 SCIs must consist of three parts, each of which should be identified by a heading:

- 1) **Summary**: a couple sentences summarizing what you believe are the major points each author is making.
- 2) **Compare**: a couple sentences which compare the two readings for that day. Things

you might talk about: How are they similar or different in terms of their assumptions or methods? How might one of the authors revise his or her analysis based on the other reading?

3) **Impact:** a couple sentences describing how the readings have effected you. How have the readings led you to revise your thinking about some topic or phenomenon?

There are always two readings for each class meeting and you should address both; if you do not address both in the SCI you will earn at most two points.

#5 SCIs must be turned in within the first five minutes of class in TRIPLICATE (3 copies). You get a ZERO for any SCI turned in later than the first five minutes of class. They can never be turned in at a later date. You will earn at most TWO points if you turn in only two copies and at most ONE point if you turn in only one copy. SCIs will be circulated in class to learn how other students are reacting to the texts.

#6 You must be in attendance for any class in which you turn in an SCI (someone else may not turn them in for you). You may not leave class early on a day in which you turn in an SCI.

#7 SCIs will be graded on a three-point scale and constitute 30% of your grade. If you get less than a “3” for any SCI, you may do additional SCIs; the ten highest SCIs will be counted for your final grade. It thus makes sense to get the majority of your SCIs completed early.

Research Paper: You will write a research paper for the course, between 4,500 and 5,000 words in length. At a 12-point font with normal margins this will translate to about 14–16 pages of text, but note that your paper’s length will be measured by word count. The Research Paper cannot be on a topic in the United States, and given limitations of length will probably concern some topic within a single nation. The Research Paper is due on Friday, March 19, at 5pm, at the end of the finals period. However, you are free to turn in the Research Paper earlier. The Research Paper must be emailed to Professor Boellstorff (tboellst@uci.edu). NOTE that if you decide to email your Research Paper at the last minute and there is some kind of problem with your computer or the Irvine email system, that is NOT an acceptable excuse and the Research Paper will be counted late.

The research paper gives you an opportunity to use course concepts, materials, and discussions to be creative and end up with a paper that you can use as a writing sample and example of your own independent thinking when you apply for a job, internship, or graduate/professional school. You may choose any topic you wish so long as the instructor approves your outline (see below). You must correctly cite and use at least three course readings (we will discuss how to cite course readings effectively in class), and at least three additional peer-reviewed sources. Other informal sources are allowed as additional sources beyond these six required sources.

To aid you in writing the Research Paper, there are a number of required steps before you turn in the final version of the Research Paper:

Research Paper Topic: You are required to hand in a one-page report on Tuesday, February 2 (beginning of Week 5), at the beginning of class, in which you discuss TWO possible topics for

your paper. Because this is in the middle of the course, you may need to skim later readings for the course and/or meet with the professor to get ideas. The Research Paper Topic is worth 10% of your grade and will be graded on how carefully you discuss your possible topics.

Research Paper Outline: You are required to hand in a Research Paper Outline on Tuesday, February 16 (beginning of Week 7), at the beginning of class. The Research Paper Outline must be two pages long and contain the following information:

- 1) The nation or nations you will be examining;
- 2) Your thesis and supporting analytical points for the paper (VERY important);
- 3) The three or more course readings you will use to support your argument;
- 4) The three or more peer-reviewed library sources you will use to support your argument;
- 5) Any additional sources you will use to support your argument.

The Research Paper Outline will be worth 15% of your grade and will be graded on meeting the minimum requirements above, as well as the organization of your argument. Completing the Research Paper Outline means that you will have chosen the topic for your Research Paper and that Professor Boellstorff has approved this topic.

Research Paper Draft: You are required to hand in a Research Paper Draft on Tuesday, March 2 (beginning of Week 9), at the beginning of class. This should be a full draft of the Research Paper, complete with title page and bibliography. Professor Boellstorff will grade the Research Paper Draft as quickly as possible and return it to you so that you can use his comments as the basis for revision and preparation of the final version of the Research Paper. The Research Paper Draft will be worth 20% of your grade and will be graded on organization, clarity of argument, and use of sources.

Research Paper – Final Version: The final version of the Research Paper is due on Friday, March 19 (end of Finals Week), at 5pm. The final version of the Research Paper will be worth 25% of your grade and will be graded on organization, clarity of argument, and use of sources.

The course grade will thus be calculated as follows:

Ten (10) SCIs times three points per SCI	= 30 points
Research Paper Topic (due Tuesday, Feb 2)	= 10 points
Research Paper Outline (due Tuesday, Feb 16)	= 15 points
Research Paper Draft (due Tuesday, March 2)	= 20 points
<u>Research Paper – Final Version (due Fri, March 19)</u>	<u>= 25 points</u>
<i>Total</i>	<i>= 100 points</i>

You will then be assigned a letter grade as follows: A+ 96.7–100; A 93.4–96.6; A- 90–93.3; B+ 86.7–89.9; B 83.4–86.6; B- 80–83.3; C+ 76.7–79.9; C 73.4–76.6; C- 70–73.3; D 65–69.9; F 64.9 and below. There is no rounding of any kind.

Course texts

There are five required books for the course:

- (1) João Biehl and Torben Eskerod, *Will to Live: AIDS Therapies and the Politics of Survival*.
- (2) Héctor Carrillo, *The Night is Young: Sexuality in Mexico in the Time of AIDS*.
- (3) Paul Monette, *Borrowed Time: An AIDS Memoir*.
- (4) Elizabeth Pisani, *The Wisdom of Whores: Bureaucrats, Brothels, and the Business of AIDS*.
- (5) Robert Thornton, *Unimagined Community: Sex, Networks, and AIDS in Uganda and South Africa*.

All five books are available at the university bookstore and at a variety of other bookstores (including online booksellers). They have also been placed on two-hour reserve at Langson Library. There is no reader for the course. All of the other readings for the course are available online; they can all be accessed via melvyl.cdlib.org. Some of these readings can be accessed anywhere, but others require that you either access them on campus, or use a VPN client or the web VPN link (<https://vpn.nacs.uci.edu/>) if you use these links off-campus. It is your responsibility to install the client on your computer if you have never done so to date. For more information on VPN clients, including free downloads, see <http://www.nacs.uci.edu/security/vpn/vpndownload.html>. You will also need to have Adobe Reader on your computer; you can download it for free at <http://get.adobe.com/reader/>.

Course Schedule

NOTE: You must complete the readings assigned for any date of class BEFORE that class meets.

week 1.

Tuesday 1/5

☞ introduction.

Thursday 1/7 - **SCI REQUIRED TODAY**

- ☞ Nancy Scheper-Hughes & Margaret Lock, The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology. *Medical Anthropology Quarterly* 1(1):6-41, 1987.
- ☞ Tom Boellstorff, Nuri's Testimony: HIV/AIDS in Indonesia and Bare Knowledge. *American Ethnologist* 36(2):351-63, 2009.

week 2.

Tuesday 1/12 - **SCI REQUIRED TODAY**

- ☞ Richard Parker and Peter Aggleton, HIV and AIDS-Related Stigma and Discrimination: A Conceptual Framework and Implications for Action. *Social Science & Medicine* 57(1):13-24, 2003.
- ☞ Karen Ann Kroeger, AIDS Rumors, Imaginary Enemies, and the Body Politic in Indonesia. *American Ethnologist* 30(2):243-57, 2003.

Thursday 1/14

- ☞ Tim Rhodes et al, The Social Structural Production of HIV Risk among Injecting Drug Users. *Social Science & Medicine* 61(5):1026-44, 2005.
- ☞ Leslie Butt, “Lipstick Girls” and “Fallen Women”: AIDS and Conspiratorial Thinking in Papua, Indonesia. *Cultural Anthropology* 20(3):412-42, 2005.

week 3.

Tuesday 1/19

- ☞ Paul Monette, *Borrowed Time*, pp. 1-156.
- ☞ João Biehl and Torben Eskerod, *Will to Live*, Introduction (pp. 3-49) and Chapter 1 (pp. 53-101).

Thursday 1/21

- ☞ Paul Monette, *Borrowed Time*, pp. 157-268.
- ☞ João Biehl and Torben Eskerod, *Will to Live*, Chapter 2 (pp. 105-176) and Chapter 3 (pp. 179-237).

week 4.

Tuesday 1/26

- ☞ Paul Monette, *Borrowed Time*, pp. 269-342.
- ☞ João Biehl and Torben Eskerod, *Will to Live*, Chapter 4 (pp. 241-279).

Thursday 1/28

- ☞ João Biehl and Torben Eskerod, *Will to Live*, Chapter 5 (pp. 283-336).
- ☞ Elizabeth Pisani, *The Wisdom of Whores*, Preface and Chapters 1-2 (pp. 1-83).

week 5.

Tuesday 2/2—**RESEARCH PAPER TOPIC DUE AT BEGINNING OF CLASS**

- ☞ João Biehl and Torben Eskerod, *Will to Live*, Chapter 6 (pp. 339-371).
- ☞ Elizabeth Pisani, *The Wisdom of Whores*, Chapters 3-4 (pp. 84-160).

Thursday 2/4

- ☞ João Biehl and Torben Eskerod, *Will to Live*, Conclusion (pp. 375-406).
- ☞ Elizabeth Pisani, *The Wisdom of Whores*, Chapters 5-6 (pp. 161-226).

week 6.

Tuesday 2/9

- ☞ Elizabeth Pisani, *The Wisdom of Whores*, Chapters 7-8 (pp. 227-300).
- ☞ Nancy D. Campbell and Susan J. Shaw, Incitements to Discourse: Illicit Drugs, Harm Reduction, and the Production of Ethnographic Subjects. *Cultural Anthropology* 23(4):688-717, 2008.

Thursday 2/11

- ☞ Elizabeth Pisani, *The Wisdom of Whores*, Chapter 9 (pp. 301–325).
- ☞ Alison Dundon, Sexuality, Morality and Lifestyle: The ABC of HIV Prevention Strategies in Rural Papua New Guinea. *The Asia Pacific Journal of Anthropology* 10(3):171–85, 2009.

week 7.

Tuesday 2/16–**RESEARCH PAPER OUTLINE DUE AT BEGINNING OF CLASS (no readings)**

Thursday 2/18

- ☞ Héctor Carrillo, *The Night is Young*, Introduction (pp. 1–29).
- ☞ Robert Thornton, *Unimagined Community*, Preface and Chapter 1 (pp. xvii–xxi, 1–32).

week 8.

Tuesday 2/23

- ☞ Héctor Carrillo, *The Night is Young*, Part I (pp. 31–128).
- ☞ Robert Thornton, *Unimagined Community*, Chapters 2–4 (pp. 33–99).

Thursday 2/25

- ☞ Héctor Carrillo, *The Night is Young*, Part II (pp. 129–208).
- ☞ Robert Thornton, *Unimagined Community*, Chapters 5–6 (pp. 100–129).

week 9.

Tuesday 3/2–**RESEARCH PAPER DRAFT DUE AT BEGINNING OF CLASS (no readings)**

Thursday 3/4

- ☞ Robert Thornton, *Unimagined Community*, Chapter 7 (pp. 130–148).
- ☞ Héctor Carrillo, *The Night is Young*, Part III (pp. 209–310).

week 10.

Tuesday 3/9

- ☞ Robert Thornton, *Unimagined Community*, Chapters 8–9 (pp. 149–194).
- ☞ Adriana Petryna, Ethical Variability: Drug Development and Globalizing Clinical Trials. *American Ethnologist* 32(2):183–97, 2005.

Thursday 3/11

- ☞ Robert Thornton, *Unimagined Community*, Chapters 10–11 (pp. 195–234).
- ☞ Ellie Reynolds, “Pass the Cream, Hold the Butter”: Meanings of HIV Positive Semen for Bugchasers and Giftgivers. *Anthropology & Medicine* 14(3):259–66, 2007.

**RESEARCH PAPER (FINAL VERSION) DUE FRIDAY, MARCH 19,
BEFORE 5PM, BY EMAIL TO <tboellst@uci.edu>.**

Course Contract

COURSE CONTRACT—HIV/AIDS in a Global Context—Winter 2009

You cannot be in the course unless you have signed this contract and returned it to Professor Boellstorff. It is acceptable to print out only the final page of the contract to sign.

BY SIGNING THIS DOCUMENT, I AFFIRM THAT I UNDERSTAND:

REGARDING TECHNICAL EXPECTATIONS, I UNDERSTAND:

- ✎ That I am responsible for ensuring that I have adequate Internet access.
- ✎ That if and when I access the Internet off-campus, I will learn how to install and use a VPN client or the web VPN link, or I will download needed readings while on campus.
- ✎ That I am responsible for keeping multiple backups of my work, and that lost work will receive a grade of zero.
- ✎ That no technical excuses are accepted in this course.

REGARDING CLASSROOM ETIQUETTE, I UNDERSTAND:

- ✎ That because this is an upper-division seminar, it is expected that I attend all class meetings having done the reading, even if I do not do an SCI for a particular meeting. I understand that I will be asked to drop the class if I miss more than four (4) course meetings during the quarter.
- ✎ That unless Professor Boellstorff gives express permission during part or all of a class meeting, I cannot use a laptop during class. I must turn off my laptop before class starts.
- ✎ That I cannot use a cellphone during class. I must turn off my cellphone (not just set it to vibrate) before class starts.
- ✎ That I cannot be enrolled in another class that overlaps in whole or part with this course's meeting time, and that I must schedule my other duties or responsibilities so as not to conflict with the course meetings.
- ✎ That I cannot walk out during the middle of class. I understand that if on a certain day I have some other engagement during the time class takes place, I will not come to class at all that day. I understand that I will not schedule another class or other engagement during the time lecture meets.
- ✎ That if I miss a course meeting, it is my responsibility to find out what happened by talking to other students.
- ✎ That I am not to be disruptive or talk during course meetings unless participating in class discussion.
- ✎ That if I have a question or comment concerning a grade or anything said in a course meeting or a reading, I will not email the Instructor, but sign up for office hours and/or speak to the Instructor before or after course meetings. I understand that the Instructor will immediately delete any such emails and not reply to them.

REGARDING THE READINGS, I UNDERSTAND:

- ✎ That I must complete the readings assigned for any date of class before that class meets.

- ✎ That all the readings save the books are accessible via melvyl.cdlib.org, but that for some of these readings, I will need to use a VPN client to access them if not on campus. If I choose to access readings off-campus, it is my responsibility to install a VPN client on my computer and use it correctly, or use the web VPN link.
- ✎ That if I choose not to buy the course books, but instead to share them with a friend or read them on reserve, and for some reason I cannot complete a reading on time (for instance, my friend forgets to give me the book, or it is missing in the course reserves), this is not an acceptable excuse for not completing readings on time and I take responsibility for any negative consequences on whatever grades I achieve for course assignments.
- ✎ That if I choose not to purchase the course books right away, I will contact the bookstore myself to find out when they return the books to the publisher (usually the 4th week of classes). If the bookstore has already returned the course books and as a result I am unable to complete the readings, I take responsibility for any negative consequences on whatever grades I achieve for course assignments.
- ✎ That I cannot refuse to read assigned texts because I think they will cause offense or conflict with my beliefs.
- ✎ That all material in the library is to be treated with care and respect, and that and destruction or theft of library property is completely unacceptable and will be dealt with severely.

REGARDING GRADING, I UNDERSTAND:

- ✎ That I must submit Summary, Compare, and Impact Statements (SCIs) for 10 (ten) class meetings.
- ✎ That I must turn in SCIs for the second and third class meetings (Thursday, January 7 and Tuesday, January 12), and the remaining eight in any order I wish.
- ✎ That I still must do all of the readings on days that I do not turn in an SCI.
- ✎ That SCIs CANNOT BE LESS THAN ¾ PAGE LONG and cannot be more than one page.
- ✎ That I will earn at most 2 points if they are too long or too short (for instance, if only half a page long).
- ✎ That SCIs cannot be handwritten.
- ✎ That SCIs must be in a 12 point font, single-spaced, with regular margins (no more than one inch on any side).
- ✎ That I will earn at most two points for an SCI if it fails to conform to these guidelines.
- ✎ That SCIs must consist of three parts, each of which should be identified by a heading: 1) Summary; 2) Compare; 3) Impact.
- ✎ That there are always two readings for each class meeting, and that if I do not address both in the SCI I will earn at most two points.
- ✎ That SCIs must be turned in within the first five minutes of class in triplicate (3 copies).
- ✎ That I get a ZERO for any SCI turned in later than the first five minutes of class.
- ✎ That SCIs can never be turned in at a later date.
- ✎ That I will earn at most TWO points if I turn in only two copies and at most ONE point if I turn in only one copy of any SCI.
- ✎ That I must be in attendance for any class in which I turn in an SCI (someone else may not turn them in for me).
- ✎ That I may not leave class early on a day in which I turn in an SCI.

- ✎ That SCIs will be graded on a three-point scale and constitute 30% of my grade.
- ✎ That if I get less than a “3” for any SCI, I may do additional SCIs, and the ten highest SCIs will be counted for my final grade.

- ✎ That all assignments are to be sent to Professor Boellstorff as email attachments (to tboellst@uci.edu) by 12:30 p.m. on the day they are due (5:00 p.m. for the final version of the Research Paper). A hard copy of the Research Paper Topic, Research Paper Outline, and Research Paper Draft are also required at the beginning of class on the day they are due.
- ✎ That no excuses for broken computers, printers, or storage media will be accepted.
- ✎ That I am required to hand in a one-page “Research Paper Topic” report on Tuesday, February 2, at the beginning of class, in which I discuss TWO possible topics for my paper, and also email a copy of this assignment to Prof. Boellstorff before 12:30pm on Tuesday, February 2.
- ✎ That the Research Paper Topic is worth 10% of my grade and will be graded on how carefully I discuss my possible topics.
- ✎ That I am required to hand in a Research Paper Outline on Tuesday, February 16, at the beginning of class, and also email a copy of this assignment to Prof. Boellstorff before 12:30pm on Tuesday, February 16.
- ✎ That the Research Paper Outline must be two pages long and contain the following information: 1) The nation or nations I will be examining; 2) My thesis and supporting analytical points for the paper (VERY important); 3) The three or more course readings I will use to support my argument; 4) The three or more peer-reviewed library sources I will use to support my argument; 5) Any additional sources I will use to support my argument.
- ✎ That the Research Paper Outline will be worth 15% of my grade and will be graded on meeting the minimum requirements above, as well as the organization of my argument.
- ✎ That completing the Research Paper Outline means that I will have chosen the topic for my Research Paper and that Professor Boellstorff has approved this topic.
- ✎ That I am required to hand in a Research Paper Draft on Tuesday, March 2, at the beginning of class, and also email a copy of this assignment to Prof. Boellstorff before 12:30pm on Tuesday, March 2. This should be a complete draft of the Research Paper, complete with title page and bibliography.
- ✎ That the Research Paper Draft will be worth 20% of my grade and will be graded on organization, clarity of argument, and use of sources.
- ✎ That the final version of the Research Paper must be emailed to Prof. Boellstorff before 5pm on Friday, March 19.
- ✎ That the final version of the Research Paper will be worth 25% of my grade and will be graded on organization, clarity of argument, and use of sources.
- ✎ That the course is not curved, but as a result there is NO ROUNDING beyond the .00 level. I understand, for instance, that if my course grade is 89.94%, that rounds to 89.9% and thus will count as a B+, not an A-. I will not contact Professor Boellstorff asking for my grade to be changed if I happen to have any kind of borderline grade.
- ✎ That SCIs will constitute 30% of my grade.
- ✎ That the Research Paper Topic is worth 10% of my grade
- ✎ That the Research Paper Outline will be worth 15% of my grade.

- ✎ That the Research Paper Draft will be worth 20% of my grade.
- ✎ That the final version of the Research Paper will be worth 25% of my grade.
- ✎ That no jointly authored assignments are allowed.
- ✎ That 3 percent is deducted for each day the Research Paper Topic, Research Paper Outline, Research Paper Draft, or final version of the Research Paper is turned in late (beginning at 3:20pm the day the assignment is due). For instance, if I turn in the Research Paper Draft at 1:00 p.m. on Thursday, March 5, that means it is counted as 2 days late and it will be worth only 14% of my grade ($20\% - 3\% - 3\% = 14\%$). No excuses will be accepted for late assignments. Assignments can always be turned in early (no extra credit for turning in assignments early).
- ✎ That all grading is non-competitive and that I am encouraged to work together and conduct research with fellow students.
- ✎ That once final grades have been turned in to the Registrar, according to University policy they cannot be changed except in the case of a clerical error. For that reason, there is no possibility for make-up assignments after the course has ended.

I HEREBY AFFIRM THAT I HAVE READ AND UNDERSTOOD THE ABOVE REQUIREMENTS FOR THE COURSE.

Name (print) _____ Student ID# _____

Date _____ SIGNATURE _____