

THE GLOBAL GATEWAY: AIDS IN HAITI *By Liz Morrison*

Liz Morrison is the coordinator of social studies for the Parkway School District located in west St. Louis County. In 2001 Liz was selected as the National Council for the Social Studies Secondary Teacher of the Year. Liz was the featured guest on Talk of the Nation in September of 2002 regarding teaching 9/11 and other “hot topics” in public high schools. In addition, Liz Morrison’s work with controversial issues in the classroom was featured in the Annenberg program “Social Studies in Action.”

OVERVIEW

In this lesson, students will participate in a class discussion using the articles by Anitgone Barton focusing on the work of Dr. John May. Students will discuss the physician’s creed “Primo no nocere” (first do no harm) as it applies to prisoners incarcerated in the national penitentiary in Haiti. Students will also discuss why U.S. citizens should care about conditions in Haiti’s penitentiary.

CURRICULUM STANDARDS (MCREL)

- Civics: Standard 22. Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding U.S. foreign policy
 - Benchmark 2. Knows the most important means used by nation-states to interact with one another (e.g., trade, diplomacy, treaties and agreements, humanitarian aid, economic incentives and sanctions, military force and the threat of force)
- Geography: Standard 1. Understands the characteristics and uses of maps, globes, and other geographic tools and technologies
- Geography: Standard 6. Understands that culture and experiences influence people’s perceptions of places and regions
- Language Arts: Standard 10. Understands the characteristics and components of the media
 - Benchmark 12. Understands the role of the media in addressing social and cultural issues

TIME REQUIRED

One 45 - 50 minute class period.

MATERIALS

- Article by Antigone Barton on Dr. John May
- Timeline of PEPFAR (Additional Resources)
- Map of the Caribbean (Additional Resources)
- Discussion Question Handout

THE LESSON

Anticipatory Set

1. Distribute the blank maps of the Caribbean.
 - a. Ask the students to label Haiti.
 - b. Project a map or use a pull-down map to illustrate the location of Haiti.
 - c. Discuss what the students notice (e.g. proximity to the U.S., size, general location)
2. Why is Haiti's location significant?

Procedures

1. Introduction
 - a. Opinion spectrum "Take A Stand"
 - b. On the board write, "I believe people incarcerated for committing a crime have the same right to health care as those in the neighboring community."
 - c. On one end of the board write "Strongly Agree" and on the other end of the board write "Strongly Disagree". Write "neutral" between the two ends of the spectrum.
 - d. Explain to the students that they are going to "take a stand" on the statement on the board. They are going to take a place on the spectrum (creating a human opinion spectrum).
 - e. After everyone puts themselves on the spectrum ask students at various points on the spectrum about their "stand."
 - f. Have students return to their seats.
2. Distribute the Barton article on Dr. May and the discussion questions
3. Allow the students 10 – 15 minutes to read the article.
4. After reading, have the students put their desks in a circle and begin the discussion

Questions for Discussion

- a. What is the significance of May's statement "Before and after"?
- b. What is the prevalent problem addressed in Barton's article?
- c. What other problems are also prevalent?
- d. May points out, "Most of the people in this prison will eventually get out one way or another." Why does this lead May to advocate for health care in Haiti's prisons?
- e. PEPFAR had denied money to May's organization, Health Through Walls. What factors may have contributed to the funding request being denied?
- f. Maurice Geiger, Justice Department staffer and court reform activist, has concerns regarding the incarceration of prisoners. What did Geiger mean when he stated, "Both men essentially received a death sentence without trial"?
- g. What does May mean when he applies the physician's creed "Primo no nocere" (first do no harm) to a person who is incarcerated?

- h. To what extent should medical care for people who are incarcerated mirror the health care in the surrounding community? What if the medical care in the surrounding community is, as May states, “not appropriate, not good, not enough”?
- i. Show video clip from Pulitzer Center on Crisis Reporting Web site.
- j. How did the video clip affect your thinking on the situation in Haiti’s prisons?
- k. Why should citizens of the United States be concerned about the health problems in prisons in Haiti? What action, if any, should individuals or the government take to address the problems? Why do you think that?
- l. What questions does this article raise?
- m. What is the most important thing you learned from the article and discussion?
- n. The PEPFAR bill is a five-year bill up for reauthorization in 2008. Do you think the funding should be reauthorized? Why or why not?

Glossary Terms

AIDS – Acquired Immune Deficiency Syndrome
 PEPFAR – President’s Emergency Plan for AIDS

Extension Activities

- 1. Conditions in the United States
 - a. Letter from Human Rights Watch to Governor Schwarzenegger of California
<http://hrw.org/english/docs/2007/09/11/usdom16850.htm>
 - b. Assign the reading from Human Rights Watch.
 - c. Have the students write a one-page summary analyzing conditions in US prisons compared to conditions in Haiti’s prisons.

Assessment Options

- 1. Political Cartoon
 - a. Have the students create a political cartoon depicting an issue from the article.
 - b. The student will explain the cartoon to the class.

PEPFAR TIMELINE

January 28, 2003: President Bush delivers his State of the Union, in which he announces the Emergency Plan for AIDS Relief (PEPFAR), a five-year, \$15 billion initiative.

March 17, 2003: Legislation authorizing the president's initiative is introduced in the House (HR1298).

May 27, 2003: PEPFAR authorizing legislation passed and became public law No: 108-25.

February 23, 2004: "The Five-Year Strategy for the President's Emergency Plan for AIDS Relief" outlines the implementation of and names Haiti as one of the 14 focus countries for PEPFAR programs (Vietnam is named later, raising the number of focus countries to 15).

February 26, 2004: USAID publishes a policy directive requiring foreign nongovernmental organizations to take a loyalty oath regarding prostitution. It requires organizations to have a specific policy against prostitution and sex trafficking as a condition for receiving U.S. global AIDS funding.

February 27, 2005: A three-judge circuit appeals court panel upholds the anti-prostitution pledge.

June 9, 2005: USAID expands its policy directive requiring a loyalty oath regarding prostitution to include all foreign and U.S.-based nongovernmental organizations.

U.S. funding is denied to DKT International, a Washington-based non-profit managing contraceptive social marketing programs for family planning and AIDS prevention, when the organization refuses to agree to the oath the policy required.

July 11, 2005: DKT International files a lawsuit challenging the U.S. government's loyalty oath regarding prostitution on the grounds that it is an unconstitutional infringement of speech and that it undermines U.S. international efforts to stem the scourge of HIV/AIDS.

January 19, 2006: Ambassador Randall L. Tobias is nominated to take over Andrew Natsios' position as 14th Administrator of USAID.

April 27, 2007: Tobias resigns after his name turns up on phone records of a woman charged with running a prostitution ring.

(Sources: news reports, PEPFAR WATCH, a project of the Center for Health and Gender Equity, and The Global Gag Rule Impact Project)

