



## Course Syllabus

**Department of Sociology**  
**University of Toronto**  
**SOC309Y1 HIV/AIDS: Social Policies and Programs**  
**Summer 2013**  
**Professor: Dr. Robert Travers**

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### Dr. Robert Travers

- Assistant Professor (Adjunct), Dalla Lana School of Public Health, University of Toronto
- Associate Research Scientist, Centre for Research on Inner City Health, St. Michael's Hospital

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### Teaching Assistant

**Alexandra Rodney** (PhD Candidate/Department of Sociology)

**Office Hours** - By appointment – **use the course email account** to arrange directly with TA

### Course Time and Location

Tuesdays and Thursdays, 10:00 a.m. to 12:00 p.m.

May 14, 2013 – August 8, 2013

Room SS2102 (Sid Smith 2102)

**Course Email:** [soc309summer2013@gmail.com](mailto:soc309summer2013@gmail.com)

Use **ONLY** this email address for communication with the TA or Professor – emails to any other email address will **NOT** be answered.

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### SCOPE AND AIMS

As bio-medical phenomena, HIV is but a mere virus and AIDS a constellation of illnesses. Their social meanings, however, have been shaped by the contexts in which HIV/AIDS emerged - the highly moralized and conservative, neo-liberal milieu of the 1980s. HIV has become a 'disease of blame' – the heightened moralized meanings associated with it are evident in the social exclusion experienced by those deemed 'at-risk' as well as people already infected. Noted Canadian Sociologist, Dr. Barry Adam, stated that 'HIV disturbs everyday life...indeed the burdens associated with the social aspects of AIDS and HIV may outweigh physical problems for many people coping with immunodeficiency syndrome.' The social responses to HIV/AIDS offer rich ground for the study of sociological concepts – including power, neoliberalism and individualism, stigma, health and morality, blame, and forms of social exclusion. HIV/AIDS: Social Policies and Programs will critically examine the social meanings attached to HIV/AIDS, early and contemporary responses to the disease; early public hysteria toward the disease; institutional responses (including government, public health and the law) to the epidemic; the social processes by which some groups become more vulnerable to infection than others; and the 'lived experience' of people and communities living with and combating HIV/AIDS. Through a combination of lectures, guest speakers, and film, this course will cover political, social, cultural, and personal aspects of HIV. The course encourages reflective and critical learning. Due to the nature of this course (i.e. the inclusion of guest speakers), this syllabus may be subject to occasional revisions. Notice will be given in the event that this occurs.

## Course Prerequisite

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The prerequisite to take this course is completion of a 200 level course in Sociology. Without exception, students who do not have this prerequisite will be removed at any time without notice.

## Required Readings

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Travers, R. (2013). *HIV/AIDS: Social Policies and Programs Reading Package*.  
**available for pick-up** at the University of Toronto Bookstore

**\*\*\*\* Other readings will be assigned from time to time \*\*\*\***

Effective learning typically requires having read the materials prior to class discussion. Your readings have been collated into a complete reader available for purchase from the University of Toronto Bookstore. Please pace your reading in relation to the time schedule so that you are available to participate in class discussions. Unless otherwise specified, you will be responsible for knowing all of the listed readings, as well as any announced during class, or posted to the course Blackboard page.

## Lectures

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Lectures include a significant amount of material from outside of the readings. While PowerPoint slides are posted to the course web page under 'course documents,' lecture notes are **NOT**.

## Attendance

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Although there is no formal attendance policy (other than for exams), participation is strongly encouraged. Consistently, students who attend all classes, tend to do the best in university courses (in my classes, up to 15% higher than those who miss classes). If you miss materials handed out in class or any announced modifications to the syllabus, it is **your** responsibility to get this information from other students or from the course web page. Your Professor and course TA will **NOT** provide you with materials that you miss – please **do not ask** for materials to be e-mailed to you. Any relevant course materials will always be made available through Blackboard.

## Promptness

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Class will begin at 10:10 a.m. **SHARP** and will end at 11:50 a.m. Coming late is disruptive to your fellow students and disrespectful to the professor and/or guest speakers - so **PLEASE** do not be late for this class. **If there is a pattern with late arrival to class, it will be addressed with you individually.** If you arrive late for some reason, please enter the class quietly through the back doors. If you are late for an exam, the relevant time will be deducted from your time available to write.

## E-mail Messages

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Given the large size of the class, please limit e-mail correspondence **ONLY** to items of significant importance. Do not email questions that are more appropriate for class or that are already addressed in the syllabus – these will not be answered. All other emails will be answered within 24 hours **with the exception** of those received on Fridays (these will be answered on Mondays or the next business day if the Monday is a holiday).

## Course Assignments

1. **Tests (85%)** There will be **three** tests in this course –worth 35%, 30% and one 20% of your final grade. Tests are **NOT** cumulative and they include content from course readings, lecture material, films, and guest speakers. Tests **will be** comprised of multiple choice and/or true/false questions. All tests will be taken during class time.
2. **Small Group Presentations/Annotated Bibliography (15%)** For this assignment, you will work in **pre-assigned** groups of up to 6 students. You will be assigned a topic in advance and you will draw upon core course concepts, readings and lectures to prepare your presentation (in addition to the resources in the Annotated Bibliography discussed below). Your group will provide a brief presentation (12 - 14 minutes) to the class.
  - **Annotated Bibliography:** The annotated bibliography should include brief critical summaries of 2 academic documents (per group member). These should include scholarly articles, book chapters, documentaries, books, etc., **OUTSIDE OF THE COURSE MATERIAL** that are relevant to your group’s presentation topic. Each summary should include the title of the document, properly referenced, and up to a full page of discussion. In the first half of the annotation you should critically outline the key points made in the document and in the second half you should state the relevance of the document to your presentation. Your discussion of the documents must be situated in the larger context of/linked back to the course material/concepts (in other words, avoid simply describing the contents of the piece). You are marked as a group on this whole assignment and **NOT** as individuals.

## Grading

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|---------------------------------------|--------------------------------|
| Term Test I (35%) .....               | June 11, 2013                  |
| Term Test II (20%).....               | July 2, 2013                   |
| Term Test III (30%).....              | July 25, 2013                  |
| Small Groups Presentations (15%)..... | July 30, August 1, 6 & 8, 2013 |

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**Late Penalty** - Only under exceptional circumstances will assignments will be accepted after the due dates. Exceptional circumstances include serious illness or death in the family; appropriate outside documentation includes, U of T Medical Certificate or a letter from your Registrar (these are the **ONLY** forms of documentation accepted). In order for an extension to be considered, **you must contact the Professor at least 24 hours prior to the due date.**

The following are **NOT** considered reasonable excuses for an extension on an assignment:

- ‘Other assignments (or exams) are due on the same day’ – it is advisable to monitor your time and course commitments closely. Effective planning will go a long way in balancing the demands that you face as senior undergraduate students.
- ‘Computer glitches’ – it is advisable to back up all assignments on a USB stick and to print out two copies – **keep one for yourself and hand the other in (it is also good to email yourself a copy of your assignment in the event you lose it).**

**N.B.** You are responsible for retaining copies of your assignments until you have received the marked assignments back. This is strictly enforced. **If we can’t find your assignment, it is your responsibility to hand in another copy or you will receive a zero.**

**Make-up tests:** students who miss a test will receive a mark of zero for that test unless reasons beyond their control prevent them from taking it. **Within three days** of the missed test, students who wish to write the make-up test must send or give their TA a written request for special consideration which explains why the test was missed. A request should be accompanied by contact information (the student's telephone number and email address) so the date, time and place of the make-up test can be communicated to the student. At the make-up test a student must submit **proper documentation from a physician or college registrar** (see below). A student who misses a test and the subsequent make-up test **for a valid reason** will not have a third chance to take the test. Instead, the grade assigned for the missed test will be the same as the grade the student earns on the other test in this course.

### **DOCUMENTATION FROM YOUR PHYSICIAN OR COLLEGE REGISTRAR**

If you miss a test or a paper deadline, **do not** contact the instructor or a TA unless you have followed the steps described here. Telling the professor or TA why you missed a deadline or a test probably will not help.

- In case of **illness**, you must supply a duly completed University of Toronto Student Medical Certificate. **A doctor's note is not acceptable.** There is a blank Certificate in the Faculty of Arts and Science Registration Handbook & Timetable. Attach this Certificate to your work and then hand it in at class or to your TA during their office hours.
- If a **personal or family crisis** prevents you from meeting a deadline, you must get a letter from your college registrar (it is a good idea anyway to advise your college registrar if a crisis is interfering with your studies). Attach this letter to your work and then hand it in at class or to your T.A during their office hours.

### **Plagiarism**

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Cheating and misrepresentation will not be tolerated. Students who commit an academic offence face serious penalties. Avoid plagiarism by citing properly: practices accepted by teachers in high school may prove unacceptable in university. Know where you stand by reading the "Code of Behaviour on Academic Matters" in the Calendar of the Faculty of Arts and Science. A first rule of thumb: each time you use a sequence of three or more words written by someone else, use quotation marks and give the source. But more than this is involved in citing properly, so read "HOW NOT TO PLAGIARIZE" below.

**Submitting the same work for more than one course:** Section B.I.1.(e) of the Code of Behaviour on Academic Matters says it is an offence *"to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere."*

### **Turnitin.com**

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To deter and detect plagiarism, this course may make use of the [turnitin.com](http://turnitin.com) system. In addition to submitting a hard copy of the annotated bibliography in class on the due date, each student must upload the assignment to Turnitin.com. Students agree that by taking this course all required written materials may be subject to textual similarity review to detect plagiarism. All submitted materials will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

## **Accessibility**

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Accessibility needs: The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

## **Grading**

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The Faculty of Arts and Science has outlined the following criteria for letter grades:

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| <p>A (Excellent): Strong evidence of original thinking; good organization, capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.</p> <p>B (Good): Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.</p> <p>C (Adequate): Student who is profiting from his/her university experience; understanding of the subject matter; ability to develop solutions to simple problems in the material.</p> <p>D (Marginal): Some evidence of familiarity with subject matter and some evidence that critical and analytic skills have been developed.</p> <p>E (Inadequate): Evidence of familiarity with only some subject matter; presence of some critical and analytic skills.</p> <p>F (Wholly Inadequate): Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; with limited or irrelevant use of literature.</p> |
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**SOC309Y1 - HIV/AIDS: Social Policies and Programs - Summer 2013 Lecture Schedule**

| <u>Date</u>          | <u>Lecture Topic</u>                                  | <u>Lecturer</u>                                 |
|----------------------|---|---|
| May 14, 2013         | Course Introduction                                   | Dr. Travers                                     |
| May 16, 2013         | AIDS 101: The 'Basics'                                | Adinne Schwartz Toronto Public Health           |
| May 21, 2013         | Early Crisis, Moral Panic: The 1980s                  | Dr. Travers                                     |
| May 23, 2013         | Early Crisis, Moral Panic II: The 1980s               | Documentary Part 1 – The Age of AIDS (PBS)      |
| May 28, 2013         | Moral Panic III: AIDS, Neoliberalism & Responsibility | Dr. Travers                                     |
| May 30, 2013         | Social Determinants of Health: Risk vs. Vulnerability | Dr. Travers                                     |
| June 4, 2013         | Power: Stigma and HIV/Redemptive Narratives           | Dr. Travers                                     |
| June 6, 2013         | Power: Empowerment and AIDS Activism                  | Tim McCaskell                                   |
| <b>June 11, 2013</b> | <b>Term Test I</b>                                    | <b>35%</b>                                      |
| June 13, 2013        | Power: Stigma, HIV & Intersectionality                | Dr. Saara Greene, McMaster University           |
| June 18, 2013        | Power: A Gendered View of HIV                         | Louise Binder, LLB                              |
| June 20, 2013        | Harm Reduction Policy: Prisoners and HIV              | Mooky Cherian (PASAN)                           |
| <b>Holiday Break</b> | <b>Class Break June 24 – June 28</b>                  | <b>Class Break</b>                              |
| <b>July 2, 2013</b>  | <b>Term Test II</b>                                   | <b>20%</b>                                      |
| July 4, 2013         | HIV & Criminalization                                 | Alison Symington, LLB, HIV/AIDS Legal Network   |
| July 9, 2013         | Science vs. Ideology: Harm Reduction Policy           | Dr. Carol Strike, University of Toronto         |
| July 11, 2013        | Power: A Gendered View of HIV Part II                 | Documentary: Positive Women: Exposing Injustice |
| July 16, 2013        | The Sleeping Epidemic: Aboriginal Peoples and HIV     | Doris O'Brien-Teengs                            |
| July 18, 2013        | Canada's Immigration Policies and HIV/AIDS            | Maureen Owino, CAAT                             |
| July 23, 2013        | Social Exclusion: Race, Ethnicity and HIV: ACCHO      | Wangari Tharao, WHIWH                           |
| <b>July 25, 2013</b> | <b>Test III</b>                                       | <b>30%</b>                                      |
| <b>July 30, 2013</b> | <b>Small Group Presentations</b>                      | <b>15%</b>                                      |
| August 1, 2013       | Small Group Presentations                             | Dr. Travers                                     |
| August 6, 2013       | Small Group Presentations                             | Dr. Travers                                     |
| August 8, 2013       | Small Group Presentations                             | Dr. Travers                                     |