

University of Toronto – Sociology

**HIV & AIDS: Social Policies & Programs
SOC309H1F L0101
Summer 2020**

Mondays & Wednesdays 10 am – 12 pm

Instructor Information

Instructor: Tatham, Chris

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Office location: See Quercus

Office hours: See Quercus for office hour schedule and connection instructions.

Course web site: Quercus

Teaching Assistant: Jamie Nikolaou

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See Quercus for office hour schedule and connection instructions.

Course Topic

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. 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. This course 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.

Learning Goals & Outcomes

- Develop appreciation for the interconnection of political, social, cultural, and personal aspects of HIV/AIDS
- Identify and critically assess various approaches to prevention
- Think critically about the relationships between disease, health, stigma, community, and the law
- Formulate research questions, collect appropriate sources and use scholarly research to support written and oral arguments
- Develop and present an academic argument
- Engage in thoughtful and respectful online discussion
- Connect and apply course concepts, theories and examples to empirical research and current events

Prerequisites & Exclusions

1.0 SOC FCE at the 200 or higher level. Students already having taken SOC309Y1/ SOC324H1, or without the prerequisite will be removed at any time, without notice.

Course Materials

All readings will be available on Quercus.

Evaluation Components & Grading Policies

TYPE	DESCRIPTION	DUE DATE	WEIGHT
OUTLINE ASSIGNMENT	Outline your presentation topic and research question for your presentation. Locate a case and annotate academic sources related to your topic.	May 20	15%
TEST 1	Multiple choice, short & long answer questions.	May 25	25%
TEST 2	Multiple choice, short & long answer questions.	June 10	20%
ONLINE PRESENTATION	Develop and record a presentation on your topic, drawing from academic and non-academic sources.	June 15	25%
PARTICIPATION	Participate in online lecture-based surveys and online discussion groups.	Ongoing	15%

Grading

All written assignments must be submitted to Quercus before scheduled class time.

The penalty for late written assignments is 10% for the first day and 5% for each additional day. This includes weekends (not stat holidays). Assignments that are more than 7 days late will not be accepted without approved supporting documentation. For more details on assignments, see Quercus.

Class Format

Due to Covid-19, this class will be taught remotely via Quercus. Lectures, assignments, tests, office hours, discussion and participation will all take place online over Quercus. This class will take a hybrid approach to online learning – lectures will be asynchronous while tests and office hours will be synchronous.

Lectures employ active and applied approaches to learning. During the semester, students will apply course concepts to real-world situations. Readings and lectures will be supplemented with videos, case studies, news stories, documentaries and policy papers that address current issues regarding crime and deviance. Through online group discussions and activities, students will develop a greater understanding for course materials and how they impact their daily lives.

Students are expected to read the required material before each online lecture. Lectures will expand upon the readings yet will not review them in detail. Lectures are not an adequate substitute for the readings.

If you have any questions, feel free to email the course instructor or login to Quercus for office hours. All course materials, aside from the required text, will be posted on Quercus. Please check your utoronto.ca email and Quercus before each class for updates.

Class Schedule

DATE	TOPICS	READINGS
MAY 4	Course Introduction & HIV/AIDS Basics	Syllabus
MAY 6	Early Crisis	Kopelman. 2002. "If HIV/AIDS is Punishment, Who is Bad?" <i>Journal of Medicine and Philosophy</i> 27(2):231-243. Lupton. 1999. "Archetypes of Infection: People with HIV/AIDS in the Australian Press in the Mid 1990s." <i>Sociology of Health & Illness</i> 21(1): 37-53.

<p>MAY 11</p>	<p>Social Determinants of Health</p> <p>Shannon. 2007. “Sexual and Drug-related Vulnerabilities for HIV Infection Among Women Engaged in Survival Sex Work in Vancouver, Canada.” <i>Canadian Journal of Public Health</i> 98(6):465-469.</p> <p>Sprague et al. 2020. “Towards ending the US HIV epidemic by 2030: Understanding social determinants of health and HIV in Mississippi” <i>Global Public Health</i> 15(1):31-51.</p>
<p>MAY 13</p>	<p>Criminalization</p> <p>Dej & Kilty. 2012. “Criminalization Creep: A Brief Discussion of the Criminalization of HIV/AIDS Nondisclosure in Canada.” <i>Canadian Journal of Law and Society</i> 27(1): 55-66.</p> <p>Kapiriri et al. 2016. “‘...They should understand why...’ The Knowledge, Attitudes and Impact of the HIV Criminalisation law on a Sample of HIV+ Women Living in Ontario.” <i>Global Public Health</i> 11(10):1231-1245.</p>
<p>MAY 18</p>	<p>No Class – Holiday</p>
<p>MAY 20</p>	<p>Stigma & Power</p> <p>Outline Assignment Due</p> <p>Parker & Aggleton. 2003. “HIV and AIDS-related Stigma and Discrimination: A Conceptual Framework and Implications for Action.” <i>Social Science & Medicine</i> 57:13-24.</p> <p>Loutfy. 2012. Gender and Ethnicity Differences in HIV-related Stigma Experienced by People Living with HIV in Ontario, Canada. <i>PLOS ONE</i> 12(1):1-10.</p>

MAY 25	Test 1	No Readings
MAY 27	Empowerment, Activism & Community	Wenier. 2012. “Disposable Media, Expendable Populations – ACT UP New York: Activism, Art, and the AIDS Crisis, 1987–1993.” <i>Journal of Visual Culture</i> 11(1):103-109. See Quercus for additional readings.
JUNE 1	Harm Reduction	Ball. 2007. “HIV, Injecting Drug Use and Harm Reduction: A Public Health Response.” <i>Addiction</i> , 102:684-690. Rowniak et al. 2017. “Attitudes, Beliefs and Barriers to PrEP Among Trans Men.” <i>AIDS Education and Prevention</i> 29(4):302-314.
JUNE 3	Gender	Lawless et al. 1996. “Dirty, Diseased and Undeserving: The Positioning of HIV Positive Women” <i>Social Science & Medicine</i> 43(9):1371-1377. McCall & Lauridsen-Hoegh. 2014. “Trauma and Cultural Safety: Providing Quality Care to HIV-Infected Women of Aboriginal Descent” <i>Journal of the Association of Nurses in AIDS Care</i> 25:70-78. Collier et al. 2015. Healing Our Women for Transgender Women: Adaptation, Acceptability & Pilot Testing. <i>AIDS Education and Prevention</i> 27(5):418-431.

JUNE 8	Race & Ethnicity	<p>Pearce et al. 2015. "The Cedar Project: Resilience in the Face of HIV Vulnerability within a Cohort Study involving Young Indigenous People who use Drugs in Three Canadian Cities." <i>BMC Public Health</i> 15:1-12.</p> <p>Zhou. 2017. "Race and HIV Vulnerability in a Transnational Context: The Case of Chinese Immigrants to Canada." <i>Culture, Health & Sexuality</i> 19(6):695-708.</p> <p>Kubieck et al. 2019 "Engaging Young Men in the HIV Prevention & Care Continuum: Experiences From Young Men Of Color Who Have Sex With Men" <i>AIDS Education & Prevention</i> 31(4):325-343.</p>
JUNE 10	Test 2	No Readings
JUNE 15	Presentations Due	No Readings

The schedule and reading list are subject to change at the discretion of the instructor.

The drop date for this class is June 1st, 2020.

Procedures and Rules

Missed Tests and Assignments

If you miss a test or assignment submission, you must declare your absence on ACORN on the day of the test or assignment due date.

Missed Tests

Students who miss a term test will be assigned a mark of zero for that test unless they satisfy the above. You have three days from the date of the missed test to submit your request to the instructor.

Late Assignments

You are expected to complete assignments on time. In order not to be considered late, assignments must be submitted to Quercus by the due date on the syllabus. The paper will automatically be submitted to Turnitin.com. Assignments not submitted through *Turnitin* will receive a grade of zero (0%) **unless a student instead provides, along with their position paper**, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via *Turnitin*) is in place because, strictly speaking, using *Turnitin* is voluntary for students at the University of Toronto.

You are expected to keep a back-up and a hard copy of your assignment in case it is lost. Email drafts of your paper to yourself regularly, in case of computer malfunction.

Late assignments for reasons that are *within your control* will be penalized 10% for the first day and 5% per each subsequent day. Assignments that are more than 7 days late will not be accepted.

The penalty will run from the day the assignment was due until the day it is submitted electronically to Quercus.

The penalty period **includes** weekends and holidays.

Late assignments must be submitted to Quercus.

Multiple Tests on Same Day

The department will accommodate students writing tests scheduled in more than two Sociology courses on the same day, provided the student contacts the Instructor about this issue one week in advance of the test date.

Re-marking Pieces of Term Work

General

A student who believes that their written term work has been unfairly marked may ask the person who marked the work for re-evaluation. Students have up to two weeks from the date of return of an item of term work or from the date the mark was made available to inquire about the mark and file for an appeal. Instructors must acknowledge receipt of a student request for remarking within **3-working days**, and decisions should be provided in a timely fashion.

If an academic misconduct case is in progress for the piece of term work in question, a student may not appeal until the matter is resolved.

Details

Regrade requests for term work **worth less than 20%** of the final mark may be submitted to the person who marked the work for re-evaluation. The student must submit (1) the original piece of work and (2) a written explanation detailing why they believe the work was unfairly/incorrectly marked. If the student is not satisfied with this re-evaluation, they may

appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). In the instances where the instructor was not the one who marked the work, the student must now submit to the instructor (1) the original piece of work, (2) the written reasons as to why they believe the work was unfairly/incorrectly marked, and (3) communications from the original marker as to why no change in mark was made. If a remarking is granted by an instructor, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark or the appeal means the student accepts this condition. Instructors and TAs should ensure all communication with the student is in writing (e.g. follow-up email) and keep a copy for later reference.

Only term work **worth at least 20%** of the course mark may be appealed beyond the instructor. Such appeals must first follow the same guidelines as those mentioned directly above. To escalate an appeal beyond the instructor, the student must submit to the department (1) all previous communications between the student, original marker, and the instructor (2) the detailed reason(s) documenting why the mark for the work was inappropriate and (3) the original piece of work. If the department believes that re-marking is justified, the department shall select an independent reader. The student must agree in writing to be bound by the results of the re-reading process or abandon the appeal. Again, the student must accept that the mark resulting from the appeal may be higher or lower or the same as the original mark.

Where possible, the independent reader should be given a clean, anonymous copy of the work. Without knowing the original assigned mark, the reader shall determine a mark for the work. The marking of the work should be considered within the context of the course of instruction for which it was submitted. If the new mark differs substantially from the original mark, the department shall determine a final mark taking into account both available marks. The final level of appeal is to the Dean's Office. Appeals must already have been considered at the two previous levels (Instructor followed by Department), with the decision reviewed by the head of the academic unit, before they will be considered by the Dean's Office. **Appeals must be submitted in writing, and include all previous correspondence, as soon as possible after the student receives the final response from the academic unit, but no later than one month after.** Appeals to the Dean's Office about the marking of term work will be reviewed to ensure that appropriate procedures have been followed in earlier appeals, that the student has been treated fairly, and that the standards applied have been consistent with those applied to other students doing the assignment. Any mark resulting from such an appeal will become the new mark, whether it is higher or lower or the same as the previous one.

This process applies only to term work; appeals for re-reads of final examinations are handled directly by the Office of the Registrar.

Electronic Communication and Electronic Learning Technology

Email communication is rapid, convenient, and efficient—and you are encouraged to use it to enhance your learning and experience in the course. With that said, it is essential that you follow a few rules:

- Assignments will not be accepted via email. See above for how to submit them.
- All course communication should be conducted through Quercus or your utoronto account.
- All emails must include the course code (e.g., SOC309) in the subject line.
- All emails should be signed with the student's full name and student number.
- Emails from students will generally be answered within 48 hours of receipt.
- Treat emails as you would any other professional communication.
- Emails that ask questions that are answered in the course syllabus or website (e.g., "how much is assignment X worth") will not receive a response.
- All general questions about the course that are NOT addressed on the syllabus and course website should be posted to the 'general inquiries' section of the Quercus discussion board.

Emails that do not follow these guidelines will not receive a response.

Academic Integrity

Copying, plagiarizing, falsifying medical certificates, or other forms of academic misconduct will not be tolerated. Any student caught engaging in such activities will be referred to the Dean's office for adjudication and punishment. Any student abetting or otherwise assisting in such misconduct will also be subject to academic penalties.

We expect students to cite sources in all written work and presentations. See this link for department citation formats and tips for how to use sources well
<http://www.utm.utoronto.ca/sociology/resources/resources-students> .

By enrolling in this course, students agree to abide by the university's rules regarding academic conduct, as outlined in the Calendar.

You are expected to have read and understood the on-line document "How Not to Plagiarize" (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)

You are expected to be familiar with the "Code of Behaviour on Academic Matters" (www.governingcouncil.utoronto.ca/policies/behaveac.htm) and *Code of Student Conduct* (<http://www.governingcouncil.utoronto.ca/policies/studentc.htm>) which spell out your rights, your duties and provide all the details on grading regulations and academic offences at the University of Toronto.

Normally, students will be asked to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service is described on the Turnitin.com web site.

Student Rights & Resources

Accessibility Centre

We take seriously our obligation to make this course as welcoming and accessible as feasible for students with diverse needs. Students are encouraged to registrar with the Centre (and, if appropriate, alert the instructor) as early in the term as possible. In many instances, it is easier to arrange certain accommodations with more advance notice, so we strongly encourage you to act as quickly as possible. With that said we understand that disabilities can change over time and will do our best to accommodate you. Students seeking support must have an intake interview with a disability advisor to discuss their individual needs.

To schedule a registration appointment with a disability advisor, please call the Centre at 416-978-8060 or e-mail at: accessibility.services@utoronto.ca. See also <http://www.studentlife.utoronto.ca/as>.

The university has many Writing Centres which offer workshops, seminars and individual appointments to help students identify and develop their skills. Check out <http://www.writing.utoronto.ca/writing-centres/arts-and-science> for more information.

Equity & Diversity

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the UOT Equity and Diversity officer.