

University of Toronto – Department of Sociology  
**SOC309H1F: HIV/AIDS – Social Policies and Programs**  
**Summer 2019**

Tuesdays 12:00-14:00  
Thursdays 12:00-14:00

Instructor: Steven Hayle

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Teaching Assistant: TBA

Classroom: SS 1086

Office hours: TBD., Room 225E (Department of Sociology – 725 Spadina Avenue, 2<sup>nd</sup> Floor)

Course website: Quercus (q.utoronto.ca)

### **Course Description**

Explores and discusses specific theories of action. Applies theories to various factors associated with AIDS/HIV. Examines political, scientific, health, social, economic, and cultural environments. This course forces students to examine the hidden theoretical assumptions surrounding AIDS/HIV.

This course applies a sociological lens to explore understandings and meanings of, as well as social responses to, HIV/AIDS. In the first half of the course we will engage in a critical examination of how social and moral assumptions have shaped the development of scientific knowledge about HIV/AIDS as a disease, and in turn analyse the human impact of moralized meanings associated with HIV/AIDS on both those infected and deemed “at-risk” of infection. Topics that we will explore in this course include: the social construction of HIV/AIDS, changes in the “AIDS crisis” from the 1980s to the present; media representations of HIV/AIDS; needle exchange programs; prison HIV/AIDS programs; harm reduction; and comparisons of HIV/AIDS policy and programs over time and around the world.

*Prerequisites:* 1.0 SOC FCE at the 200 or higher level; Student already having taken SOC309Y1/ SOC324H1, or without the prerequisite will be removed at any time and without notice.

### **GOALS AND LEARNING OUTCOMES**

#### **Learning Outcomes**

1. Expansion of students’ knowledge base and understanding of HIV/AIDS social policies and programs in Canada and around the world.
2. The development of the skill of **critical** policy analysis.
3. The development of the skill of comparative research (i.e. researching HIV/AIDS policies in other parts of the world and comparing them to policies operating here in Canada).

4. Honing the skill of advancing clear, analytical, focused, logical, and developed written and oral arguments that are supported by strong evidence.
5. The development of effective written, oral, and electronic presentation skills, oral argumentation (in class participation), and academic writing (term paper).
6. The production of a high quality piece of writing that can be used by students as either a writing sample, the beginning of a larger project (i.e. Capstone, thesis, etc.), or a paper that could potentially be published in an undergraduate academic journal and/or presented at a scholarly conference.

### **Course Structure/Approach**

The course will consist of 2-hour meetings. This class will be taught using a mixture of traditional lectures and more informal tutorial discussions. Each class will begin with housekeeping topics, such as discussing assignments, the class schedule, office hours, etc. Then, a student in the class will be invited to briefly discuss a current event they learned about from the news media that they feel pertains the course. What will then follow is a lecture that **builds** on the week's assigned readings. While the lecture will include material from the assigned readings, please note that there **often** will **not** be a considerable amount of overlap between lecture material and reading content. Sometimes, for example, the readings will provide background information for the lecture. Alternatively, a lecture might provide an *alternative, updated*, or even *opposing* perspective to what is found in that week's readings. Thus, in order to succeed in the course, it will be **important** for students to attend **all** lectures **and** keep up with **all** assigned readings. During the lecture portion of the class, the floor will always be open to questions, discussion, and debate, permitted there is enough time. Each lecture will include a brief discussion about any upcoming assignments or tests. While the goal is always to strictly adhere to the lecture schedule found below, please be advised that the class may, at any time, move ahead or fall behind in the schedule. The order of lectures might change, and lecture topics and/or assigned readings might change, be added, or eliminated. With that said, however, if there are any changes to the assigned readings, students will be provided with at least a week's notice, and the reading (like all others) will be provided on black bard. Changes will NOT be made to either the evaluation components or the grading criteria.

### **Textbook**

Readings are available online through Quercus.

### **Evaluation Components and Grading Policies**

Term Paper Proposal- Due Thursday, May 23<sup>rd</sup> at 12:00pm in class [10%]

The purpose of this assignment is to encourage students to begin thinking about, planning, and carrying out research for their final term paper assignment. The paper should be no more than 5 pages double spaced using size 12 Font, Times New Roman. Papers must strictly adhere to ASA style guidelines (not just internal citations and bibliography). More information will be provided

in formal instructions made available on the day of the first class. **The late penalty will be 1% per day off of one's final course grade.**

Term Paper Power Point Presentation- Due Thursday, June 6<sup>th</sup> at 11:59pm on Portal [20%]

Students will submit on black board a power point presentation that provides an overview of their term paper. The purpose of the power point presentation is twofold: it is firstly to help students equip themselves with the skills necessary to create the highest quality power point presentation materials that would meet the standards of those routinely seen at international academic conferences. It is also to help students develop presentation skills such as how to clearly and effectively communicate complex arguments in relatively short amounts of time and/or space. The second purpose of the assignment is to encourage students to move ahead on the research and analysis for their term papers. Students will receive feedback on their presentations that they can use for their final term papers. Students will also have the opportunity to present their power points during the third hour of the class in the second half of the course.

**The late penalty will be 1% per day off of one's final course grade.**

Term Paper- Due Monday, June 17 at 11:59pm on Portal [30%]

Students will conduct a critical analysis of an HIV/AIDS policy or program operating in Canada. Terms papers should range between 10 and 12 pages double spaced Times New Roman Font. Papers must strictly adhere to ASA style guidelines (not just internal citations and bibliography). More information will be available through the course website. **Papers received after the deadline (which is the last day of ALL scheduled lectures) will not be marked and will receive a grade of zero.**

Final Examination- Scheduled by the Registrar's office (3 hours) [40%]

The final examination will be CUMULATIVE and will cover material from BOTH lectures and readings introduced throughout the entire course. More information will be provided during the first class. Location and time is to be determined by the registrar's office. The final examination schedule will run from June 19-26.

## **MAKEUP ASSIGNMENTS AND DEADLINE EXTENSION**

### **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 will not be considered.

In case of **illness**, you must supply a duly completed **Verification of Student Illness** or Injury form (available at [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)). A doctor's note is acceptable, but **MUST** indicate the start and anticipated end date of the illness. **The form must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or during my 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). **The letter must be placed in a sealed envelope, addressed to the instructor, and submitted with your work** at class or during my office hours.

*You must submit both forms within three days of the missed test or assignment.* You are not entitled to write a make-up test if you wrote the regularly scheduled test. All requests will be screened and students eligible to write a make-up will be informed by e-mail.

## ACADEMIC HONESTY

Cheating and misrepresentation will not be tolerated. Students who commit an academic offence will face serious penalties. Prevent plagiarism by ensuring that all work is properly cited. Please see below for a list (not exhaustive) of academic offences. If you require more information, please visit the Code of Behaviours on Academic Matters at <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

**“It shall be an offence for a student knowingly: (a) to forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form; (b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work; (c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work; (d) to represent as one’s own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism (for a more detailed account of plagiarism, see Appendix "A") ; (e) 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; (f) to submit any academic work containing a purported statement of fact or reference to a**

Each paper (the position paper and the social problems paper) **must be submitted twice:**

- (1) As a hard copy, at the start of class on the due date;
- (2) Online at <http://www.turnitin.com>, by the start of class on the due date.

**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.

Go to <http://www.turnitin.com> to submit your paper online. For access, enter the **class ID** and **enrolment password** (you will receive these before your first position paper is due). Students agree that by taking this course all required papers may be subject to submission for textual similarity review to *Turnitin.com* for the detection of plagiarism. All submitted papers 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.

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If you cannot submit your paper in class, go to room 225 at 725 Spadina Avenue by 5 p.m. on the due date, put a date/time stamp on the top page of your paper, put it into the drop box for 300-level courses, **then notify your TA that your paper is there.**

## ACCESSIBILITY

If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

## CLASS SCHEDULE

May 14      **Lecture 1: Introduction**

No assigned readings.

May 16      **Lecture 2: Social Problems and the Social Constructionist Perspective**

“If you get AIDS You have to endure it alone”: Understanding the social constructions of HIV/AIDS in China” By Yanquiu Zhou. (2007). *Social Science and Medicine*, 65(284-295).

May 21<sup>th</sup>      **Lecture 3: HIV/AIDS and Moral Panic Theory**

Esparza, R. (2019) [Black Bodies on Lockdown: AIDS Moral Panic and the Criminalization of HIV in Times of White Injury](#). *The Journal of African American History* 104(2): 250-280.

May 23<sup>th</sup>      **Lecture 4: History and the AIDS Epidemic of the 1980s**

TBD

May 28<sup>th</sup>      **Lecture 5: Criminalisation of HIV and AIDS**

Hoppe, Trevor. 2013. "[From sickness to badness: The criminalization of HIV in Michigan](#)." *Social Science & Medicine* 101: 139-47.

Mykhalovskiy, Eric. 2011. "[The problem of 'significant risk': Exploring the public health impact of criminalizing HIV non-disclosure.](#)" *Social Science & Medicine* 73(5): 668-75.

Khan, Shahabudeen K. 2015. "[The Threat Lives On: How to Exclude Expectant Mothers from Prosecution for Mere Exposure of HIV to their Fetuses and Infants.](#)" *Cleveland State Law Review* 63: 429-457.

May 30      **Lecture 6: Comparing and Contrasting- AIDS Policy and Programming in Africa**

Fassin, D. (2011). [The Politics of Conspiracy Theories: On AIDS in South Africa and a Few Other Global Plots.](#) *The Brown Journal of World Affairs*, 17(2), 39-50.

Crane, J. (2010). [Adverse events and placebo effects: African scientists, HIV, and ethics in the 'global health sciences'.](#) *Social Studies of Science*, 40(6), 843-870.

Messac, L & Prabhu, K (2013) "Redefining the Possible: The Global AIDS Response". In: Farmer, P., Kim, J., Basilio, M., & Kleinman, A. (Eds) [Reimagining Global Health.](#) University of California Press.

June 4      **Lecture 7: Needle Exchange Programs and Policies**

"The Politics of Harm Reduction: Comparing the Historical Development of Needle Exchange Policy in Canada and the UK between 1985 and 1995" By Steven Hayle. *Social History of Alcohol and Drugs*, Volume 32 (2018).

June 6      **Lecture 8: HIV/AIDS programs and policies within Prisons**

"Building Dialogue on Prison Health: Improving Access to Harm Reduction in Federal Prisons" By Emily Van Der Meulen et al. (2018). *Canadian Journal of Criminology and Criminal Justice*, 60(3).

June 11     **Lecture 9: Media Representations of HIV and AIDS**

"Social representations of HIV/AIDS in mass media: Some important lessons for caregivers." By Oscar Labra. (2015). *International Social Work*, 58(2).

**June 13      Harm Reduction Policy and HIV/AIDS**

“Comparing Drug Policy Windows Internationally: Drug Consumption Room Policy Making in Canada and England and Wales” By [Steven Hayle](#). (2015). *Contemporary Drug Problems*.

“A Tale of Drug Policy in Two Canadian Cities” By Steven Hayle. (2017). *Drugs: Education, Prevention, and Policy*.