R385: AIDS AND SOCIETY
FALL 2015, Thursday 6-8:40pm; Classroom: CA 225

Professor Carrie E. Foote (Dr. Carrie)
Office Phone: 317-278-8454
Office Hours (CA306b): By appointment (very flexible)
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Learning Assistant: Tamarah Kilroy
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Do what you can with what you have, in the time you have, in the place you are.
Nkosi Johnson (1989-2001, who was born into poverty and entered the world HIV+),
South Africa, where roughly 1 in 6 adults are HIV+

COURSE DESCRIPTION
Over the last 30 years, nearly 60 million people have been infected with HIV and almost half of them have
died from AIDS. Despite breakthrough treatments, affording long-term survival to many, fatalities continue
to mount and AIDS remains one of the top causes of death worldwide. The history of the AIDS epidemic and
the continuing spread of HIV illustrate quite dramatically the effect social forces have in defining disease
and shaping individual risk and health behavior. The disproportionate and continuing rise in rates of
infection among African Americans, gay men, women, and adolescents, the persistent stigma of HIV, and
the devastating impact of the epidemic on lesser developed countries, especially Sub-Saharan Africa, have
made the social dimensions of this disease more apparent. This course examines the HIV/AIDS epidemic
from a sociological perspective. Topics include the social construction of HIV/AIDS, the challenge of AIDS
stigma and, in particular, how the history, prevailing social norms, and prevailing social structures across
nations continues to encourage the spread of HIV both here in the US and on a global scale [though at
varying degrees]. We will also discuss the challenge of AIDS stigma and we will examine how the
pandemic is driven by inequalities across race, class, sexual orientation, and gender. Finally, we discuss how
addressing AIDS from a sociological perspective can help cultivate a deeper understanding of HIV risk and
facilitate the consideration of new approaches that may curtail, or maybe even cease, the continuing spread
of HIV/AIDS.

COURSE GOALS
By the end of the semester, students should:
1. Have a basic understanding of HIV and AIDS and the scope of the pandemic;
2. Understand and be able to explain the main concepts sociologists use to study HIV/AIDS;
3. Gain a greater awareness of AIDS as a social problem and what can be done at the individual and
   structural (i.e., societal) level to improve the response to the HIV/AIDS pandemic;
4. Become a more informed observer of the unfolding pandemic and the societal response to it;
5. Complete a community service/experiential learning project related to HIV/AIDS;
6. Be better prepared for upper division sociology courses, internships, research projects, employment or
   volunteering on HIV/AIDS related issues;
7. Understand how we are all affected by HIV/AIDS, regardless of our HIV status;
8. Gain a life-long concern for the well-being of people living with and affected by HIV/AIDS.

PRINCIPLES OF UNDERGRADUATE LEARNING AND RISE
This course fulfills providing students with a portion of the University’s Principles of Undergraduate
Learning (PUL). Specifically through this course, students will gain a better understanding of society and
culture and a greater appreciation for diversity within the human experience (PUL # 5). This course also may
meet the service and experiential learning aspects of the IUPUI RISE challenge (Research,
International Study, Service, and Experiential Learning) if students complete the service/experiential learning
project. To learn more about the rise challenge, go to http://academicaffairs.iupui.edu/plans/RISE.cfm

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COURSE REQUIREMENTS [Five separate items, 1-5]

1. Attendance and Class Participation 100 points (25% of your final course grade)

There are several E-readings for this course which I will make available a week before they are due. These will consist of chapters and articles (about 1-4 most every week), which will be available for download from the resource section of our Oncourse website. In addition to the readings and lectures, we will watch videos, host invited speakers, and engage in lively discussion. As a result, much learning will take place in the classroom. Therefore, attendance and participation are required. Students may miss, without penalty, one class period for any reason (e.g., you are ill, you need a day off, you run into car troubles, etc.). Thereafter, your attendance grade will be reduced by 10 points for each additional class missed. Consistently arriving late, leaving early, and/or not doing the readings will negatively affect your grade as well. I will take attendance every day.

2. Final Comprehensive Exam 100 Points (25% of your final course grade)

There will be one final exam for this course that tests basic knowledge and understanding of the course material. The exam will consist of multiple-choice, true-false, and short answer questions. I will distribute a study guide a couple of weeks before the exam.

3. HIV Certificate 20 points (5% of your final course grade): Students are required to complete the University of California’s HIV 101 online training at http://stdhivtraining.org/online_course_info.html?id=29. The training takes approximately one hour and will cost you $10 but does not need to be completed in one sitting. At the end of the training, you will be asked if you want a certificate. You certainly do! Please print this off & bring to class on the due date listed on the course schedule. This assignment will be graded pass [i.e., you turned in your certificate]/fail [you did not turn in your certificate]. DUE DATE: CLASS TIME SEPT 10.

3. Current HIV/AIDS News Forum Assignment 80 points (20% of your final course grade)

The goals of this assignment are to make you more aware of current HIV/AIDS related events and to show you the immediate applicability of sociology to the HIV/AIDS pandemic. For this assignment, each student needs to subscribe to the POZ Email Update Newsletters [see last page of the syllabus and Oncourse resources for link]. This newsletter occurs twice weekly and provides HIV/AIDS news updates and late breaking alerts. At a minimum, you should skim the newsletter headlines each week.

You will need to read the entire news item for running conversations in the forum that you start, or that you respond to, in the forums, as explained below.

3A. Starting forum conversations. Using the Oncourse Forum Feature, you are required to Start ONE conversation about a POZ news item that you found particularly interesting and applicable to course material (between 300-500 words; longer is fine as well). There are 6 forums throughout the semester and each of the six will generally allow 5-6 Starters. Each student must be one of the starters at one of the six forums.

- Conversation Starter Rules:
  - In the conversation title, write the news item title (e.g., Concerns over Uganda’s HIV Criminalization Law).
  - In the Body of your post, address the following:
    - Include the link to the article: http://www.poz.com/articles/uganda_criminalization_1_26052.shtml
    - Summarize the article in a few sentences.
    - Reflect on the article in the context of material covered so far in class
- Conclude your post by giving a reflection/opinion about the news item
  o You can only start a conversation on a POZ news item that arrives during your designated two week period.
  o Each conversation must be on a different POZ news item [so that there are 5-6 different news items conversations started for each forum]. So be sure to look first to see what conversations have been started before you start your conversation.
  o Students must post their conversation starter during their assigned two weeks and the conversation must link to a news item

3B. Responding to forum conversations. Students should follow all the conversations in all six forums and respond to a minimum of one different conversations for each forum. Your response should provide a brief evaluation (150-300 words) of the conversation starter’s entry or continue the conversation in reply to another student’s response to the conversation. (e.g., agree/disagree and why).

➢ Reply Rules:
  o You must respond to a minimum of 1 conversations per forum [you can reply to more].
  o You may skip ONE forum [the 5 you complete will count towards your forum grade]
  o Read the entire article of the news-item for which you plan to post a response.

Each forum conversation starter is worth 30 points and each response is worth 10 points (5 x 10 =50points)
- P+ Your forum post meets the minimum requirements of the assignment. You receive all points
- P Your forum post is incomplete or lacking in some other capacity. You receive some points
- F Your forum post was not submitted. You receive 0 points

5. Service and Experiential Learning Activities Project 100 points (25% of your final course grade)
MS. Tamarah Kilroy will be our SLA for the course. As an SLA, she will take the lead on speaking with each of you to help you decide which activities best fit your interests and schedule. She will also serve as a liaison between our class and the community organizations and keep track of your SEL hours. The SEL project is briefly described here and details are in your SEL folder. The Service/Experiential Learning activity has two parts. First, (1) students will provide a minimum of 10 hours of direct service, or engage in an experiential learning activity related to HIV/AIDS [see packets for description of available activities]. Second, (2) students will write a reflective paper (4-6 pages) on the activities in the context of course material [see packets for guidelines].

Grades: Final course grades will be determined by the total number of points you earn in the four designated areas using the grading scale below. All points earned will be entered in the Oncourse grade book.

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<th>Points</th>
<th>Grade</th>
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<tr>
<td>372-400</td>
<td>A</td>
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<td>332-347</td>
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<td>268-279</td>
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<td>0-239</td>
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SPECIAL CONSIDERATIONS
- On Oncourse, I will post the syllabus, schedule, most readings, my lecture material and your grades (see Oncourse: http://oncourse.iu.edu ).
- I view this course as a collaborative learning experience. You are invited and encouraged to ask questions and join class discussions. All perspectives are welcomed and discussed. As a student in this class, it is your responsibility to listen closely and respectfully to the viewpoints expressed in the
remarks of class participants and guest speakers. When you have different viewpoints on an issue, you are encouraged to share your views openly and in a courteous manner. Considering contrasting views is a very effective way to learn.

- AIDS is a politically charged and emotional topic for most people. A complete understanding of this disease and the illness experience of the afflicted is only possible through the systematic study of a number of controversial and potentially disturbing issues, including: heterosexual/homosexual sexual behavior, illegal drug use, and death. In some cases, parts of the lectures, parts of films to be viewed, and/or the remarks of guest speakers may include profanity and sexually/medically explicit descriptions.

- During the semester, if you find yourself having difficulty with any part of the course material and you do not feel you can share your questions or concerns in class, please talk to me during my office hours, contact me via e-mail, or make an appointment to see me.

- All students should follow the following in-class rules:
  1. Be in your seat and ready to begin class promptly at the official start time;
  2. Refrain from talking loudly to your neighbors while someone else is talking;
  3. Turn off or put on "vibrate mode" all pagers and cellular phones; and
  4. Do not bring children or guests to class without prior authorization.

POLICIES ON ACADEMIC MISCONDUCT
As a student in this course, you are governed by the IU Code of Student Ethics which prohibits “Academic Misconduct.” According to this Code, as set forth in the IUPUI Campus Bulletin (pp. 37-38), “The University may discipline a student for academic misconduct.” Such misconduct is defined as any activity which tends to undermine the academic integrity of the institution. Academic misconduct includes, but is not limited to, the following: 1. Cheating, 2. Fabrication, 3. Plagiarism, 4. Interference, 5. Violation of Course Rules, 6. Facilitating Academic Dishonesty. Violation of these policies represents a serious offense and will be severely punished in this class.

STUDENT RESOURCES

Student Advocate: The Student Advocate Office is located in the Campus Center, Suite 350, and can be contacted by phone at 278-7594 or email at stuadvoc@iupui.edu. For more information, visit the Student Advocate website at http://www.life.iupui.edu/advocate/

Adaptive Educational Services: Students needing accommodations because of physical or learning disabilities should contact Adaptive Educational Services, Taylor Hall (UC), Room 137: http://aes.iupui.edu/

Counseling & Psychological Services: Students who wish to seek counseling or other psychological services should contact the CAPS office by phone at 274-2548 or email at capsindy@iupui.edu. For more information, visit the CAPS website at http://life.iupui.edu/caps/
AIDS and Society Tentative Course Schedule

Changes **WILL** occur throughout the semester and will be announced in class. Readings will be announced a week before they are due.

| WEEK 1 AUG 27 | WELCOME AND COURSE OVERVIEW |
| WEEK 2 SEPT 3 | AIDS 101 AND THE EPIDEMIOLOGY OF AIDS |
|               | • HIV Today – What everyone Needs to Know [ONLINE COURSE] |
|               | • Basic Facts about HIV/AIDS |
|               | • US Statistics |
|               | • Global Statistics |
| WEEK 3 SEPT 10| THE AGE OF AIDS 1 & VISITOR FROM STEP-UP – Ryan Nix |
|               | • Readings: 30 Years of HIV/AIDS, Snapshot of an Epidemic |
|               | • HIV Certificate Due |
| WEEK 4 SEPT 17| THE AGE OF AIDS 2 & VISITORS FROM THE BELL FLOWER CLINIC |
|               | – Kyle Henderson and Bo Dawson |
| WEEK 5 SEPT 24| THE SOCIAL CONSTRUCTION OF AN EPIDEMIC II |
| WEEK 6 OCT 1 | THE SOCIAL CONSTRUCTION OF AN EPIDEMIC II |
| WEEK 7 OCT 8 | AIDS STIGMA AND ITS CONSEQUENCES |
| WEEK 8 OCT 15| HIV/AIDS AND INJECTION DRUG USERS |
| WEEK 9 OCT 22| HIV/AIDS GAY, BISEXUAL & OTHER MEN WHO HAVE SEX WITH MEN |
| WEEK 10 OCT 29 | HIV/AIDS IN BLACK AMERICA |
| WEEK 11 NOV 5 | GENDER AND HIV/AIDS |
| WEEK 12 NOV 12 | HIV/AIDS IN SUB-SAHARAN AFRICA |
| WEEK 13 NOV 19 | LAWS, POLICIES AND THE HIV RESPONSE |
| WEEK 14 NOV 26 | NO CLASS THANKSGIVING |
| WEEK 16 DEC 3 | MY STORY, COURSE EVALUATIONS. |
| WEEK 17 DEC 10 | FINAL EXAM |
# Forums and Due Dates

**FORUM 1:** Aug 31 - Sept 20 [Start New Conversation by 9/13; Replies Due 9/20]

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**FORUM 2:** Sept 14 - Oct 4 [Start New Conversation by 9/27; Replies Due 10/4]

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**FORUM 3:** Sep 27 - Oct 18 [Start New Conversation by 10/12; Replies Due 10/18]

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**FORUM 4:** Oct 11 - Nov 1 [Start New Conversation by 10/26; Replies Due 11/1]

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**FORUM 5:** Oct 25 - Nov 15 [Start New Conversation by 11/9; Replies Due 11/15]

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**FORUM 6:** Nov 8 - Nov 29 [Start New Conversation by 11/23; Replies Due 11/29]

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Posting and responding to forum messages

Starting a conversation

To post a message that begins a new conversation: In your site's [menu bar], click [Forums].

1. Click the title of the topic for which you'd like to start a conversation.
2. Click [Start a New Conversation].
3. Next to "Title", type the subject of your conversation [this will be the title of the news article you are writing about].
4. Under "Message", use the [rich-text editor] to compose your message.
   
   **Note:** Pasting text into the rich-text editor should preserve most formatting, but some types of formatting may need to be added manually in the editor after pasting. You can also use the [Paste from Word] icon to paste from a Microsoft Word document, although it may not preserve every type of formatting. For details, see [Pasting from Microsoft Word].

5. When you're finished, to post your message, click [Post].

Posting a reply to a message

To post a reply:

1. In your site's [menu bar], click [Forums].
2. Click the title of the topic, and then the conversation you want to take part in.
3. In the conversation, find the message you want to reply to and click [Reply], or click [Reply to Initial Message] to reply to the first message in the conversation.
4. Below "Reply Title", give your reply a title.
5. Under "Message", use the rich-text editor to compose your reply. To insert a quote of the original message, click [Insert original text] (located above the rich-text editor). As you type, the number of words will appear beside "Word Count".
6. When you're finished, to post your message, click [Post].

Subscribe ASAP: [http://list.poz.com/?p=subscribe&id=1](http://list.poz.com/?p=subscribe&id=1) Only need to subscribe to POZ email update

Subscribe to POZ and AIDSmeds newsletters using the form below

Email: 

Confirm your email address

Please select the newsletters you want to sign up to:

- [ ] POZ Email Update: Twice weekly HIV/AIDS news updates and late breaking alerts.
- [ ] AIDSmeds Email Update: The latest HIV/AIDS treatment information is sent once a week.
- [ ] POZ Job Posting Alert: Newsletter alert is sent whenever new job openings are added to POZ.com.
- [ ] Hep Email Update: The latest information on viral hepatitis is sent every other week.
THIS JUST IN
Our top stories and the best of everything else out there

Back on Board
Greg Louganis reflects on a revealing new documentary about his life.

Midlife Virus
Older people newly diagnosed with HIV can stay resilient.

NEWSFEED
They Report It. We Bring It To You.

Concerns Over HIV Criminalization Law in Uganda

Docs Warn About Dangers of Synthetic Pot

Improving Data Systems to Accelerate the HIV/AIDS Response

Chinese Airline Sued for Alleged HIV Discrimination

Nevada Revises Regulations to Allow HIV-Positive Foster Parents

HIV CoalitionClaims U.S. in Violation of U.N. Racial Convention

Military High Court to Hear HIV-Positive Kansas Airman Appeal

The AIDS Memorial Quilt at Governor's Island in New York City

$200M to Increase HIV/AIDS Treatment for Children in Africa

Vancouver Injection Drug Users Moderately Interested in PrEP

People With HIV Have High Risk of Invasive Pneumococcal Disease

HIV Can Disguise Itself as Bacteria and Evade Antibodies

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