R385: AIDS AND SOCIETY
FALL 2013, Thursday 6-8:40pm; Classroom: CA 008F

Instructor: Professor Carrie Foote (Dr. Carrie)  Office Hours (CA306a): R 3:30-5pm; by appt.
Office Phone: 317-278-8454  E-mail: Please use Oncourse e-mail

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. For some students, 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.

COURSE PREREQUISITE: Introduction to Sociology 101

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

COURSE REQUIREMENTS

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.

Mid-Term Exam 100 points (25% of your final course grade)

There will be one exam for this course that tests basic knowledge and understanding of the course material covered in the first half of the semester. The exam will consist of multiple-choice, true-false, and short answer questions. I will distribute a study guide one week before the exam.

Current HIV/AIDS News Blog Assignment 100 points (25% 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 and Oncourse resources for link]. This newsletter occurs twice weekly and provides HIV/AIDS news updates and late breaking alerts.

Using the Oncourse Blog Feature, you are required to complete a minimum of six blog posts about six articles that you found particularly interesting and applicable to course material (between 300-500 words; longer is fine as well) over the course of the semester (three are due before the mid-term and three are due after the mid-term). Students should read each other’s blogs and are required to respond to a minimum of four blogs (two before the mid-term and two after the midterm). Your response should provide a brief evaluation of the other student’s entry (e.g., agree/disagree and why).

You will find this assignment most appealing if you choose an article that either intrigued you a lot or troubled you. I will also occasionally post news articles that may be of interests and that can be used to post a blog. Each posting is worth 10 points.

Blog Post Requirements:

1. Read the entire article of the news-item for which you plan to post a blog
2. In the title of your blog post, enter the article title (e.g., Mandating Mail Order Pharmacies)
3. In the Body of your post, address the following:
   - Summarize the article in a few sentences.
   - Choose a single idea or concept from class to apply to the article.
   - Explain how and why the events in the news article relate to the highlighted point.
   - Conclude your blog post by giving a reflection/opinion about the news item.

The assignment will be graded, twice a semester, pass/fail as follows:

P Your blog posts meet the minimum requirements of the assignment. You will receive all points.

F Your blog posts are not of passing quality because they are incomplete (some are not done), contains erroneous information, or is not responsive to the assignment. You will receive no points.
Course Project 100 points (25% of your final course grade)

Students will choose one of the following three course projects to complete, 1) Service/Experiential Learning Activities and Paper, 2) HIV/AIDS Memoir/Biography Book Report, or 3) Current HIV/AIDS Social Issues Paper. The projects are briefly described below. Specific details will be passed out a couple of weeks into the semester.

1. **Service/Experiential Learning Activities:** 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, for ONE of three community AIDS Service Organizations (ASOs): the Damien Center, the Indiana AIDS Fund, and STEP UP. Second, (2) students will write a reflective paper (4-6 pages) on the activities in the context of course material.

2. **HIV/AIDS Memoir/Biography Book Report:** To help you appreciate the impact of HIV/AIDS on a person's life, this assignment requires you to choose a *book-length Memoir* or *Biography* about someone impacted by HIV/AIDS at some time over the course of the AIDS epidemic. This can be someone who is HIV positive, someone who has a family member who is HIV positive, or someone who has worked in the HIV arena for a long period of time (such as an HIV care provider). After reading the book, you will prepare a short paper (4-6 pages) in which you share your reaction to the book and apply course material to better understand the person’s experiences through a sociological lens. I will provide you a list of books to choose from.

3. **Current HIV/AIDS Social Issues Paper.** The third option will be a short (4-6 typed, double spaced pages), sole-authored research paper that addresses a current topic in the sociology of HIV/AIDS. Students will need to choose a topic and get my approval before starting this project. The topic can be on most anything current that deals with HIV/AIDS as long as you take a sociological approach to your topic. The primary task is to conduct background research on your issue and prepare a short research paper that highlights the social relevance of the topic.

**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.

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>372-400</td>
<td>A</td>
</tr>
<tr>
<td>332-347</td>
<td>B</td>
</tr>
<tr>
<td>292-307</td>
<td>C</td>
</tr>
<tr>
<td>252-267</td>
<td>D</td>
</tr>
<tr>
<td>360-371</td>
<td>A-</td>
</tr>
<tr>
<td>320-331</td>
<td>B-</td>
</tr>
<tr>
<td>280-291</td>
<td>C-</td>
</tr>
<tr>
<td>240-251</td>
<td>D-</td>
</tr>
<tr>
<td>348-359</td>
<td>B+</td>
</tr>
<tr>
<td>308-319</td>
<td>C+</td>
</tr>
<tr>
<td>268-279</td>
<td>D+</td>
</tr>
<tr>
<td>0-239</td>
<td>F</td>
</tr>
</tbody>
</table>

**SPECIAL CONSIDERATIONS**

- On Oncourse, I will post the syllabus, schedule, most readings, my lecture material and your grades (see Oncourse: [http://oncourse.iu.edu.](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 [see point below].

- 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.

**MENTAL HEALTH, LEARNING, AND DISABILITY ISSUES**

If you or your fellow classmates have a disability or are experiencing mental health problems while a student at IUPUI, there are resources available to help you provided by the university. You are also welcome to talk with me about any issues or needs you may have.

# 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.

<table>
<thead>
<tr>
<th>WEEK 1 AUG 22</th>
<th>WELCOME AND COURSE OVERVIEW</th>
</tr>
</thead>
</table>
| WEEK 2 AUG 29 | AIDS 101 AND THE EPIDEMIOLOGY OF AIDS  
Links on – Basic Facts, AIDS at 30, 30 year snapshot, Stats US, Stats World Wide  
Optional – What is Sociology (for folks with NO soc classes) |
| WEEK 3 SEPT 5 | VISITOR FROM STEP-UP AND SELECTING COURSE PROJECT  
Global Female Condom Day Sept 12 |
| WEEK 4 SEPT 12 | THE SOCIAL CONSTRUCTION OF AN EPIDEMIC I  
National HIV/AIDS and Aging Awareness Day Sept. 18 |
| WEEK 5 SEPT 19 | THE SOCIAL CONSTRUCTION OF AN EPIDEMIC II  
National Gay Men’s HIV/AIDS Awareness Day Sept. 27 |
| WEEK 6 SEPT 26 | AIDS STIGMA AND ITS CONSEQUENCES |
| WEEK 7 OCT 3 | SOCIAL DRIVERS AND THE HIV/AIDS PANDEMIC |
| WEEK 8 OCT 10 | MID-TERM EXAM [First half of Blog Assignment Due]  
National Latino AIDS Awareness Day Oct 15th |
| WEEK 9 OCT 17 | AIDS & GAY, BISEXUAL & OTHER MEN WHO HAVE SEX WITH MEN |
| WEEK 10 OCT 24 | AIDS IN BLACK AMERICA |
| WEEK 11 OCT 31 | GENDER, CULTURE, AND AIDS |
| WEEK 12 NOV 7 | HIV AND AIDS IN SUB-SAHARAN AFRICA |
| WEEK 13 NOV 14 | LAWS, POLICIES AND THE HIV RESPONSE |
| WEEK 14 NOV 21 | TOPIC TBA |
| WEEK 15 NOV 28 | NO CLASS THANKSGIVING [Second half of Blog Assignment Due] |

December 1 is World AIDS Day!!!

| WEEK 16 DEC 5 | Last Day of Class - My Story, Course Evaluations. |
| WEEK 17 DEC 9 | Final Project Papers Due |
Adding a blog entry: Note: To include an image in your blog entry, first upload it to Resources; see Resources.

1. From within the Blogs tool, click Add blog entry.

2. Type a title for the entry in the “Title” field.

3. Type your entry in the rich-text editor. You can save your work by clicking Save Draft at the bottom of the page. To resume editing an entry you have saved, on the blog page, click Edit Entry under the appropriate blog.

   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.

4. To add an image, click the Insert/Edit Image icon. In the window that opens, paste the URL of the file; see Finding the URL of a Resources item.

5. Use the radio buttons below the rich-text editor to select who can see the entry. Choose from:

   o Only site administrators and I can see this entry: In most course sites, this makes the entry private between you and your instructor(s).
   o All members of this site can see this entry (default setting)
   o This entry is publicly viewable

6. To publish the entry, click Publish entry.

Subscribe ASAP: 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

required field

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.
2013 Indiana AIDS Walk

When:
Saturday, September 28, 2013
4 p.m. – 6 p.m., Step-off at 5 p.m.

Where:
The Herron Morton Place Neighborhood, downtown Indianapolis

Why Do We Walk?
To raise money for HIV-impacted Hoosiers throughout Indiana and the agencies that provide them with direct care, financial assistance, housing, prevention services, medication and more through the Gregory R. Powers Direct Emergency Financial Assistance (DEFA) Fund. DEFA is used to cover utility payments, rent and other housing costs, medical expenses, prescription drug costs, transportation expenses as well as food and nutrition.

Who:
Families, friends, businesses, civic leaders, youth, fraternities, sororities, churches, educators, volunteers, corporations, children, pets, clubs, associations – anyone who wants to make a difference! More than 1,000 people participated in 2012.

History:
The Indiana AIDS Walk celebrates its 23rd year in 2013. Each year, the Indiana AIDS Fund, a program of The Health Foundation of Greater Indianapolis, enjoys increased success and support from the community. Last year, more than 80 teams and sponsors raised nearly $220,000.

About the Indiana AIDS Fund:
The Indiana AIDS Fund, a fundraising program of The Health Foundation of Greater Indianapolis, began in 1994 and has become the largest private funder of HIV and AIDS programs in the state of Indiana. It is dedicated to supporting programs and services that help educate Hoosiers and those living with HIV/AIDS. The Health Foundation is also a community partner of AIDS United. To date, it has provided more than $10 million to more than 75 partner organizations across Indiana.

Facts About HIV/AIDS:
Up to 1.2 million Americans are estimated to have HIV/AIDS, with approximately 50,000 new infections diagnosed every year, nationwide. While HIV cases are found in all 92 Indiana counties, an estimated 1 in 5 people with HIV are unaware of the infection. The majority of new diagnoses are for those ages 25 – 29. The MSM risk category has the highest incidence rate and new cases among males outnumber females by 3:1. African Americans account for approximately 35 percent of the confirmed HIV/AIDS cases in Indiana, despite only making up 9.1 percent of the state's total population.