

TOPICS IN POPULATION AND HEALTH: SOCY 3042-002

SOCIOLOGY OF HIV/AIDS

Spring Semester 2014

Tuesdays and Thursdays 11.00-12.15pm

CLUB 4

Instructor: Professor Mojola

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Office: Ketchum 208

Office Hours: 2-3pm Tuesdays and Thursdays or by appointment

Course Description:

HIV/AIDS is one of the world's greatest social problems with more than 35 million victims around the world, and millions more at risk. This course seeks to critically examine the social causes and dynamics underlying its rapid and persistent spread across the globe. While the predominant focus of the course will be on sub-Saharan Africa, where two thirds of HIV positive people reside, global comparisons will also be examined.

Course Goals:

By the end of this course, students will:

- Understand the basic terminology, science and epidemiology of HIV/AIDS.
- Understand similarities and differences between HIV epidemics across sub-Saharan Africa, the US and other parts of the world.
- Understand the social dynamics underlying the spread of HIV
- Be able to critically think about HIV/AIDS prevention and treatment strategies

REQUIREDTEXT:

Nolen, Stephanie (2007) *28 Stories of AIDS in Africa*. London, Portobello Books.
(Available at UMC Bookstore)

ELECTRONIC RESERVES:

All other articles and book chapters for this class are available on Desire2Learn.

CLASSROOM POLICIES:

1. Expect to be challenged in this class both in the reading, assignments as well the level of engagement expected from you. Class will consist of varying combinations of lectures, discussions and multi-media presentations. Some classes will be spent going over readings, sometimes in detail, while others will focus on other material.
2. You are expected to do the reading **before each class** and come prepared to discuss it. I hope this class will be a starting point for you, and equip you to be able to continue to read up on the subject after you have left. If you don't understand something or want to learn more, please ask.
3. All phones and music devices must be switched off before class begins. Text messaging during class time is completely unacceptable. Cell phones will be confiscated (for the duration of the class) if used during class. Laptop use is not permitted in this class unless a documented disability requires you to use one.
4. You are expected to come on time and to stay until the end of the allotted period unless you have excused yourself ahead of time. Students coming and going during class time is distracting for the whole class.
5. You are responsible for keeping track of all announcements and syllabus changes made in class whether you are there or not. Announcements are often made right at the beginning of class before the lecture begins. In addition, you are responsible for getting lecture material, class assignment sheets and handouts you missed from your classmates and not from the professor.
6. You are expected to attend every class. Attendance will be taken during every class and this will be the record used to count absences. However, life happens. As such, your first 6 absences from class (**regardless of the reason**) will be treated as personal days and will not be penalized. These absences will be counted sequentially, and **you cannot store them up**. So before you have missed 6 classes, no explanations for your absences are necessary. However, any additional absences from class will result in the following reduction of your final class grade:

1-6 absences:	(up to 3 weeks):	0% reduction of final grade
7-8 absences:	(up to 4 weeks):	15% reduction of final grade
9-10 absences:	(up to 5 weeks):	20% reduction of final grade
11-12 absences:	(up to 6 weeks):	25% reduction of final grade
13+ absences:		30% reduction of final grade

7. Absences (after your 6 personal days are used up) and late assignments are only acceptable in the following situations which must be supported by the following documentation:

- Athletic engagement: **Letter from coach** on letter head paper (letter with missed date(s) required by **Thursday January 23rd** in class). You are responsible for agreeing with the professor about alternative due dates for assignments at this time.
- Religious observance: **Letter from student** noting religious affiliation, the date and name of the observance (letter with missed date(s) required by **Thursday January 23rd** in class or as soon as student is aware of event). You are responsible for agreeing with the professor about alternative due dates for assignments at this time.
- Court appearance: **Letter of jury duty or court appointment letter** with specific dates that you will be absent from class.
- Incapacitating illness: **Doctor's note on letter head** paper with specific dates that student will be/was absent from class and will be unable to complete/turn in the assignment (note should be attached to late assignment)
- Family Death: **Letter from family member** including contact information (phone and email) with specific dates that student is absent and will be unable to complete/turn in the assignment as well as funeral information (note should be attached to late assignment)

Excused late assignments or class absences for the last two emergency situations require:

1. An email sent to the professor within **one week** of the event occurrence
2. The completed assignment as soon as the student is able.
3. Documentation of the absence (with specific dates) attached to the assignment

If you do not do this then the late assignment policy will apply.

8. **Grades:** Grades are awarded on the basis of **quality of work** turned in and what is subsequently **earned**; not the grade that a student feels they “deserve.” You are encouraged to see Professor Mojola early on in the semester if you are concerned about your grades. Assignments are distributed over the entire semester so that your entire grade does not depend on a few high stakes assignments. So there is an opportunity to improve throughout the semester if you seek help. There is **no extra credit** available for this class; everyone has the same available points to earn.

<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>
94% to 100%	A	74% to 76%	C
90% to 93%	A-	70% to 73%	C-
87% to 89%	B+	67% to 69%	D+
84% to 86%	B	64% to 66%	D
80% to 83%	B-	60% to 63%	D-
77% to 79%	C+	Below 60%	F

9. Appeals: The time to appeal grades on specific assignments is no more than one week after the assignment has been handed back. If you wish to appeal your grade on an assignment, please take at least 24 hours between when you receive your grade and when you appeal it, and please read your assignment carefully before coming to that meeting. This policy does not apply to final papers. The best strategy for these is to see Professor Mojola to go over drafts or ideas before you turn in the final version. Once the final grades are submitted to the Dean's office, they can only be changed if some error in calculation was made.

UNIVERSITY POLICIES

Classroom Behavior:

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference by the end of the first week of class so that I may make appropriate changes to my records. Please also read the following policies regarding classroom behavior

<http://www.colorado.edu/policies/classbehavior.html> and at

http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

Discrimination and Harassment:

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://hr.colorado.edu/dh/>

Religious Observances and Athletic Engagements:

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please inform Professor Mojola in person by the **end of the second week of class (Thursday January 23rd)** if you will be unable to attend class, scheduled in class exams, or turn in assignments on time because of religious obligations and observances, or athletic engagements so that we can work out a

revised schedule with you to meet course requirements.

http://www.colorado.edu/policies/fac_relig.html

Students with Disabilities:

Please inform Professor Mojola in person by the **end of the second week of class (Thursday January 23rd)** if you qualify for accommodations because of a disability. Please bring along a letter from Disability Services by then so that she can work with you to enable you to do your best in this course. Disability Services determines accommodations based on documented disabilities (Contact: 303-492-8671, Center for Community N200, and <http://www.colorado.edu/disabilityservices> or by email at dsinfo@colorado.edu). If you have a temporary medical condition or injury, see *Temporary Injuries* under Quick Links on the Disability Services website (<http://disabilityservices.colorado.edu/>) and discuss your needs with your professor.

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at <http://www.colorado.edu/disabilityservices>

CU Honor Code:

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-725-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Please read the Honor Code at

<http://www.colorado.edu/policies/honor.html> and at

<http://www.colorado.edu/academics/honorcode/> and what constitutes a violation at

<http://www.colorado.edu/academics/honorcode/studentinfo/violation.htm>

Academically dishonest behavior such as turning in work done by someone else, having someone else sign the attendance sheet on your behalf and cheating on exams will be taken seriously in this course and could result in failing the course or more severe consequences.

Important Deadlines:

http://registrar.colorado.edu/calendar/pdf/academic_calendar_spring_14.pdf

January 22nd (11.59pm):

Deadline to add a course without instructor's signature

Deadline to add your name to a course waitlist

January 29th (11.59pm):

Deadline to drop a course without being assessed tuition and fees for that course and without a W grade appearing on the transcript.

February 26th :

Deadline for students who have 3 or more final exams on the same day to make arrangements with the professor to change their final exam schedule.

SYLLABUS: (Changes might be made during the course of the semester)

COURSE REQUIREMENTS AND ASSESSMENT:

Class participation: 10% of class grade

This portion of your grade will be earned by regular and thoughtful contributions to class discussion, as judged by the professor, as well as several unannounced reading pop-quizzes given at the beginning of class throughout the semester. (There are no make-up quizzes). The final participation grade will be calculated and posted at the end of the semester.

Class presentation: 10% of class grade

For each reading, a student will be assigned to write and present a 5-10 minute summary and critique of the reading, as well as prepare one or two questions to open up class discussion. Public speaking is an important transferable skill. Additionally this will ensure that every student in class has a voice and a chance to guide the class discussion. The presentation should assume that the class has read the article and should address the following:

- a) In one paragraph, describe the main argument(s) of the article
- b) What are 2 strengths of the article?
- c) What are 2 weaknesses of the article?
- d) Give 2 ways in which this article adds to or challenges what you already know from this class
- e) Give two (clearly stated) questions that arose for you from the reading to open up class discussion.

This presentation should be handed in at the beginning of the class in which you present. It should be typed, stapled, Times New Roman font, double spaced, 12" font size and should be a full 2 pages (no more, no less). Each student is expected to show up and present on the assigned day. If you are unable to do so, you are personally responsible for swopping with a class mate who has not yet presented to present on that day. Failure to do this will result in the loss of 10% of your class grade with no opportunity to make up the points.

Exam: 15% of class grade

The exam will cover all readings, lectures and class discussions up to that point in the semester.

Writing assignments: 20% of class grade

You will be required to submit two 4 page papers in response to class readings, lectures and discussions. Each paper will be worth 10% of the class grade. Specific guidelines about each assignment will be given in class.

Research Group Assignments:

Learning to work in teams and conducting independent research are important skills that will stand you in good stead after you graduate. As such, part of your class assessment will be based on a series of research group assignments. You will be in a different group for each assignment.

Policy Forums: 20% of class grade

Two mock policy forums will be held in class. In preparation for each forum, each group will need to research and present a position paper for or against a particular HIV/AIDS prevention strategy. The different positions will then be debated in class. Each position paper will be worth 10% of your class grade. (5% judged by the professor for overall quality of the paper, 5% judged by fellow group members for effort put in by individual members). More specific guidelines will be given in class.

Country Studies: 10% of class grade

Each research group will choose a country that has a generalized HIV epidemic and conduct independent research on it. A week of class will be devoted to PowerPoint presentations to the class of the research each group has conducted. The presentation should include some country background (economy, population size etc) and then deal with the following questions:

- a) What is the history of that country's epidemic? What factors contributed to it?
- b) What is the current state of the epidemic?
- c) Who is most affected and to what degree?
- d) What has been done so far in terms of education, prevention, treatment etc?
- e) What are some recommendations you have for stemming the epidemic, and increasing effectiveness of current efforts given a \$1 million budget?

The presentation will be worth 10% of your class grade. (5% judged by the professor for the overall quality of the presentation, 5% judged by fellow group members for effort put in by individual members). More specific guidelines will be given in class.

Final country brief: 15% of class grade

The final assignment is a 4 page HIV/AIDS country brief (double spaced, 12" font) in hard copy. The paper should be a report aimed at informing a policy maker about an HIV/AIDS related issue of importance in the country you worked on in your study group. (Everyone in the study group must work on something different). The paper may draw on class material as well as independent research of scholarly articles. More specific guidelines will be given in class. The brief is due by **Monday May 5th at 4.30pm**. Papers not received by then will not be accepted.

Important Due Dates for your schedule: *(Changes might be made; keep track of announcements)*

In Class Exam:	Thursday January 23 rd
Paper 1:	Thursday February 20 th
Policy Forum 1 (group)	Thursday March 6 th
Paper 2:	Thursday March 20 th
Policy Forum 2 (group)	Thursday April 3 rd
Country Study Presentations (group)	April 22 nd and 24 th (Week 15)
Final Country brief:	Monday May 5 th 4.30pm

COURSE READINGS: *(Changes might be made; please keep track of announcements)*

PART ONE: INTRODUCTION

Week 1: *HIV/AIDS: Facts and Figures*

January 14th Course Overview and Logistics
Introduction to the Global HIV/AIDS Pandemic

January 16th Basic Epidemiology and Science of HIV/AIDS
Reading: Nolen: Why 28 (introduction) and 28

Week 2:

January 21st Basic Epidemiology and Science of HIV/AIDS
Reading: Nolen: 16 and 18

January 23rd **EXAM (In-class)**

Week 3: *Sociological Perspectives on disease in society*

January 28th Freund, Peter E.S. and Meredith B. McGuire (1999) *A Sociological Perspective on Health, Illness and the Body* (Ch 1, pp 1-9) and *Who Becomes Sick, Injured or Dies?* (Ch 2, pp 10-37) in Health, Illness and the Social Body: A Critical Sociology. 3rd Edition. New Jersey: Prentice Hall Inc

PART TWO: SEX, DRUGS AND HIV

January 30th Ciccarone, Daniel H. and Philippe Bourgois (2003) *Explaining the Geographical Variation of HIV Among Injection Drug Users in the United States*. Substance Use & Misuse. 38(14): 2049-2063

Nolen: 21

Week 4:

February 4th Bogle, Kathleen (2008) “*The Hookup*” (Ch 3:pp 24-49) In Hooking Up: Sex, Dating and Relationships on Campus. New York: New York University Press

Nolen: 22

February 6th Flood, Michael (2003) *Lust, Trust And Latex: Why Young Heterosexual Men Do Not Use Condoms*. Culture, Health & Sexuality 5 (4):353–369

Nolen: 24

Week 5:

February 11th

Maticka-Tyndale, Eleanor, David Elkins, Melissa Haswell-Elkins, Darunee Rujkarakorn, Thicumporn Kuyyakanond and Kathryn Stam (1997) *Contexts and patterns of men's commercial sexual partnerships in northeastern Thailand: Implications for AIDS prevention* Social Science & Medicine 44(2):199-213

Nolen: 1

February 13th

Hirsch, Jennifer S, Jennifer Higgins, Margaret E Bentley and Constance A. Nathanson (2002) *The social constructions of sexuality: Marital infidelity and sexually transmitted disease: HIV risk in a Mexican migrant community* American Journal of Public Health 92 (8): 1227-1237

Nolen: 23

Week 6:

February 18th

Wright, Jerome (1993) *African-American Male Sexual Behavior and the Risk for HIV Infection*. Human Organization 52(4):421-431

February 20th

Paper 1 due

Asthana, Sheena and Robert Oostvogels (2001) *The Social Construction of Male 'homosexuality' in India: Implications for HIV transmission and prevention*. Social Science & Medicine 52(5): 707-721

PART THREE: TOPICS IN HIV/AIDS

Week 7:

How HIV spreads: Sexual networks revisited

February 25th

Nyanzi, Stella, Barbara Nyanzi, Bessie Kalina and Robert Pool (2004) *Mobility, sexual networks and exchange among bodabodamen in southwest Uganda*. Culture, Health & Sexuality 6 (3): 239-254

Nolen: 3

February 27th

Mojola, Sanyu A. (2011) *Fishing in Dangerous Waters: Ecology, Gender and Economy in HIV Risk*. Social Science and Medicine 72(2): 149-156

Nolen: 9

Week 8:

POLICY FORUM 1

March 4th

In class prep time for Policy Forum 1

March 6 th	Policy Forum 1: Mandatory HIV testing? Needle exchange?
Week 9:	<u>Children and HIV</u>
March 11 th	Mojola, Sanyu A. (2011) <i>Multiple Transitions and HIV Risk among Orphaned Kenyan School Girls</i> . <u>Studies in Family Planning</u> 42(1):29-40 (March 2011) Nolen: 2 and 5
March 13 th	Varga, Christine and Heather Brookes (2008) <i>Factors Influencing Teen Mothers' Enrollment and Participation in Prevention of Mother-to-Child HIV Transmission Services in Limpopo Province, South Africa</i> <u>Qualitative Health Research</u> 18 (6):786-802 Nolen: 15 (19)
Week 10:	<u>Stigma and HIV/AIDS</u>
March 18 th	Kinsella, James (1989) <i>AIDS reporting: The Unphotogenic epidemic</i> (Ch 7: pp 122-145). In <u>Covering the Plague: AIDS and the American Media</u> . New Brunswick: Rutgers University Press. Nolen: 10
March 20 th	Paper 2 due Campbell, Catherine, Carol Ann Foulis, Sbongile Maimane and Zweni Sibiya (2005) "I Have an Evil Child at My House": <i>Stigma and HIV/AIDS Management in a South African Community</i> . <u>American Journal of Public Health</u> 95(5): 808-815 Nolen: 4
Week 11:	NO CLASS – SPRING BREAK (March 24th – 28th)
Week 12:	POLICY FORUM 2
April 1 st	In class prep time for Policy Forum 2
April 3 rd	Policy forum 2: Circumcision for HIV prevention? ART as prevention?

Week 13:	<u>ARV Access and Politics</u>
April 8 th	Nolen: 6 and 25
April 10 th	Barnard, David (2002) <i>In the High Court of South Africa, Case No. 4138/98: The Global Politics of Access to Low-Cost AIDS Drugs in Poor Countries</i> . <u>Kennedy Institute of Ethics</u> Journal 12, no. 2 (2002): 159-174
	Nolen: 14 and 27
Week 14:	
April 15 th	Nolen: 20
April 17 th	Poku, Nana K. and Bjorg Sandkjaer (2007) <i>Meeting the challenges to scaling up HIV/AIDS treatment in Africa</i> <u>Development in Practice</u> , 17:2, 279 – 290
	Nolen: 13 and 26
Week 15:	<u>Student Presentations</u>
April 22 nd	Country Study Presentations
April 24 th	Country Study Presentations
Week 16:	<u>Ending the HIV/AIDS epidemic</u>
April 29 th	Nolen: 7 and 8
May 1 st	HIV/AIDS 2050
Exam Week:	Country Briefs due by Monday May 5th <u>by 4.30pm</u>