

HIV/AIDS: Cultural, Social and Scientific Aspects of the Pandemic

INTE 270 COMS 399A FFAR 290 SOCI 399H WSDB 399E

2012-2013

“You know a lot about how the world works when you know the story of AIDS.”

– Robin Williamson, HIV/AIDS course student in 1995-96.

“Das HI-Virus hat viele Gesichter. Die Forschung auch.”

(The HIV virus has many faces. So does research.)

– Kompetenznetz HIV/AIDS, Germany.

“Contentons-nous de faire réfléchir, n’essayons pas de convaincre.”

(Let’s be satisfied with reflecting, let’s not try to convince.)

– Georges Bracque, cité sur le site web de CRIPS Île-de-France.

Room locations

Regular class (6 – 8 pm): H- 553.

TA groups (8:15 pm – 9:15 pm): H – 439 **OR** H-441. (More information to be provided.)

Public Lectures: begin at 7 pm; rooms listed below the weeks of the public lectures.

Teaching Team

Instructor

Viviane Namaste

514-848-2424 x 2371

viviane.namaste@concordia.ca

Preferred means of contact: phone.

Office Hours: Thursday, 15h30-16h30

2170 Bishop Street, room 301-3

Internship Coordinator

Gisèle Suzor-Morin

514-848-2424 x 4234

interncoord@gmail.com

Preferred means of contact: email

Office hours (until early Oct):

Thurs, 15h30 -17h30 pm

2170 Bishop, room 301 – 1

TA

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Office Hours: Thursday, 15h30-16h30

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Calendar course description

INTE 270 (also listed as FFAR 290, COMS 399A, SOCI 399H, WSDB 399E)
HIV/AIDS: Cultural, Social and Scientific Aspects of the Pandemic (6 credits)

An interdisciplinary survey of the major issues and challenges of the HIV pandemic. Such topics as the biology of the virus, therapeutic, clinical and epidemiological research developments, the social costs of sexual taboos and discrimination, and media and artistic representation by and of people with HIV are presented by faculty and visiting community experts. The epidemics in the Western hemisphere, Africa, Asia, and other regions are addressed. Learning is based on lectures, weekly tutorials, and community involvement.

NOTE: Students who have received credit for FFAR 290, FFAR 390, INTE 390, or for this topic under an FFAR 398, INTE 398, or SOCI 399 number, may not take this course for credit.

Course description, 2012-2013

This course offers students analytic tools to understand the complexity of the HIV/AIDS epidemic. Through lectures, readings, invited guests, a community internship, tutorials and course assignments, students learn some of the fundamental concepts necessary to analyze HIV/AIDS and our collective response to the epidemic.

The course is organized around a number of fundamental modules, each of which represents a field integral to understanding the epidemic: science and epidemiology; policy and law; history; community action and community organizing; political economy; culture; prevention. The different modules are not, of course, exhaustive, but they do provide a point of entry into making sense of the nuances and contradictions of HIV/AIDS.

Furthermore, the modules cannot simply be associated with disciplines: to offer one example, understanding the history of HIV/AIDS is not just about learning what the discipline of “history” could bring to the table. The history of HIV is integrally linked to basic science and the discovery of retroviruses in the late 1970s, such that one needs to understand some basic ideas in biology and virology in order to understand the history of the epidemic itself. As such, this course will challenge students both to learn some of the fundamental concepts and vocabulary of different disciplines, as well as to think about the ways in which interdisciplinary inquiry itself can be structured, and what this can offer our collective response to HIV/AIDS at the levels of policy, services, education and research.

Course Objectives

No course on HIV/AIDS can be complete. The epidemic is so great, so complicated, and in constant flux – pedagogically speaking, it is just not possible to do it all! There will be inevitable silences and gaps in course material. Students are welcome to fill in some of these gaps in their own course work and internship placements.

The course will not and cannot offer students a complete overview of HIV/AIDS in Canada and globally; no course could do so in only 26 weeks. That said, students will learn some fundamental concepts that will help them understand and respond to the epidemic

now and in the future – whether that response is located in Montréal’s urban Aboriginal communities, a community health project among pregnant rural women in Cambodia, or among injection drug users in Tadjikistan.

Specific course objectives include:

- to provide students with analytic tools to understand the complexities of the geopolitical, social, cultural and biological dimensions of HIV/AIDS
- to expose students to current work of HIV/AIDS prevention and services, through an internship associated with the course
- to introduce students to relevant vocabulary and fundamental concepts used in different disciplinary and interdisciplinary perspectives on HIV/AIDS
- to encourage critical reflection among students regarding current and future needs in HIV/AIDS prevention, services, policy and research
- to foster an appreciation of the limits of our collective response to the HIV/AIDS epidemic, at the levels of government, policy, community organizations and research
- to stimulate engagement with the values, benefits and limitations of interdisciplinary inquiry

Threads throughout this course

Studying HIV/AIDS can be overwhelming – because it involves so many issues. This challenge is perhaps even greater when HIV/AIDS is approached from an interdisciplinary perspective. As a way to help keep us on track, a number of central questions are woven within the course lectures, assignments and materials. These questions are threads to assist us in critical analysis of the HIV/AIDS epidemic and its many facets. The threads to run throughout this course include questions such as :

- What are the fundamental concepts of the module we are studying? (for example, science and epidemiology; community organizing; policy; political economy...)
- What are the limits of our knowledge? What do we not know?
- What are the benefits and the limits of interdisciplinary inquiry?
- In what ways do the issues we are studying connect knowledge and action?
- How and why is knowledge political?
- What can the history of HIV/AIDS teach us for our current work?
- How can our learning – e.g., fundamental concepts, case studies, and guest lectures – help us reflect on the work we are doing in our internships, as well as the context in which such work takes place?

At the end of each module, students should ask themselves the above questions and answer them using the course lectures and readings. If you do not have an answer to one of these questions, that’s a great way to initiate a conversation with members of the teaching team!

Some important information

- This course is demanding in many ways – in terms of your time, in terms of genuine engagement with interdisciplinarity, in terms of your internship, in terms of

emotions. You need to commit to this course early on in the year, and to follow it through.

- HIV/AIDS touches on all kinds of sensitive issues – sexuality and drug use to name two of the more obvious. Class participation demands a willingness to engage with issues of a sensitive nature, and to communicate with your peers and the teaching team in a respectful, professional manner.
- If you are not prepared to challenge yourself intellectually, politically and emotionally, I do not recommend that you take this course.
- Confidentiality is important in the context of HIV/AIDS. Information that people share – in class, in tutorial groups and in the community organizations with which you work – is not to be shared with others. What people choose to share with you happens in a particular context, and is not to be repeated without their express consent.
- No one is required to disclose personal information about themselves in this course.
- This course provides a unique occasion for all of us to learn how to listen.
- There are no “stupid questions” in this course.
- Respect for others in the classroom also means tolerance for different ways of talking about this epidemic and its many dimensions.
- Students must present their work on the scheduled date, unless alternate arrangements have been made with the TA in writing at least 3 weeks prior to the scheduled date. Absences will result in a zero grade being entered, with the exception of medical situations (with appropriate documentation). In other words, late assignments are not accepted with the exception of medical situations properly documented. The same principle applies for in-class exams: students who do not show up to the exam will receive a grade of zero for that component, in the absence of appropriate medical documentation. No make-up or supplemental examination will be possible.
- Students are welcome to submit written work in French. We love to think about syntax and the challenges of conjugation *et les accords!*
- Sometimes life throws us a curveball. See the University’s website (www.concordia.ca), as well as that of the Simone de Beauvoir Institute (<http://artsandscience.concordia.ca/wsdb>) for some relevant services that may be useful in helping you deal with different situations. Relevant services include Counselling and Development (<http://cdev.concordia.ca>), Advocacy and Support Services (<http://supportservices.concordia.ca/support/>), Student Learning Services (<http://learning.concordia.ca>), Health Services (<http://www-health.concordia.ca/>), the New Student Programme (<http://newstudent.concordia.ca>) and the Access Centre for Students with Disability (<http://supportservices.concordia.ca/disabilities/>).
- If life throws you a curveball this term, do come and see your TA or professor to talk about how to successfully complete the course requirements.
- “What is plagiarism? The most common offense under the Academic Code of Conduct is plagiarism which the Code defines as ‘the presentation of the work of another person as one’s own or without proper acknowledgement’ (Article 16a).

This could be material copied word for word from books, journals, internet sites, professor's course notes, etc. It could be material that is paraphrased but closely resembles the original source. It could be the work of a fellow student, for example, an answer on a quiz, data for a lab report, a paper or assignment completed by another student. It might be a paper purchased through one of the many available sources. Plagiarism does not refer to words alone - it can also refer to copying images, graphs, tables, and ideas. "Presentation" is not limited to written work. It also includes oral presentations, computer assignments and artistic works. If you translate the work of another person into French or English and do not cite the source, this is also plagiarism. If you cite your own work without the correct citation, this too is plagiarism.

In Simple Words:

DO NOT COPY, PARAPHRASE OR TRANSLATE ANYTHING FROM ANYWHERE WITHOUT SAYING FROM WHERE YOU GOT IT! DON'T FORGET TO USE QUOTATION MARKS!"

This information is an adaptation of the material produced by the Code Administrator of the Faculty of Arts and Science at Concordia University. Taken from <http://provost.concordia.ca/academicintegrity/plagiarism> .

- With the exceptions of in-class exams, all coursework submitted must be typed and double-spaced.
- Material is to be submitted in hard copy at the beginning of class on the due date. Material that arrives after the beginning of class is considered late, and late submissions are not permitted under normal circumstances.
- No email submissions of written work are accepted, and an email submission does not « count » for timely submission of the work.
- Under certain circumstances if required this term, such as (but not limited to) the absence of the professor and or a large majority of students, course requirements, assignment deadlines and grading procedures may have to be altered. The professor or their appropriate representative will communicate with students in such an event. In addition, the university may have to alter the semester calendar.
- Students must keep copies (paper and electronic) of all their work submitted. These copies must be stored in a place readily accessible to the student for a period of two months following the last day of classes.
- Students are responsible for attending class – it is here that information is provided concerning fundamental concepts of the module discussed, as well as evaluation criteria for assignments. *If you miss class, it is your responsibility to get the course content from other students. Please do not ask members of the Teaching Team to present what was already presented in class.*
- This course is a 300-level course. While we recognize that its interdisciplinary nature means we will often provide an introduction to specific issues, course readings, assignments, discussion, and evaluation of work will also engage a more advanced level of thinking and scholarship. Students should know that this is not simply an introductory course.

Communication with the Teaching Team

- Your Teaching Team is made up of a number of people – the course instructor (Viviane Namaste), the internship coordinator (Gisèle Suzor-Morin), and a Teaching Assistant (Alex McClelland).
- Early in the term, students will be informed about their TA group (Viviane or Alex). For all things related to the course, your first point of contact is your TA group leader.
- For information or trouble-shooting about your internship, contact Gisèle Suzor-Morin.
- Please note that we require up to three business days to respond to an email.
- Members of the teaching team do not communicate regarding grading and evaluation via email. We are happy to do this work on the phone or in person; please contact your TA to set up a time to meet! :)
- If a question posed via email requires an answer that is too nuanced or complicated to warrant a response by email, we will ask you to set up a time to meet to discuss the matter during office hours.
- As necessary, relevant information about course assignments, due dates, administration and changes to course content will be presented to students orally during scheduled class time. It is the student's responsibility to be up to date with such information, and therefore to be present and attentive in class. In the event of changes, information presented in class supercedes any other forms of information (course outline, website, printed handouts).

A special note on cellular phones

Just as when you go see a movie in a theatre, it is important to turn off your phone before the beginning of class; this signals your respect of others in the group. If your phone rings in class, I get to answer it !! (Don't worry, I'll take a message for you.)

Assignments and evaluation

This course has a number of different assignments that constitute the student's grade. Assignments have been designed to have students integrate course material (lectures, readings, invited guests) as well as their learning in a placement with a local community organization. Students are welcome to submit their work for evaluation to course instructors in English or French, as they prefer.

Exams

35%

The course will introduce students to interdisciplinary perspectives on HIV/AIDS. In order to do this, we will consider different traditions and approaches in specific disciplines – from biology to history to epidemiology – and will learn pertinent vocabulary and fundamental concepts. We will also consider the vocabulary and concepts of interdisciplinary work in the field. Two different exams, to be held in class, will provide an occasion for students to demonstrate their understanding of this vocabulary and these concepts. The exams will ensure that the readings are integral to learning, not simply background information.

15% Exam I: Thurs, Nov 1

20% Exam II (this exam will be cumulative from the beginning of the academic year):

Thurs, Feb 28

Participation 15%

The success of this course depends on the active participation of students in it. Students must come to class and tutorial groups prepared, having read the readings and having reflected on them. Participation includes regular attendance, promptness, and contributing to an engaged, constructive classroom/tutorial group environment. Participation is more than just attendance – being present at every lecture and tutorial does not mean you will receive an “A” for the participation component of the grade.

We will provide you with feedback on your participation after the first term. There will not be a grade attached to this feedback that is final, but we will communicate a general sense of your performance in this regard. This non-binding feedback will allow you an opportunity to improve your participation if necessary.

Differences of opinion are welcome and encouraged – they contribute to a stimulating intellectual environment. That said, different interpretations and positions should always be presented in a manner which is respectful of other students and teaching faculty in the classroom. Note that participation and student comments should always be linked to the readings; the evaluation of student participation is conducted with this in mind.

Internship component 20%

Students will engage in an internship in a local community organization as an integral part of this course.

5% First term report due Thurs, Nov 29, beginning of class.

Details to be given out in class. This report will have students link learning objectives of course with learning objectives of internship and discuss the internship in relation to readings and learning in class.

5% Second term report due Thurs, March 14, beginning of class.

Details to be given out in class. This report will have students link learning objectives of course with learning objectives of internship and discuss the internship in relation to readings and learning in class. It will be evaluated in particular with regards to demonstration of reflexivity.

Students’ internship component will also be evaluated in relation to their thanking of the community agency where they were placed (we will discuss this in class in greater depth).

10% Field supervisor's evaluation

Field supervisors will complete an evaluation of the student's work in the agency. This evaluation constitutes part of the internship component of the grade.

Outline for final project/Outline of artist's grant 10%

Due Thurs, Nov 22, beginning of class

Students will prepare a final project for the purposes of this course. There are two options for the form such a project can take: 1) a traditional research paper, or 2) an artist's grant proposal for people working in research/creation. More specific information on the outline for these assignments will be provided in class.

For research papers, the outline, 2 – 3 pages in length, will provide an overview and an introduction to your topic, expected difficulties and challenges, and a preliminary bibliography. The outline will be evaluated in terms of its overall presentation (grammar, spelling, style, clear presentation of ideas), critical engagement with the course materials, and reflexivity in terms of expected challenges.

For students interested in working on developing an artist's grant, the outline, 2-3 pages, will outline some general ideas in terms of artistic practices and forms that will inform one's work. Students should also think about traditions which influence their own artistic practice, and provide a preliminary bibliography in this regard. Students can propose a specific artistic project, to help ground their analysis, but they should be aware that the purpose of the exercise is to have students develop skills in the written presentation of their ideas, concepts and practice. The outline of an artist's grant proposal will be evaluated in terms of its overall presentation (grammar, spelling, style, clear presentation of ideas), critical engagement with a relevant artistic literature/practice, link to the subject of HIV/AIDS, reflexivity in terms of expected challenges, and originality.

Final project 20%

Due Thurs, April 11, beginning of class.

The final project – to take the form of either a traditional research paper (12 pages) or an artist's grant proposal (1-3 pages) – will provide an occasion for the student to negotiate course material in depth. Evaluation criteria for research papers and artist grants are the same as those listed above for the outline of these respective assignments.

Important dates

Monday, September 17	Deadline for withdrawal with tuition refund from two-term and fall-term courses.
Monday, September 17	Last day to add two-term and fall-term courses.
Monday, October 8	Thanksgiving Day — University closed
Sunday, October 28	Last day for academic withdrawal from fall-term courses.
Saturday, December 1	Last day to apply for Quebec Resident status for Fall Term 2012.
Monday, December 3	Last day of classes — Fall Term.
Monday, January 7	Classes begin — Day and Evening Winter Term.
Tuesday, January 15	Last day to apply for Spring 2013 graduation.
Sunday, January 20	Deadline for withdrawal with tuition refund from winter-term courses.
Sunday, January 20	Last day to add winter-term courses.
Monday, Feb 18 – Sun Feb 24	Mid-term break.
Friday, March 1	Last day for application to undergraduate programs — Full-time Regular Session 2012-13.
Sunday, March 10	Last day for academic withdrawal from two-term and winter-term courses.
Friday March 29	University closed.
Monday April 1	University closed.
Monday, April 1	Last day to apply for Quebec Resident status for Winter Term 2013.
Saturday, April 13	Last day of classes — Regular Session 2012-13.
Wednesday, April 17	Examinations begin.
Tuesday, April 30	Examinations end.

Week 1 Thursday, Sept 6

Introduction to course, the idea of interdisciplinarity, and internships

Kyle Whitfield, Colleen Reid, "Assumptions, Ambiguities and Possibilities in Interdisciplinary Health Research." *Canadian Journal of Public Health* 95.6 (November-December 2004): 434-6.

Rachel Levine et al., "Personal Growth During Internship. A Qualitative Analysis of Interns' Responses to Key Questions." *Journal of General Internal Medicine* 2006: 564-9.

University of Minnesota, CLA Career Services, "What if I have problems in my internship?" Available online at:
<http://www.clacareer.umn.edu/internships/troubleshooting.html>.

Week 2 Thursday, Sept 13

Scientific perspectives on HIV/AIDS I: Virology, Biology, and Epidemiology

CATIE (Canadian AIDS Treatment Information Exchange), *Managing Your Health*, (Chapter 2, HIV... the basics), Toronto : CATIE, pp. 5 – 14.

UNAIDS, *Global Report. UNAIDS Report on the Global AIDS Epidemic 2010*. Geneva : UNAIDS, 2010. (Chapter Two, Epidemic Update, pp. 16 – 61.)

Public Health Agency of Canada, *HIV/AIDS Epi Update* July 2010

Chapter 1, National HIV Prevalence and Incidence Estimates in Canada for 2008, 1-7.

Population-specific HIV/AIDS Status Report – Fact Sheet. People from Countries where HIV is Endemic – Black People of African and Caribbean Descent Living in Canada.

Population-specific HIV/AIDS Status Report – Fact Sheet. Aboriginal Peoples.

World Bank, HIV/AIDS Glossary. Available online at :

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/EXTAFRHEANUTPOP/EXTAFRREGTOPHIVAIDS/0,,contentMDK:20454281~menuPK:1794079~pagePK:34004173~piPK:34003707~theSitePK:717148,00.html>.

Week 3 Thursday, Sept 20

Scientific perspectives on HIV/AIDS II: Clinical Health

CATIE, *CD4+ (T4) Cell Count. Plain and simple facts. Drug information.* Available online at www.catie.ca

CATIE, *HIV Viral Load. Plain and simple facts. Drug information.* Available online at www.catie.ca

CATIE, *AZT (zidovudine, Retrovir). Plain and simple facts. Drug information.* Available online at www.catie.ca

CATIE, *Combivir (AZT + 3TC). Plain and simple facts. Drug information.* Available online at www.catie.ca

CATIE, *Tenofovir (Viread). Plain and simple facts. Drug information.* Available online at www.catie.ca

CATIE, *Saquinavir (Invirase, Fortovase). Plain and simple facts. Drug information.* Available online at www.catie.ca

Jordi Blanch et al. "Factors Associated with Severe Impact of Lipodystrophy on the Quality of Life of Patients Infected with HIV-1." *Clinical Infectious Diseases* 38 (2004): 1464-70.

M. Gagnon, D. Holmes, "Bodies in Mutation: Understanding Lipodystrophy among Women Living with HIV/AIDS." *Research and Theory for Nursing Practice* 25.1 (2011): 25-38.

Asha Persson, "Incorporating *Pharmakon*: HIV, Medicine and Body Shape Change." *Body and Society* 10(4) (2004): 45-67.

Week 4 Thursday, Sept 27

History I

Center for Disease Control, « *Pneumocystis Pneumonia -- Los Angeles.* » *Mortality and Morbidity Weekly Report* June 5, 1981 / 30(21): 1-3.

David Auerbach, William Darrow, Harold Jaffe, James Curran, "Cluster of Cases of the Acquired Immune Deficiency Syndrome." *American Journal of Medicine* 78 (March 1984): 487-92.

Elaine Campbelle, "Living Day to Day – for so long" in Ines Rieder and Patricia Ruppelt, *AIDS: The Women* (San Francisco: Cleis Press, 1988): 50-6.

Recommended reading: René Lavoie, "Deux solitudes. Les organismes sida et la communauté gaie." Dans *Sortir de l'ombre. Histoires des communautés lesbienne et gaie de Montréal*, dir Irène Demczuk et Frank Remiggi, Montréal, VLB, 1998, 337-62.

Week 5 Thursday, Oct 4

History II. Theories on the Origins of AIDS.

Edward Hooper, *The River. A Journey to the Source of HIV and AIDS*. New York: Little, Brown and Company, 1999. (Chapter 1, "Frozen in Time: 1959," pages 15-30; "Prologue. A Note on Sources – and Exploring Rivers, pages 3-4).

Week 6 Thursday, Oct 11 LECTURE ROOM: 1500 Doctor Penfield, Atrium

Public Lecture I Dr. Jacques Pépin START TIME is 7 pm.

« The Origins of AIDS. »

Readings : Jacques Pépin, « The Origins of AIDS. » Cambridge, MA : Cambridge University Press, 2011. (Chapter 6, « The Oldest Trade, » pages 84 - 102).

Week 7 Thursday, Oct 18

**Public Policy I
Criminalization of HIV Non-Disclosure and HIV Transmission:
State of the issues**

Guest Lecture: Stephanie Claivez-Loranger, COCQ-Sida

Readings:

HIV/AIDS Legal Network. *Criminal Law and HIV. Five Info Sheets*. Available online at www.aidslaw.ca.

Edwin Cameron, "Criminalization of HIV transmission: poor public health policy." *HIV/AIDS Policy and Law Review* 14.2 (December 2009): 1, 63-75.

Recommended reading:

UNAIDS and UNDP Policy Brief: Criminalization of HIV Transmission:
http://www.unaids.org/en/media/unaids/contentassets/dataimport/pub/basedocument/2008/20080731_jc1513_policy_criminalization_en.pdf.

Week 8 Thursday, Oct 25

Public Policy II

Leading Together: Canada Takes Action on HIV/AIDS, 2005-2010. (Ottawa: Public Health Agency of Canada, 2005). (Chapter Two, "The Blueprint" pp. 14-18.)

UNAIDS, *Getting to Zero: 2011-2015 Strategy, Joint United Nations Programme on HIV/AIDS.* Geneva: UNAIDS, 2010. (Part 2, Leadership Agenda, Three Strategic Directions, pp. 31-47).

Russell Rockwell, Herman Joseph, Samuel Friedman, "New York City Injection Drug Users' Memories of Syringe-Sharing Patterns and Changes During the Peak of the HIV/AIDS Epidemic." *AIDS and Behavior* 10.6 (November 2006): 691-8.

BC Centre for Excellence in HIV/AIDS. *Insight into Insite.*

Week 9 Thursday, Nov 1

Exam

Week 10 Thursday, Nov 8

Community organizing I

Eric Shragge, *Activism and Social Change: Lessons for Community and Local Organizations* (Peterborough, ON: Broadview Press, 2003), 39-73. (Chapter Two, Exploring Models, Theory, and Learning from History.)

Jeffrey Weeks, "AIDS, Altruism and the New Right." In Erica Carter and Simon Watnet, eds. *Taking Liberties: AIDS and Cultural Politics.* (London: Serpent's Tail, 1989): 127-32.

Recommended reading: Henri Lamoureux, *L'action communautaire. Des pratiques en quête de sens.* Montréal: VLB, 2007, 29-50.

D. Robert Dechaine, « Humanitarian Space and the Social Imaginary: Médecins Sans Frontières/Doctors Without Borders and the Rhetoric of Global Community. » *Journal of Communication Inquiry* 2002 26: 354 – 69.

Week 11 Thursday, Nov 15

Community Organizing II

Tim McCaskell, "Power to the people. A look back at the issues, struggles and victories that defined the early age of AIDS activism in Canada. *The Positive Side* (Spring/Summer 2006): 20-4.

Jason Boyd, "Living with AIDS. Community groups step in to fill the void." *Perspective* 3.3 (February-March 1991): 6-7.

Paula Louise Sypnowich, "Women, AIDS and Activism." *Gasp* (Winter 1991): 6-9.

HIV/AIDS Legal Network (compiled by David Garmaise and Theodore de Bruyn), *Stories of Community Mobilization*, March 2004.

John Greyson, "Still searching." In Allan Klusacek and Ken Morrison, *A Leap in the Dark: AIDS, Art and Contemporary Cultures* (Montréal: Véhicule, 1993), 85-95.

Recommended reading:

Interview, Ann Silversides in conversation with Peter Steven. Available online at http://www.btlbooks.com/Links/silversides_interview.htm.

Week 12 Thursday, Nov 22

Public Lecture II Jim Hubbard, United in Anger LECTURE IN H-110.

This film chronicles the work of ACT-UP, the AIDS Coalition to Unleash Power, an AIDS activist group.

Deadline for submission of outlines for research papers and artist grant proposals. Due beginning of class.

Week 13 Thursday, Nov 29

World AIDS Day.

Internship Fair.

Dadit Hidayat, Samuel Pratsch, Randy Stoecker, "Principles for success in service learning- the Three Cs." In *The Unheard Voices. Community Organizations and Service Learning*. Eds Randy Stoecker and Elizabeth Tryon. Philadelphia: Temple University Press, 2009: 147-61.

Internship report #1 due.

Week 14 Thursday, Jan 10

Culture I

Paula Treichler, "AIDS, Homophobia and Biomedical Discourse: An Epidemic of Signification." In Douglas Crimp, ed., *AIDS: Cultural Analysis, Cultural Activism* (Cambridge, MA: MIT Press, 1990): 31-70.

Jan Baetens, « Cultural Studies After the Cultural Studies Paradigm. » *Cultural Studies* 19.1 (January 2005) : 1-13.

Recommended reading : Maria Nengeh Mensah, *Ni vues, ni connues ? Femmes, vih, médias*, Montréal, Éditions Remue-ménage, 2003, pp. 123-54. (Chapitre 4, La visibilité classificatoire.)

Week 15 Thursday, Jan 17

Culture II

Continuation of issues raised in Culture I.

Jean-Yves Bégin, "The Vidéographe Challenge." In *Video re/View: The (best) source for critical writings on Canadian artists' video*, eds. Peggy Gale and Lisa Steele, Toronto: Art Metropole, V-Tape, 1996.

Michael Goldberg, "The Accessible Portapack Manual." In *Video re/View: The (best) source for critical writings on Canadian artists' video*, eds. Peggy Gale and Lisa Steele, Toronto: Art Metropole, V-Tape, 1996

Richard Fung, "Colouring the Screen: Four Strategies in Anti-Racist Film and Video." In *Video re/View: The (best) source for critical writings on Canadian artists' video*, eds. Peggy Gale and Lisa Steele, Toronto: Art Metropole, V-Tape, 1996

Christine Tamblyn, "No More Nice Girls: Recent Transgressive Feminist Art." *Art Journal* Summer 1991, 53-7.

Week 16 Thursday Jan 24

Culture III

Robert Atkins, "Off the Wall. AIDS and Public Art." Available online at:
http://www.artistswithaids.org/artery/centerpieces/centerpieces_offwall.html.

Gran Fury talks to Douglas Crimp. *Art Forum* April 2003. Available online at:
<http://www.artforum.com/inprint/id=4466>.

Gran Fury, "Good Luck, Miss You." Available online at
<http://www.actupny.org/indexfolder/GranFury1.html>.

Lillian Tone, "General Idea. Bitter Pills." Available online at
<http://artarchives.net/artarchives/liliantone/tonegeneralidea.html>.

Week 17 Thursday Jan 31

LECTURE IN H-110; START TIME 7 pm.

Public Lecture III

Mia Donovan, Filmmaker; Lara Roxx

Inside Lara Roxx.

This documentary film chronicles the experiences of a woman infected with HIV during the course of her work in the porn industry.

Readings:

Oliver Picton, "Anthropologists Working 'at Home': On the Range of Subjects and Forms of Representation in Film, and What Makes These Ethnographic." *Visual Anthropology* 24 (2011): 421-36.

Michael Chanan, "Going South: On Documentary as a Form of Cognitive Geography." *Cinema Journal* 50.1 (Fall 2010): 147-54.

Week 18 Thursday Feb 7

Political Economy I

Wendy McKeen and Ann Porter, « Politics and Transformation : Welfare State Restructuring in Canada. » in Wallace Clement and Leah Vosko, eds. *Changing Canada : Political Economy as Transformation* (Montréal : McGill-Queen's University Press, 2003) : 109-34.

Viviane D. Lima, Robert S. Hogg, Julio S. G. Montaner, « Expanding HAART Treatment to All Currently Eligible Individuals under the 2008 IAS-USA Guidelines in British Columbia, Canada, » *PLoS ONE* 5.6 (June 2010) : e1099, pp. 1-7.

HB Krentz, MC Auld, and MJ Gill, « The high cost of medical care for patients who present late (CD4<200 cells/mL) with HIV infection, » *HIV Medicine* 5 (2004) : 93-8.

Steven D. Pinkerton, « Is Vancouver Canada's supervised injection facility cost-saving? » *Addiction* 105 (2010) : 1429-36.

Jeannie Huang, Karen Becerra, Susan Fernandez, Daniel Lee and WC Mathews, « The impact of HIV-associated lipodystrophy on healthcare utilization and costs. » *AIDS Research and Therapy* 5.14 (2008) :5-14.

Week 19 Thursday Feb 14

Political Economy II

Shawn Smallman, *The AIDS Pandemic in Latin America* (Chapel Hill, NC: University of North Carolina Press, 2007): 67-112. (Chapter Two, "Brazil.")

Sara Van Rompaey et al. "Operational assessment of access to ART in rural Africa: the example of Kisantu in Democratic Republic of the Congo." *AIDS Care* 23.6 (June 2011): 686-93.

"Antidepressants are sold as antiretrovirals in DR Congo." *The Lancet* Vol 363 (February 28, 2004): 713.

Fiona Ross, "Degrees of disciplinarity in comparative politics: interdisciplinarity, multidisciplinary and borrowing. » *European Political Science* 8 (2009) : 26-36.

Recommended: David Price, "How the WTO extends the rights of private property." *Critical Public Health* 12.1 (2002): 55-64.

Video screening, *Pills, Profits and Protest: Chronicles of the Global AIDS Movement.*

Mid-term break, February 18 – 22

Week 20 Thursday Feb 28

Exam

Week 21 Thursday, March 7

Prevention I

Global context --

Kashamuka Mwandagalirwa et al. "Local Differences in Human Immunodeficiency Virus Prevalence: A Comparison of Social Venue Patrons, Antenatal Patients, and Sexually Transmitted Infection Patients in Eastern Kinshasa." *Sexually Transmitted Diseases* 36.7 (July 2009): 406-12.

Disability –

Y. Bat-Chava, D. Martin, J.G. Kosciw, "Barriers to HIV/AIDS knowledge and prevention among deaf and hard of hearing people." *AIDS Care* 17.5 (July 2005): 623-34.

Fear campaigns

Marilou Gagnon, Jean Daniel Jacob, Dave Holmes, "Governing through (in)security: a critical analysis of a fear-based public health campaign, » *Critical Public Health* 20.2 (2010) : 245-56.

HIV education and lesbian communities

Mary-Louise Adams, "All That Rubber, All That Talk: Lesbians and Safer Sex." In Ines Rieder and Patricia Ruppelt, *AIDS: The Women* (San Francisco: Cleis Press, 1988): 130-3.

San Francisco AIDS Foundation, *Lesbians and AIDS: What's the connection?* San Francisco: SF AIDS Foundation, 1986. Information on availability to be presented in class.

Video screening (in class), Anne Golden, *The Others*. (Montréal: Groupe intervention video, 1991).

Week 22 Thursday, March 14

Prevention II

Eric Mykalvoskiy et al. "Beyond buzzwords: toward a community-based model of the integration of HIV treatment and prevention. » *AIDS Care* 21.1 (January 2009) : 25-30.

Alexander Irwin, Joyce Millen and Dorothy Fallows, « Prevention vs. Treatment ?» in *Global AIDS : Myths and Facts* (Cambridge, MA : South End Press, 2003) : 59-71.

Global Advocacy for HIV Prevention. « Pre-Exposure Prophylaxis (PrEP), » fact sheet 2011. Available online from www.avac.org.

« Views from the front lines : Pre-exposure prophylaxis. » Published on www2.catie.ca.

CATIE, Post-Exposure Prophylaxis. Fact Sheet 2011. Available at www.catie.ca.

Recommended reading : Élise Marsicano, « La prévention comportementale en débat. » Disponible sur : <http://vih.org/20101012/prevention-comportementale-en-debat-18374>.

Video screening (in class), *In women's hands: a film on women, HIV, and hope*. A film by Connie Rinehart and Tom Donohue, Laughing Dog Productions Publisher Washington, D.C. : Global Campaign for Microbicides, 2005.

Internship report # 2 due.

Week 23 Thursday, March 21 LECTURE IN H-110; START TIME 7 pm.

Public Lecture IV

DiAna DiAna, *Condoms and Curlers*.

This public lecture will be given by DiAna DiAna, active in HIV/AIDS prevention in South Carolina since the mid-1980s.

Reading: DiAna DiAna, *Condoms and Curlers. DiAna's Hair Ego In My Own Words*. Bloomington, IN: First Books, 2003. Chapters 1 – 3 (pp 1- 22).

Week 24 Thursday, March 28

Prevention III: Western urban gay male “communities”

Reading :

Botnick, M. R. (2000) « Part 2: Fear of Contagion, Fear of Intimacy. » *Journal of Homosexuality*. 38(4): 77-101.

Recommended readings:

Kippax, S. and Race, K. (2003) “Sustaining safe practice: Twenty years on.” *Social Science and Medicine*, 57: 1–12.

Dowsett, G. W. (2009) “Dangerous desires and post-queer HIV prevention: Rethinking community, incitement and intervention.” *Social Theory & Health*, 7 (3): 218–240.

Week 25 Thursday, April 4

Flexible class

Week 26 Thursday, April 11

Wrap-up and internship fair

Final papers/artist grant proposals due, beginning of class.