



Instructor: Dr. Julia Rogers

- jerogers@ucsd.edu
- Office Hours: Time TBA



Class Location and Delivery Schedule

- Tuesdays and Thursdays 2 -3:15PM
- RWAC 0121



Required Texts

- Geary, Adam. *Antiblack racism and the AIDS epidemic: State intimacies*. Springer, 2014. (electronic copies are OK).
- Goffman, Erving. *Stigma: Notes on the management of spoiled identity*. Simon and Schuster, 2009. (Any edition OK)

-----What We Will Cover-----

Activism

- How did activism in the United States shape the policy and scientific response to HIV?
- How did activism in South Africa impact international patent policies?
- How do activists shape narratives around HIV/AIDS and personal identity?

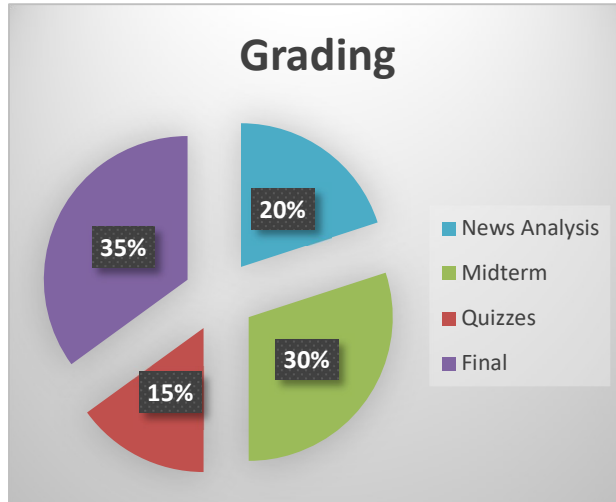
Biomedical Approaches and Critique

- What is the biomedical model and approach to HIV/AIDS?
- How is this model related to a "personal responsibility" model of public health?
 - What are the dominant critiques of this model and approach to HIV?
- How can we think structurally about HIV/AIDS risk?

Sociological Approaches and Theories of Stigma

- What are the social determinants of health, materialist model of health, and Ecological model of health as they apply to HIV/AIDS?
- What is Stigma? How does stigma arise around HIV/AIDS? How has stigma shaped HIV/AIDS related policy in the U.S. and abroad?

COURSE GRADING



15% Quizzes

- Weeks 1 - 7 and 10 will have reading quizzes and/or a short response assignment



30% Midterm



35% Final Essay



20% News Analysis Assignment

Course Policies



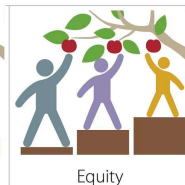
Attendance

- Regular in-person attendance at lectures is the best way for you to succeed in this course. In-person attendance allows you to ask questions in real time.
- Roll will not be taken, but attendance is expected. The course is podcast for review and to accommodate illness.



Late Work

- late work is strongly discouraged. If it cannot be avoided you must email me prior to the due date and time of the assignment. Exceptions for extraordinary circumstances with documentation.
- A 10% per day penalty will be automatically applied to late work. Late work in excess of 5 days will not be accepted.



Accommodations

- If you have ADA related accommodations I am happy to work with you. Per university policy you will need to have documentation through OSD - please get me your letter as early in the quarter as possible.

Policies Continued



Student Illness and Campus Emergencies

If you are ill, please stay at home and watch the podcast. If you are ill on an exam day you will need to contact me prior to the exam and provide some kind of documentation of illness. Make-up exams will be given at the Triton Testing Center or In-person in my office. The make-up exam may be a different format than the original exam, including the possibility of an oral exam.



Academic Integrity

- Students are expected to act in accordance with university policies on academic integrity and student conduct.
- Violations of academic integrity policy will be referred to the Academic Integrity office and assigned a "0" for the assignment. Plagiarism on any written assignment will result in a grade of "F" for the course. Do not use generative AI for written work.



Office Hours and Communication

- The best way to communicate with Dr. Rogers is via email - please allow until the end of the next business day for a response. (jerogers@ucsd.edu). Put "Soci 113" in the subject line of all emails.
- Office hours are held in SSB 467, Thursdays 11AM - 1PM



Instructor Illness or Emergency

- In the event of a campus, weather, or personal emergency I will communicate with you using the announcement function on Canvas.
- If possible, we will move class online utilizing Zoom.

In-Class

Arrive on time. If you are late, take your seat quietly.
Minimize cross-talk and distractions in the classroom
Wait to be acknowledged to speak, unless invited to do otherwise.
Do not pack up early.

Grade Issues

- Please wait 24 hours and read all feedback before reaching out about your grade
- Grading issues are best addressed at office hours, Complaints should have an academic basis.
- I will not "bump" your final grade, it is an ethics violation.

Professional Conduct

Email Etiquette:

You may address me as "Dr. Rogers" or "Professor Rogers"
Allow until the end of the next business day for a reply.
Please use a courteous tone.

Interpersonal Conduct - Please treat your peers and your professor with courtesy, compassion and respect. When debating in class critique concepts, not people.

Students with Disabilities:

In adherence with “Appendix 3: Policy on Students with Disabilities and Steps for Academic Accommodation” if you require disability accommodations for this course you should be registered with the OSD and provide your accommodation letter to Professor Rogers and the Sociology Department Disability Coordinator as early in the quarter as possible. Accommodations cannot be granted retroactively.

<http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/3>

UCSD Statement of Academic Integrity:

Please familiarize yourself with the definitions of cheating:

<http://academicintegrity.ucsd.edu/excel-integrity/define-cheating/index.html>

<http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>

Plagiarism is using the ideas or words of someone else (or something else) without acknowledgment. The minimum punishment for plagiarism on any written assignment in this course is **a failing grade for the assignment. No student shall employ aids (including artificial intelligence) in undertaking course work or in completing any assessments [i] that are not authorized by the instructor.** The use of generative AI programs to complete any stage of your written work is prohibited for this course. However, you may make use of AI to aid you in understanding course readings (without substituting reading the assigned works yourself). You must be careful not to plagiarize from any AI by not copying or paraphrasing notes, summaries, “tutoring” style conversations, or other engagements with AI – you cannot represent this work as your own without violating academic integrity. Do not be complicit in the devaluing of your university education – learning to write, and write well, is one of most important and marketable skills you gain at university. The use of AI systems such as “grammarly” (on the free setting) while you are writing is acceptable. All students should save multiple copies of their written work so that, if requested, they can provide documentation of the writing process.

As noted in the FAQ page from AIO: “As a Triton, you're expected to know some of the basics of excelling with integrity. For example:

- Cite your sources.
- Complete in-class tests and take-home tests independently.
- Complete your own homework assignments.

In general, the Academic Integrity Office recommends that before you engage in an action related to academic course work, assignments or exams, run your action through the following three tests:

- VALUES - is the action honest, responsible, respectful, fair and trustworthy?
- STANDARDS - does the action honor the integrity standards set by the University and/or by the course instructor?
- EXPOSURE - if my action was exposed to the course instructor or the AI Office, would I be okay with that or would they approve?

If the answer to ANY of the tests is a NO, then the action is likely a violation of academic integrity so avoid it!"

Incomplete, late or missing work/Difficulties with the course

Late work will not be accepted without advance arrangement or in the event of illness or emergency, of which you may be asked to provide documentation. If you are experiencing strains that are getting in the way of the course, technical difficulties, or difficulties with course content I encourage you to reach out to me sooner rather later. In addition, if you are experiencing extraordinary life circumstances I encourage you to reach out to academic advising or the Dean of Students.

Difficulty with Course Subject Matter

This course deals with issues related to the AIDS epidemic, this includes topics such as: Death, Dying, Illness, Human Sexuality and Relationships, Drug Use, Sex Work, Racism, Bias, Bigotry, Prejudice, and Violence. If these topics are ones that would be too difficult for you to routinely engage with, this course may not be a good fit for you. It is understandable that course materials may bring up personal concerns and history for students. While I do care about my students and their experience within the course and I am available to listen to you, I am not a licensed counselor or medical professional and I am not qualified to provide clinical support. If you find that you need support due to the subject matter of this course, or for your mental or Physical health at any time, I encourage you to reach out to Student Health Services or CAPS at

UCSD. Additionally, you may contact one of the additional community resources listed below. If the situation is a medical or life-threatening emergency you should dial 911.

Mental Health Services:

CAPS Central Office and Urgent Care: 858-534- 3755

CAPS After-Hours Crisis Counseling (24 hours): 858-534-3755

National Suicide Hotline: 988

Suicide Crisis Hotline: 800-273-8255 - Chat option available on their website:

<https://suicidepreventionlifeline.org>

Access and Crisis Line: 888-724-7240

San Diego Warm Line (Non-emergency, but in need of support): 800-930-9276

NAMI San Diego Family and Peer Support Helpline: 619-543-1434, 800-523-5933

2-1-1 San Diego – helps you navigate access to mental health services in San Diego

AIDS Related Community Services:

Being Alive San Diego - A non-profit HIV/AIDS service provider, offering a variety of services.

www.beingalive.org

Christie's Place - Support center for families living with HIV/AIDS. www.christiesplace.org

Family Health Centers of San Diego - Provides a variety of HIV/AIDS related services. www.fhcso.org

HIV, STD & Hepatitis Branch (HSHB) of Public Health Services - Mission is to ensure the creation and delivery of quality HIV services for our diverse HIV infected, affected and at risk communities, encompassing; prevention, medical care, social and supportive services in San Diego County.

www2.sdcounty.ca.gov/hhsa

Jewish Family Service - Jewish Family Service of San Diego provides individual and group services to support HIV+ men and women who are struggling with managing their health and recovery.

<http://www.jfssd.org/site/PageServer>

Further resources can be found at this link: <https://www.townpeople.org/resources/hiv-aids-resources/>

TITLE IX Mandated Reporter Policy

UCSD Faculty, Staff, and Students believe in creating a community free from interpersonal violence, including sexual assault, partner violence, and stalking, in which all members feel safe and respected. I believe each student deserves a safe environment to pursue an education and I understand the devastating impact forms of power-based personal violence (i.e. sexual assault, dating/domestic violence, and stalking) may have. I am dedicated to make our campus safe. Please know that all faculty and staff on campus are mandatory reporters. This means that if you disclose an experience of sexual misconduct to me, I must report the experience to UCSD's Title IX Coordinator, office. If you would like to co-report your experience in a way that feels comfortable for you, we can discuss that process. Filing a sexual misconduct report does not mean you will have to get involved with an investigation or go to court. For more information on UCSD policy regarding nondiscrimination, sexual harassment, and sexual violence see:

<https://www.ucsd.edu/catalog/front/shpp.html>

If you have experienced sexual violence and wish to reach out there is support available through UCSD via CARE at SARC (<https://care.ucsd.edu/>) or CAPS (<https://wellness.ucsd.edu/CAPS/about/Pages/contact.aspx>). If you wish to seek assistance outside of the University system you can also contact RAINN via 800.656.HOPE (4673) or online (RAINN.org) where they have online chat services available or dial 411.

SOCI 113 – SOCIOLOGY OF THE AIDS EPIDEMIC READING SCHEDULE

(Subject to Modification)

	Tuesday	Thursday
<p>Week 1</p> <p>April 1, 3</p>	<p>Lecture: Introduction to Course, HIV Basics</p> <p>Readings: Selections from UNAIDS website and WHO website – see Canvas for details.</p>	<p>Lecture: A Sociological Approach to HIV/AIDS</p> <p>Readings due: “Imagining Health Problems as Social Issues”, from Germov, John, ed. 2019. <i>Second Opinion : An Introduction to Health Sociology</i>. Sixth edition. Docklands, Victoria, Australia: Oxford University Press. (Course Reserves)</p>
<p>Week 2</p> <p>April 8, 10</p>	<p>Lecture: A Social History of HIV</p> <p>Readings Due: Brandt, A. M. 1988. “AIDS in Historical Perspective: Four Lessons from the History of Sexually Transmitted Diseases.” <i>American Journal of Public Health</i> (1971) 78 (4): 367–71. https://doi.org/10.2105/AJPH.78.4.367. Fee, E, and N Krieger. 1993. “Understanding AIDS: Historical Interpretations and the Limits of Biomedical Individualism.” <i>American Journal of Public Health</i> (1971) 83 (10): 1477–86. https://doi.org/10.2105/AJPH.83.10.1477.</p>	<p>Lecture: Public Health Response</p> <p>Readings Due: Lupton, Deborah. 1993. “RISK AS MORAL DANGER: THE SOCIAL AND POLITICAL FUNCTIONS OF RISK DISCOURSE IN PUBLIC HEALTH.” <i>International Journal of Health Services</i> 23 (3): 425–35. https://doi.org/10.2190/16AY-E2GC-DFLD-51X2. Krieger, Nancy. 2001. “The Ostrich, the Albatross, and Public Health: An Ecosocial Perspective: Or Why an Explicit Focus on Health Consequences of Discrimination and Deprivation Is Vital for Good Science and Public Health Practice.” <i>Public Health Reports</i> (1974) 116 (5): 419–23. https://doi.org/10.1016/S0033-3549(04)50070-5.</p>
<p>Week 3 –</p> <p>April 15, 17</p>	<p>Lecture: Stigma</p> <p>Readings Due: Chapters 1 & 2 from - Goffman, Erving. 1986. <i>Stigma : Notes on the Management of Spoiled Identity</i>. First Touchstone edition. New York: Simon & Schuster, Inc. Chapter</p>	<p>Lecture: Stigma</p> <p>Readings Due: Chapters 4 & 5 from - Goffman, Erving. 1986. <i>Stigma : Notes on the Management of Spoiled Identity</i>. First Touchstone edition. New York: Simon & Schuster, Inc. Simoni, Jane M, and David W Pantalone. 2004. “Secrets and Safety in the Age of AIDS: Does HIV Disclosure Lead to Safer Sex?” <i>Topics in HIV Medicine</i> 12 (4): 109–18.</p>

Assignment 1 due end of day Friday (4/18)

Week 4 –
April 22,
24

Lecture: Treatment as Prevention and Harm Reduction Approaches

Readings Due:

Kippax, Susan, and Niamh Stephenson. 2012. “BEYOND THE DISTINCTION Between Biomedical and Social Dimensions of HIV Prevention Through the Lens of a Social Public Health.” *American Journal of Public Health* (1971) 102 (5): 789–99. <https://doi.org/10.2105/AJPH.2011.300594>.

Clarke, Kris, Debra Harris, John A Zweifler, Marc Lasher, Roger B Mortimer, and Susan Hughes. 2016. “The Significance of Harm Reduction as a Social and Health Care Intervention for Injecting Drug Users: An Exploratory Study of a Needle Exchange Program in Fresno, California.” *Social Work in Public Health* 31 (5): 398–407. <https://doi.org/10.1080/19371918.2015.1137522>.

Lecture: Sex Education

Readings Due:

Patton, Cindy. 2020. “Between Innocence and Safety.” In *Fatal Advice*, 35–62. New York, USA: Duke University Press. <https://doi.org/10.1515/9780822396727-003>.

Week 5 –
April 29,
May 1

Lecture: Watch How to Survive A Plague

Readings Due:

Epstein, Steven. 1995. “The Construction of Lay Expertise: AIDS Activism and the Forging of Credibility in the Reform of Clinical Trials.” *Science, Technology, & Human Values* 20 (4): 408–37. <https://doi.org/10.1177/016224399502000402>.

Lecture: Activism in the US

Readings Due:

Lewis, Jacqueline, and Michael R Fraser. 1996. “Patches of Grief and Rage: Visitor Responses to the NAMES Project AIDS Memorial Quilt.” *Qualitative Sociology* 19 (4): 433–51. <https://doi.org/10.1007/BF02393368>.

Gould, Deborah B. 2012. “ACT UP, Racism, and the Question of How To Use History.” *The Quarterly Journal of Speech* 98 (1): 54–62. <https://doi.org/10.1080/00335630.2011.638661>.

Week 6 –
May 6, 8

Midterm May 6th during class time

Lecture: Introduction to Social Determinants of Health

		Readings Due: Dorothy Porter. 2006. How Did Social Medicine Evolve, and Where Is It Heading? <i>PLoS Medicine</i> 3 (10): e399--. https://doi.org/10.1371/journal.pmed.0030399 .
Week 7 –	Lecture: Urban Environments and HIV Readings Due: Pellowski, Jennifer A, Seth C Kalichman, Karen A Matthews, and Nancy Adler. 2013. “A Pandemic of the Poor: Social Disadvantage and the U.S. HIV Epidemic.” <i>The American Psychologist</i> 68 (4): 197–209. https://doi.org/10.1037/a0032694 . Shapiro, Ari. 2019. <i>Ending HIV In Mississippi Means Cutting Through Racism, Poverty And Homophobia. Shots [BLOG]</i> . Washington: NPR.	Lecture: Public Health, Politics, and SES Readings Due: Can, Ali Rıza. "Is HIV/AIDS a disease of poverty?." <i>Eurasian Journal of Anthropology</i> 9, no. 2 (2018): 57-65. Richardson, Eugene T., Sean E. Collins, Tiffany Kung, James H. Jones, Khai Hoan Tram, Victoria L. Boggiano, Linda-Gail Bekker, and Andrew R. Zolopa. "Gender inequality and HIV transmission: a global analysis." <i>Journal of the International AIDS Society</i> 17, no. 1 (2014): 19035.
May 13, 15		
Week 8 –	Lecture: Rethinking AIDS Readings Due: “Rethinking AIDS...” from - Geary, Adam M. 2014. <i>Antiblack Racism and the AIDS Epidemic : State Intimacies</i> . Basingstoke: Palgrave Macmillan. https://doi.org/10.1057/9781137438034 .	Lecture: Introducing Spatial Analysis and embodiment Readings Due: “AIDS, Place, and...” from - Geary, Adam M. 2014. <i>Antiblack Racism and the AIDS Epidemic : State Intimacies</i> . Basingstoke: Palgrave Macmillan. https://doi.org/10.1057/9781137438034 .
May 20, 22		
Week 9 –	Lecture: Mass Incarceration and AIDS Readings Due: “Chapter 2” from - Geary, Adam M. 2014. <i>Antiblack Racism and the AIDS Epidemic : State Intimacies</i> . Basingstoke: Palgrave Macmillan. https://doi.org/10.1057/9781137438034 .	Lecture: Representing Global AIDS Readings Due: “Chapter 3” and “Conclusion” from - Geary, Adam M. 2014. <i>Antiblack Racism and the AIDS Epidemic : State Intimacies</i> . Basingstoke: Palgrave Macmillan. https://doi.org/10.1057/9781137438034 .
May 27, 29		

Week 10 –	Lecture: Patents, Antiretrovirals, and Activism in South Africa	Lecture: PEPFAR, USAID, and the Future of HIV Policy
June 3, 5	<p>Readings Due:</p> <p>Waning, Brenda, Ellen Diedrichsen, and Suerie Moon. 2010. “A Lifeline to Treatment: The Role of Indian Generic Manufacturers in Supplying Antiretroviral Medicines to Developing Countries.” <i>Journal of the International AIDS Society</i> 13 (1): 35–35. https://doi.org/10.1186/1758-2652-13-35.</p> <p>Byanyima, Winnie, Linda-Gail Bekker, and Matthew M. Kavanagh. "Long-Acting HIV Medicines and the Pandemic Inequality Cycle—Rethinking Access." <i>The New England Journal of Medicine</i> 392, no. 1 (2025): 90-96.</p> <p>(Optional) Samantha Power, “The AIDS Rebel”, The New Yorker, May 11 2003.</p>	<p>Readings Due:</p> <p>Ogden, Jessica, Geeta Rao Gupta, Ann Warner, and William F Fisher. 2011. “Revolutionising the AIDS Response.” <i>Global Public Health</i> 6 (sup3): S383–95. https://doi.org/10.1080/17441692.2011.621965.</p> <p>Lo, Nathan C, and Michele Barry. 2017. “The Perils of Trumping Science in Global Health — The Mexico City Policy and Beyond.” <i>The New England Journal of Medicine</i> 376 (15): 1399–1401. https://doi.org/10.1056/NEJMp1701294.</p>
Final	6/10 due by 6pm	