

Dr. Scott Morgensen, Associate Professor, Department of Gender Studies

Individual Meeting Hours: Monday 11am-5pm By Appointment—Preschedule by Friday 4pm Email: scott.morgensen@queensu.ca	Open/Live Meeting Hours: Wednesdays, TBA (between hours of 2:30-5:20 pm Eastern Time)
--	--

### Course Description

Throughout the history of AIDS, communities of people living with HIV/AIDS (PLWHA) and affected by the disease have formed movements that theorize power, challenge oppression, and mobilize methods of social change. When HIV/AIDS became epidemic among people who were already socially marginalized, their further stigmatization and isolation by this disease illuminated power in its multiplicity, and inspired new theories of intersectionality, solidarity, and multi-issue activism for justice.

This course examines how the social emergencies of HIV/AIDS generated significant knowledge in the field of gender studies. HIV/AIDS movements have been and continue to be spaces for generating critically queer, trans, feminist, disability, Black, Indigenous, Southern and decolonial theories and methods, as well as movements to decriminalize sex, sex work, and drug use, and to abolish criminalization and the prison industrial complex. By studying past and present movements and their theories and methods, students will learn how knowledge in gender studies is produced from social struggle, and can take inspiration from histories of community health activism to ask how their lessons can inform our studies and activism today.

Studying HIV/AIDS amidst COVID-19 also invites us to study pandemics comparatively—particularly given that the HIV/AIDS pandemic is not over and necessarily intersects COVID-19. Students will be asked how power shapes these pandemics similarly or differently, and what patterns linking disease and power amidst HIV/AIDS repeat, change, or are replaced by other patterns amidst COVID-19. Most centrally, we will ask how grassroots theorizing and organizing by those most marginalized by HIV/AIDS can illuminate those most marginalized by COVID-19 and the movements that have arisen or that may yet arise in defense of their lives. While instructional content focuses entirely on histories of HIV/AIDS movements, students' independent research and writing will invite applying learning from HIV/AIDS movements to challenges presented by COVID-19.

### Required Texts

We read only selections from the first four books. The fifth book will be read in full.

1. Sex and Germs: The Politics of AIDS, Cindy Patton (1985; 2<sup>nd</sup> printing 1990)
2. Women, AIDS & Activism, The ACT-UP New York Women & AIDS Book Group (1990)
3. Policing Public Sex: Queer Politics and the Future of AIDS Activism, Dangerous Bedfellows (1996)
4. Moving Politics: Emotion and ACT/UP's Fight Against AIDS, Deborah Gould (2009)
5. South African AIDS Activism and Global Health Politics, Mandisa Mbali (2013)

GNDS 320 Reserve articles/chapters, available via Ares at the Queen's University Library website (available for download in late August)

Queen's Library offers a digital version of Patton's out-of-print book, Sex and Germs with very limited views (one user per hour) and no downloads. **You may wish to purchase a used copy of Sex and Germs book online.** Two international printings are available and both are acceptable.

All other books are available with unlimited online viewing and downloads via Queen's Library.

## Remote Teaching and Learning

This course will include both synchronous and asynchronous components.

### *Synchronous learning*

- Please reserve Wednesdays 2:30-5:20 pm Eastern time (the assigned class period) for synchronous sessions. In any week, *only one to two hours of this bloc will be used*. Synchronous sessions *may change their time from week to week* to accommodate students in varied time zones.

### *Asynchronous learning:*

Most of your work in this course will be completed asynchronously, with our OnQ course page serving as your learning hub. The OnQ page will be accessible after Labor Day.

- All instructional components, including reserve readings and films, will be posted or linked through OnQ. Instructor lectures and powerpoints, and required student presentations will be posted and viewable on OnQ. Any required discussions, quizzes, or short writing assignments will take place on OnQ.
- The course design expects that you will study reserve materials listed on your syllabus in the prior week. Throughout the term, start to study the coming week's reserve materials on the prior Thursday and over the weekend. Every Monday, you must preserve time to study *newly added* elements—lecture powerpoints, lecture videos, student presentations—that will presume you already studied the reserve materials. Graded assessments of your learning may be assigned on either Tuesday or Wednesday of each week. We conclude our discussions of each week's material in the Wednesday synchronous sessions.

## Required Work – Brief Overview

Details of all assignments mentioned below will appear on the final syllabus.

*Attendance* Attendance will be worth 10% of the final course grade. Attendance will be evaluated on the basis of online presence during synchronous sessions. Students will be permitted to miss up to 4 of the 12 all-class synchronous sessions that will be scheduled on Wednesdays. Students are expected to never miss any required synchronous session with a small group of students.

*Participation* Participation will be worth 20% of the final course grade. Participation will be evaluated on the basis of participation in synchronous sessions—both full course sessions, and assigned sessions with a small group of students—as well as asynchronous participation in discussion forums and in small group assignments, such as the preparation of student presentations.

*Scholarship* Scholarship will be worth 70% of the final course grade. Scholarship will be evaluated primarily on the basis of writing, which will include contributions to weekly learning activities as well as writing assigned essays. Scholarship will be monitored in the following ways:

- In most weeks of the course, students will submit written work in a discussion forum, quiz, or quick writing assignment. (25% of final course grade)
- Student presentations are an element of scholarship. In most weeks of the course, a group of students will introduce part of the weekly material by creating a powerpoint or similar presentation to inform our learning. (5% of final course grade)
- All students will write two analytical essays (20% x 2 = 40% of final course grade)