

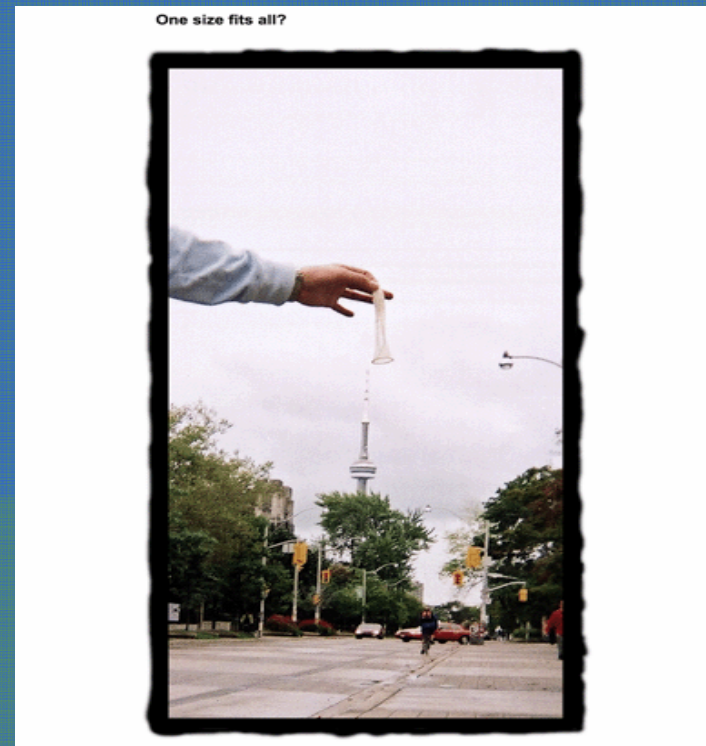
Un-packing the Visual: Youth Narratives on HIV/AIDS

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of Sexual Health” Student Symposium
OISE First Floor Library,
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A Call to Action: Critiquing the One Size Fits All Model

- Conventional HIV prevention campaigns rely on discourses of victimization, morality, and fear as well as **notions of the self-governing, rational individual** (Hunter 2004, Bay-Cheng 2001, Raimondo, 2002; Adams 2006).
- In response to criticisms, Arts-based approaches to HIV/AIDS education centre youth “as knowers” in relation to their own lived experiences.



“One Size Fits All?”

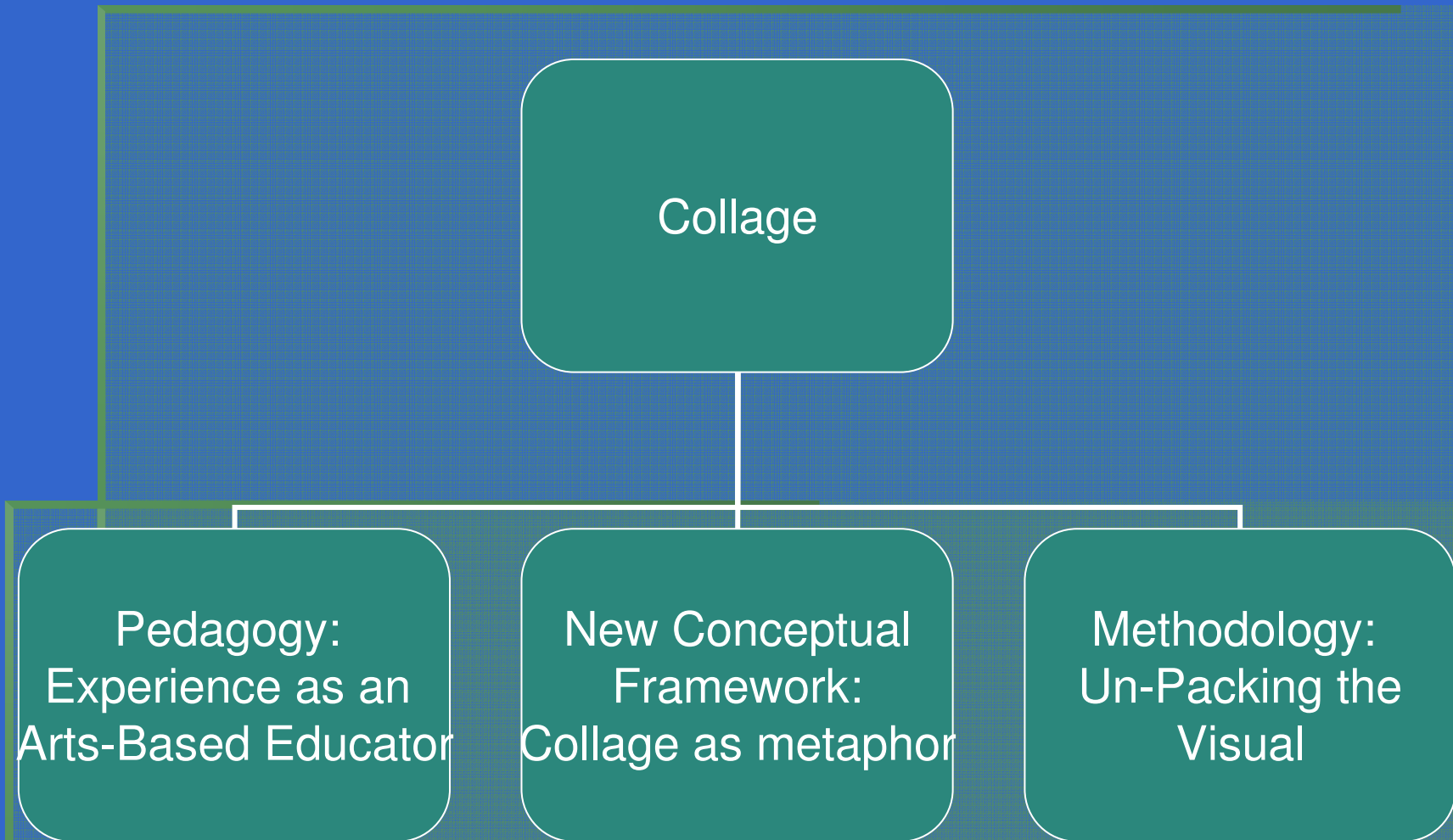
PhotoVoice Workshop, Gendering Adolescent AIDS Prevention,

- In discussing arts-based HIV/AIDS work, Walsh and Mitchell (2004) note that it is a

necessity to situate youth at the centre of **cultural production** – as the producers of messages related to HIV and AIDS, and to provoke them to define their own responses and needs. Youth culture already exists as a potentially rich **artistic space** for arts activism in relation to body and sexuality. **Youth culture** is the core of adolescent “society”, and the types of images and messages that exist in that terrain will define, supplant and inform the way their social network functions (193).

But, what is “art” anyways? And, what is culture? And, who is allowed to own it, or speak to it?

Collage: Re-conceptualizing Knowledge and Youth Sexuality in Education



Research Questions:

- What discourses or narratives are produced when collage and narrative are used as methodological tools to address youth's concerns and/or experiences of HIV/AIDS?
- What stories do youth tell when they engage in the process of creating collage?
- Through analyzing these narratives, what can we learn about concepts such as identity and representation?

Collage as Metaphor

- Collage is a non-linear, multi-vocal, contradictory and fragmented genre
- As a theoretical framework, by simultaneously honouring multiple voices, and refusing to make the fragmented whole, collage speaks to the myriad of ways which youth conceive of sexuality.
- “AIDS is a nexus where multiple meanings, stories, and discourses intersect and overlap, reinforce, and subvert one another” (Treichler)



“Condoms: To Use of Not to Use II”

Collage as Methodology

- As a method, collage complements feminist post-structural frames of viewing research, and knowledge production (see Lather, 1997)
- As a text, collage honours multiple voices, multiple perspectives and speaks to the often contradictory and complicated terrain of youth sexuality, which can be drawn out by reference to images, words, etc.
- The use of collage in specific research contexts enable youth participants to engage with notions of cultural production and visual culture



“Condoms: To Use or Not to Use II”

From Theory into Research Practice

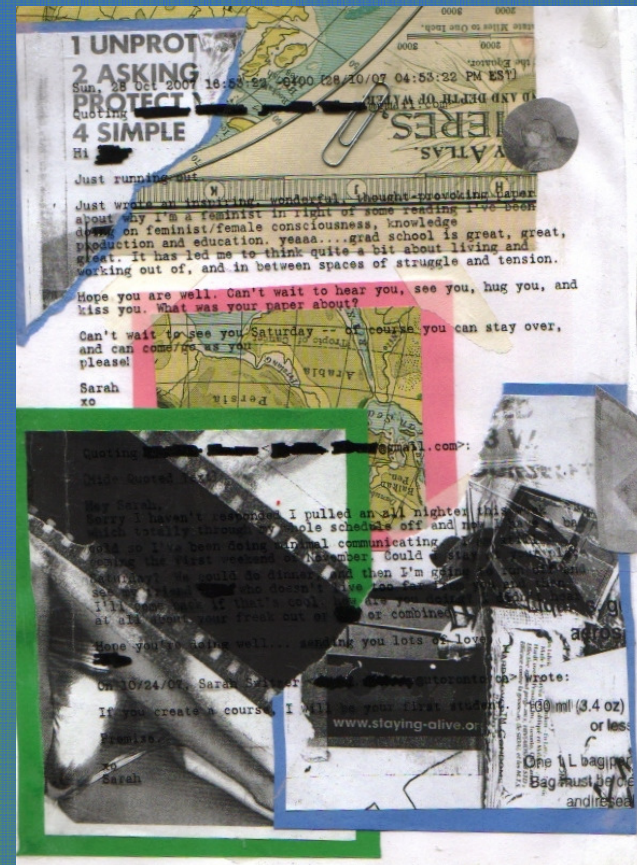
- 5 Youth Participants (female, age 18-22, mixed race and ethnicity, sexual orientation, religion, program of study, and nationality) recruited via Gendering Adolescent AIDS Prevention, UT
- Group Collage Session (Late Jan 09)
 - Creation of Collages, Narratives and Titles (in group or at home)
- Focus Group (Feb. 09)
- Individual Interviews (20-30 Minutes) (Feb. 09)
- Focus Group to discuss emerging analysis (Apr. 2009)



"untitled"

Next Steps: Data Analysis

- Research data will illustrate how larger issues of voice, subjectivity, identity and representation intersect with pre-existing discourses on youth sexuality, gender, race, and HIV/AIDS.
- Data coded and analyzed using Narrative Analysis and Feminist Post-Structural Discourse Analysis of interviews and focus groups (via Atlas Software)
- Complimented by journals, notes, and collages as process-work.



Collage Journal, Nov. 2008

Closing thoughts from the field

- “So I think these collages are so like, open to interpretation that everybody can find something interesting in it. Something they believe in, or it provokes them. I think it’s an interesting dialogue to have them exhibited. They don’t communicate sentences, they communicate distinct ideas that you have to put together yourself based on your own views, so I think it’s really open for everybody to interpret it as they wish. It’s a nice sort of public exhibition I think. Everybody can uh, they don’t necessarily have to agree with you cuz I mean everyone can make their own connections [...] I think education, in a sense, would be similar to this collage, it would give them [other youth] the facts, but then they would be the ones to put together and make sense of it.”

- Youth Participant. In conversation about how the collages should be exhibited