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Columbia University
Teacher's College
Professor Robert Fullilove

HBSS 4117.010 -- AIDS Education

COURSE SCHEDULE

<u>Week</u>	<u>Dates</u>	<u>Topic</u>
1	January 23-30	Introduction, Orientation and Needs Assessment
2	January 23- February 6	Biological Indicators of HIV Disease & Progression to AIDS
3	February 6-13	Epidemiology Part I: 20 th Century Progress and AIDS
4	February 13-20	Epidemiology Part II: AIDS and STDs
5	February 20-27	Prevention Part I: Condoms
6	February 27- March 6	Prevention Part II: Privacy and Legal Issues
7	March 6-13	Prevention Part III: Vaccines
8	March 13-27 (Spring Break March 16-24)	Testing for HIV Part I: Mandatory vs. Voluntary
9	March 27- April 3	Prevalence of HIV and AIDS In Select Groups: Women and Children
10	April 3-10	Prevalence of HIV and AIDS In Select Groups: LGBT Folks and MSM
11	April 10-17	Prevalence of HIV and AIDS In Select Groups: IVDUs (AIDS and Addiction)
12	April 17-24	Prevalence of HIV and AIDS In Select Groups: Intersections of Race and Culture
13	April 24- May 1	Prevalence of HIV and AIDS In Select Groups: International Perspectives
14	May 1-7	Testing for HIV Part II: Creating Incentives
15	May 7-14	Course Summary and Closure

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COURSE REQUIREMENTS AND GRADING

The course will consist of a set of readings and your individual and collective responses to them. We will ask you to focus on particular topics in the assigned reading and to address a list of issues and questions that we will pose. You will post your thoughts, reactions and views on these subjects, and we will undertake a collective conversation about them. **Students are expected to post comments in the Discussion Forum AT LEAST three times each week- once to answer the question(s) posed, and twice more to comment or reflect on the general discussion and/or their classmates and instructors comments.**

In addition, **students are expected to submit one journal entry each week** (See: *Student Tools* >

Student Drop Box > Add File to Drop Box). Journal entries are meant to be a more private reflection on the course topics and the thoughts and feelings the readings and discussion provoke. Journal entries will remain private (seen only by the instructors) and not shared with other students. Journal entries may be one or two sentences or a few paragraphs, depending on the individual student's reactions each week to the materials presented.

Finally, students will submit **either** a mid-term and final examination **or** a term project.

Students who choose the **examination option** will answer two sets of essay questions (one during the middle of the term, the second at the end of the term) based on the material that has been covered. Each finished exam is generally five to ten pages of written material.

Students who choose the **term project option** will develop a project that focuses on an area of their own special interest. These projects may or may not be related to a student's work or personal roles or experiences. Examples of such projects include:

- Developing an HIV/AIDS curriculum for 6th grade Catholic School students
- Creating a social marketing campaign to encourage Latino youth to be tested for HIV
- Examining the legal decisions shaping partner notification policy and practice
- Critiquing the FDA's approach to blood safety issues

No student will be expected to complete BOTH written exams AND a term project. Both options are counted equally toward the final grade; students may choose whichever options best fits their academic and professional needs.

Final grades will be determined by averaging class participation (in the form of Discussion Forum postings and Journal entries) with grades on the mid-term and final exams or term project.