**Proposed Capstone Course LAS 410: HIV and the AIDS Pandemic (4 cr)**

**Course Description:** This course will investigate the biological basis for AIDS and the cultural environment that has led to this pandemic. The course will initially focus on AIDS in two parts of the world. Each student will then take an interdisciplinary look at the progression of this disease in another part of the world including factors that contributed to the epidemic there and what can be done to prevent further spread. Students will gain a better understanding of the biology of the HIV virus and AIDS and develop an understanding of the cultural factors that contribute to this pandemic. Through the study of this subject students will see the role that global sustainability, in particular, equity and social justice play in fighting this virus/disease. All students will be participating in service learning opportunities. The course includes one two-hour video lab per week.

This course meets the criteria for the following:

**Liberal Arts Seminar (LAS 420) Outcomes** Students will:

1. Reason critically and coherently across disciplines.
2. Demonstrate persuasive analysis, evaluation, and argumentation through writing and speaking.
3. Engage in advanced, ethical, and independent inquiry.
4. Reflect on how their education will inform their professional, civic, and personal lives.

**Writing-Instruction Intensive (WRT) Outcomes** Students will:

1. *Demonstrate rhetorical knowledge* by responding effectively to a rhetorical situation with the appropriate level of style and understanding of conventions of a particular genre.
2. *Demonstrate critical thinking and reading* by deploying writing as a meaning- making process to summarize, analyze, evaluate, and synthesize ideas and information from multiple sources.
3. Understand and use writing as a *process* involving drafting, writing, and rewriting.
4. Demonstrate *knowledge of the basic conventions* of the target language by controlling syntax and grammar for clear communication of meaning.

**Global Sustainability (GS) Outcomes** Students will:

1. Demonstrate an increased awareness of the interconnectedness of decisions made by themselves and others around them;
2. Demonstrate an understanding of local and global sustainability challenges faced by their own and by future generations.

**Service Learning Course Outcomes**

**The goals of service-learning at Central are:**

* To enhance classroom experience by reinforcing existing course concepts and providing opportunities to practice what they are learning.
* To encourage critical thinking, civic responsibility and engaged citizenship
* To provide opportunities for students to interact with diverse populations and communities.
* To offer a means for the college to engage in reciprocal partnerships with organizations and agencies who service the common good in our community and state.

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Office Hours:

**List of Books for the 2010 AIDS course:**

Global AIDS Myths and Facts by Irwin, Miller and Fallows ISBN 978-0-89608-673-9

Side Effects by Lesley Lawson ISBN 978-1-7701-3067-8

AIDS Update 2010 by Gerald Stine ISBN 978-0-07-352761-1

The Invisible Cure by Helen Epstein ISBN 978-0-312-42772-6

Not Business As Usual - Public sector response to HIV/AIDS

In Southern Africa by Robyn Pharaoh ISBN 1-919913-81-5

Epidemics – Science, Governance and Social Justice by Dry and Leach ISBN 978-1-84971-102-9

HIV/AIDS in Sub-Saharan Africa – Understanding the Implications

Of culture and context edited by Baxen and Breidlid ISBN 978-92-808-1179-7

Will to Live- AIDS Therapies and the Politics of Survival by Biehl ISBN 978-0-691-14385-9

**Reading Assignments**

To understand HIV and AIDS we will need to explore the biology of the HIV virus, transmission of the virus, the normal immune system response and the syndrome of infections that constitutes AIDS. To fully understand the pandemic we must look at AIDS from all cultural aspects including history, politics, economics and societal views on inequalities, women, sexual behavior and the global response to this syndrome. This will require readings from several sources including the eight books required for this course as well as journal articles and some other sources. I will post weekly reading assignments on blackboard and all students will be expected to have these readings completed prior to class. Remember to journal after each reading.

**Discussion**

Assigned readings will be discussed each day in class so it is imperative that you complete the readings before class and journal about the readings. I will ask students to share some of their journal entries as we discuss the material. This is an interdisciplinary look at an issue and I am looking forward to each person’s unique contributions due to your educational background and personal experiences. Your class participation is expected and will enhance the experience for all in class. Missing class will deprive everyone of your input and insight, so please do not miss class. I will often post discussion questions on blackboard so you can think about these while reading and you may use these as a starting point for your journaling.

**Written Assignments**

All out of class formal writing must be typed, double spaced, printed in twelve-point font, and

formatted according to MLA style, as described in Hacker’s manual. We will write one term paper,

which I will describe in more detail in the handouts. Be sure to keep **everything** you do in

class as evidence of participation, as I will collect and grade these materials occasionally.

**Journaling** (expect 20-60+ pages total)

You will be keeping a journal for the course which will include your entries regarding course materials, course discussion, service learning experiences, research progress and additional reflection about any aspect of this pandemic. Each dated entry will include:

* What I did (readings, videos watched, SL experience, discussions – in or outside of class)
* Analysis (what does this mean, what do I understand)
* Integration (how does this integrates with this course/other courses I have/am taking)
* Reflection (what is your initial reaction, how did you reflect and what are your thoughts/feelings now)

**Service Learning**

Service Learning (SL) is a requirement for this course. Central College is a community of collaborative learners who value civic responsibility, critical thinking and diversity. We will be working with **The Project** – AIDS Project of Central Iowa in Des Moines. Their mission is to “Assist people living with HIV to achieve the highest quality of life available. Prevent future HIV infections in our community.” The AIDS Project of Iowa provides direct care services to clients living with or affected by HIV/AIDS including case management, a computer resource center, a food pantry, mental health services, and direct financial assistance. The Project also offers preventative services including targeted outreach, individual and group interventions, free HIV and Hepatitis C testing and peer based interventions.

We will travel to their site early on in the semester for an informational meeting. Students will learn about how the organization serves the community and about opportunities that you will have to choose from as part of your service learning experience. You will contribute 10 hours of SL to this organization or to an approved project related to HIV/AIDS. Staff from the Center for Community Based Learning will join us early in the semester to provide more information and training to each student prior to beginning your SL. You will be provided tools for reflection. You will journal about your experience and your reflections and we will spend time in class discussing our experiences.

**Global Sustainability** (from Central College Sustainability Framework Nov. 4, 2008)

Global sustainability is “meeting the needs of the present generation without compromising the ability of future generations to meet theirs” (UN, Brundtland Commission, 1987) This is also referred to as “intergenerational responsibility”. Sustainability as a concept captures the interconnectedness of environmental, economic and social systems.

By its very nature, sustainability necessitates taking an interdisciplinary approach in selection of content, pedagogy and assessment. Sustainability education uses a variety of pedagogical techniques that promote active, participatory learning, trans-disciplinary integration and synthesis of concepts, theories and methods of inquiry, along with development of practical problem-solving skills. Sustainability education helps students acquire and apply heightened knowledge and awareness of significant intergenerational issues and problems and solutions by raising awareness and understanding of “how their personal and collective actions affect the sustainability of local and global systems”

As we work to understand the pandemic, its causes, spread and hope for the future we will gain a better understanding of global sustainability. Expected outcomes for students will include:

1. Demonstrate an increased awareness of the interconnectedness of decisions made by themselves and others around them
2. Demonstrate an understanding of local and global sustainability challenges faced by their own and by future generations
3. Demonstrate systems thinking global sustainability via interdependency and cross-cultural awareness
4. Demonstrate an increased awareness of social systems and global sustainability via social justice and human rights.

**Term Paper** (10-20 pages in length)

Each student will choose a country and investigate the biology of the HIV virus in your chosen country and the history of the AIDS epidemic in that country and analyze all the cultural aspects, both past and present, national and global that contribute to the spread of this disease in that country. You will also look at a reasonable means of controlling this pandemic and dealing with those currently affected and the future impacts of this pandemic in that country.

**Personal Essay** (5-7 pages)

The personal Essay will be a reflection of what you have learned and how your perceptions of this pandemic have changed and what you believe needs to be done about it. You will use The Mirror, The Microscope, and the Binoculars reflection concept. I will elaborate on this later in the course.

**Student led reading summaries/discussion**

As this course requires a great deal of reading we will occasionally assign chapters to individuals or groups. You will summarize the chapter and present this to the class or lead the class in discussion of this reading.

**Plagiarism and Other Academic Dishonesty**

Plagiarism and cheating of any form are serious offenses and may result in a failing grade for

the assignment, the course, or expulsion from the college. The details of Central College’s

Academic Integrity policy are found in the Student Handbook, on the web. A copy will be

sent to you via email during the first week of the semester. It is your responsibility to read

and understand the contents of that policy before you submit work to be graded. Questions

regarding the policies and enforcement of the policies may be addressed to me during class

or during office hours.

**ADA Compliance**

Central College abides by interpretations of the Americans with Disabilities Act and Section

504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the

benefits of an education “solely by reason of a handicap.” Disabilities covered by law

include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments,

and other health related impairments. If you have a documented disability that may have

some impact on your work in this class for which you may require accommodations, please

see me and Nancy Kroese, Director of Student Support Services and Disabilities Services

Coordinator (x 5247), during the first two weeks of the semester so that such

accommodations may be arranged.

**Notification of Participation in College Sanctioned Events**

Mock Trial participants, music participants, athletes, and others who must miss a class for

participating in a college sanctioned event must notify me in advance and complete work,

including exams, in advance of the absence. It is your responsibility to communicate with me

in advance regarding absences so that we may adjust our schedules.

**Grade Evaluation**

Participation (discussion, in-class writing, journals): 25%

Term Paper

* Detailed Outline including bibliography: 5%
* Formal finished draft: 10%
* Final finished paper: 20%

Formal Presentation: 10%

Personal Essay: 10%

Quizzes and group assignments 10%

Service Learning 10%

Letter grades are based on a straight percentage scale (A-F with + and -). I do not curve.

A = 95% or higher A- = 90-94%

B+ = 87-89% B = 83-86% B- = 80-82%

C+ = 77-79% C = 73-76% C- = 70-72%

D+ = 67-69% D = 63-66% D - = 60-62%

F = below 60%

**Blackboard Postings:**

I will be posting any announcements and changes in schedule to the blackboard site. I will also post any journal article readings. Be sure to check the site regularly.

**ABSOLUTELY NO cell phones, Ipods, etc will be allowed in lecture. Turn them OFF or better yet - leave them at home.**

**Tentative Schedule (subject to change)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topic** | **Readings** | **Video Lab activity** | **Deadlines** |
| **Topic: INTRODUCTION TO THE AIDS PANDEMIC** | | | | |
| **1** | * Introduction and course overview * Global Pandemic * Service Learning | AIDS Update: x-xx and p. 1-17  Global AIDS: Myths and Facts: intro. | “The Face of AIDS”  “AIDS Walk”  “A Closer Walk” | **Journal current knowledge of HIV/AIDS assignment** |
| **Topic: Biology of HIV and AIDS** | | | | |
| **2** | * Biology of HIV * Origin of HIV * AIDS and denial | AIDS Update: Ch 1 and 2  The Invisible Cure: Ch 2 | “Age of AIDS”  “Origin of HIV” | **Choose a Country for your Term Paper**  **QUIZ** |
| **3** | * AIDS dissidents * Epidemiology of AIDS * Immunology of AIDS | AIDS Update: Ch 3 5 and 7  Global AIDS – Myths and Facts: xxv-xxvii | “AIDS dissidents – Christine Maggiore”  “Life Cycle of HIV” | **Visit to AIDS Project**  **in Des Moines** |
| **4** | * Opportunistic infections * Treatment | AIDS Update: Ch 4, and 6  Will to Live: Ch 4 | “A Walk in Your Shoes”  “HIV Therapy”  “A Search for a Vaccine”  “Long Term Survivor” | **Journal Check** |
| **5** | * HIV disease and AIDS * HIV transmission | AIDS Update: Ch 7 and 8  Handout: “Good AIDS, Bad AIDS” | “Stopping the Spread of HIV”  “History of AIDS epidemic – J. Allen” | **QUIZ**  **Service Learning Updates and reflection** |
| **Topic: HIV/AIDS Epidemic History, Politics and Religion** | | | | |
| **6** | AIDS and Policy | Epidemics – Science, Gov. & Social Justice: Ch 2 and 5  AIDS Update: Ch 4  Not Business As Usual: Ch1, 2 and 6  Will to Live: Ch 1 & 2 | “AIDS and Pop Culture”  “Age of AIDS” | **Term Paper Outline Due** |
| **7** | History of AIDS in Southern Africa | Side Effects: p18-48  Invisible Cure: ch 3-6 & 8-12  Not Bus. As Usual: Ch 4  HIV/AIDS in SS-Africa: Ch 1 and 5 | “Yesterday” | **Student led review of chapters from Invisible Cure**  **Journal Check** |
| **Week** | **Topic** | **Readings** | **Video Lab Activity** | **Deadlines** |
| **8** | Politics, Aid and Corruption | Global AIDS myths and facts: p 41-58  Invisible Cure: p. 202-209 and Ch 5-8 and 11  Side Effects: Ch 8-10 | “The Value of Life”  “Age of AIDS” | **Student led review of chapters from Invisible Cure**  **SL update and reflection** |
| **Topic: Women, Class, Infection and Inequalities** | | | | |
| **9** | Gender  Women, Children and Dependents | Letting them Die: Ch 1  Global AIDS Myths & Facts: p. 19-40  AIDS Update: Ch 11  Invisible Cure: 13-15  HIV/AIDS in S-S-Africa: Ch 9 | “Women and Children Shouting Silent”  “Where have the Parents Gone?” | **Term Paper Due** |
| **10** | Economics and Inequality | Not Business As Usual: Ch 3-6  Side Effects: P 201-275  Will to Live: Ch 3 | “Tang’s Song”  “Fighting the Tide”  “Malawi – A Nation Going Hungry” | **QIUZ** |
| **Topic: Treatment and Prevention** | | | | |
| **11** | * HIV and Young Adults * Inequalities and Treatment | AIDS Update:Ch 12-14  Letting Them Die: Ch 2-6  HIV/AIDS in Sub-Saharan Africa: Ch 6-8 | Individual meetings with students to go over term paper  “Teens and AIDS” | **Meet with instructor to go over term paper** |
| **12** | * What to do? * What works? * Politics and Prevention | Letting Them Die: Ch 7-10  Global AIDS: p 153-185  HIV/AIDS in SS-Africa: Ch 2-5  Will to Live: Ch 4 | “Stopping the Spread of HIV”  “Pros and Condoms”  “Lovers Lie for Sex” | **Journal Check** |
| **13** | * Strategies, Tactics and Timing * Persistent Plagues | Epidemics: Ch 5 and 6  Handout  Will to Live: Ch 5 |  | **Final Term Paper Due** |
| **14** | Student Presentations |  | Student Presentations | **Presentation on AIDS in your Selected Country** |
| **15** | Student Presentations?  Reflections and Hope | Handouts and student identified readings  Will to Live: Ch 6 and 7 | Student led discussions  SL reflection | **Readings and experiences to share/discuss** |
| **16** | Final Exams |  |  | **Final = Reflection Paper** |