

Term Information

Effective Term Spring 2024
Previous Value Spring 2018

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Increase credit hours from 3 to 4. Change course into a high impact GE theme course (Origins and Evolution).

What is the rationale for the proposed change(s)?

We seek to increase course credit because we have added one additional meeting per week to accommodate the semester long group project. "HIV: From Microbiology to Macrohistory fits the Origins and Evolution GE Theme by simultaneously putting scientific processes and the effects of disease into historical context so students understand (and critique) both the origin of HIV and how human culture contributed to the evolution of HIV into a global epidemic.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Microbiology
Fiscal Unit/Academic Org Microbiology - D0350
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3704
Course Title HIV: From Microbiology to Macrohistory
Transcript Abbreviation HIV Microbio Hist
Course Description This course is an interdisciplinary exploration of HIV/AIDS, tracing the evolution of the virus at both the molecular level and within its global historical context. This course is team-taught by a virologist and a historian.
Semester Credit Hours/Units Fixed: 4
Previous Value Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never

Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value [Columbus](#)

Prerequisites and Exclusions

Prerequisites/Corequisites None
Previous Value [Prereq or concur: English 1110.xx, or permission of instructor.](#)

Exclusions Not open to students with credit for History 3704.
Electronically Enforced Yes

Cross-Listings

Cross-Listings Cross-listed in History.

Subject/CIP Code

Subject/CIP Code 26.0502
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Origins and Evolution

The course is an elective (for this or other units) or is a service course for other units

Previous Value

[The course is an elective \(for this or other units\) or is a service course for other units](#)

Course Details

Course goals or learning objectives/outcomes

- Acquire a perspective on the history of HIV and an understanding of the health-related factors that have shaped the evolution, progression, and treatment of the virus.
- Display knowledge about the origins/nature of contemporary scientific, medical, and social issues and develop a foundation for comparative understanding of other diseases.
- Think, speak, and write critically about primary and secondary historical sources. Students will examine diverse interpretations of past events related to the history of science, tropical medicine, political formulations, and economic structures
- Understand HIV evolution and diversity, and how the forms of this virus have impacted their environment, including their roles in human health and disease.
- Acquire the ability to appraise scientific data related to HIV/AIDS presented in the popular press for accuracy and scientific merit and understand issues and ethical conflicts associated with using biotechnology.
- Course also includes GE and GE theme learning outcomes, which are listed on the syllabus.
- [Students will acquire a perspective on and understanding of the history of HIV](#)
- [Students will understand evolutionary processes of viruses and their impact on the environment](#)
- [Students will acquire the ability to appraise scientific data and ethical conflicts](#)

Previous Value

Content Topic List

- Perceptions and misconceptions of HIV/AIDS
 - The scientific method
 - Darwinian evolution
 - Germ theory
 - Immunology
 - Nationalism and colonialism
 - Social stigma of HIV/AIDS
 - Globalization
 - Treatment of HIV/AIDS
 - HIV/AIDS denialism
- No

Sought Concurrence

Attachments

- M3704_coverletter.pdf: Cover Letter
(Cover Letter. Owner: Kwiek, Jesse John)
- Syllabus 3704_original.pdf: Original (2015) syllabus
(Syllabus. Owner: Kwiek, Jesse John)
- Syllabus 3704_new.pdf: New (2024) syllabus
(Syllabus. Owner: Kwiek, Jesse John)
- HM3704_Interdisciplinary_inventory.pdf: High Impact GE inventory
(Other Supporting Documentation. Owner: Kwiek, Jesse John)
- HM3704_submission-origins-evolution.pdf: GE O&E justification
(Other Supporting Documentation. Owner: Kwiek, Jesse John)
- PK_all.pdf: Appendix 1: Pecha Kucha Project
(Other Supporting Documentation. Owner: Kwiek, Jesse John)
- Coverletter_Nov2023.pdf: Cover letter_revision
(Cover Letter. Owner: Ruiz, Natividad)
- Syllabus 3704 s24_revised.docx: Marked revised syllabus
(Syllabus. Owner: Ruiz, Natividad)
- Syllabus 3704 s24_revised_clean.docx: Unmarked revised syllabus
(Syllabus. Owner: Ruiz, Natividad)

Comments

- See feedback email sent 10-27-2023 *(by Steele, Rachel Lea on 11/03/2023 07:17 AM)*

COURSE CHANGE REQUEST
3704 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/03/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Kwiek, Jesse John	08/18/2023 09:53 AM	Submitted for Approval
Approved	Kwiek, Jesse John	08/18/2023 09:54 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/22/2023 09:22 AM	College Approval
Revision Requested	Steele, Rachel Lea	11/03/2023 07:17 AM	ASCCAO Approval
Submitted	Ruiz, Natividad	11/03/2023 08:44 AM	Submitted for Approval
Approved	Ruiz, Natividad	11/03/2023 08:46 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/03/2023 05:06 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/03/2023 05:06 PM	ASCCAO Approval



3 November 2023

RE: History/Microbiology 3704

Dear Colleagues,

We are grateful for the helpful feedback from the ASCCC on our proposal to convert History/Microbiology 3704 from a 3-credit course into a 4-credit, High-Impact Practice, New GE Theme (Origins and Evolution) course. Just below my signature, the course instructors offer a point-by-point response to the feedback from the committee. We thank you for your consideration.

Regards,

Natividad Ruiz

Professor of Microbiology
Vice Chair for Teaching & Undergraduate Affairs



1. **Contingency:** The reviewing faculty ask that the department include a cover letter explaining what has been changed in response to the committee's feedback. **Changes to the syllabus indicated by yellow highlighting (markup version). A clean version is also provided.**
2. **Contingency:** The reviewing faculty ask that the departments include in the GEN Submission form and/or the syllabus more information about the course's connection to deep time. Specifically, they are concerned about the short time frame (<100 years) of evolution that is studied regarding HIV, and they ask that the course give some attention to situating this particular virus into the larger evolutions of viruses in general. **We now dedicate lectures 5 & 55 to the evolution of viruses, and the final reflection (week 14) will focus on viral origins and evolution. These classes will draw from the following sources:**
 - a. Scientific American – *Decoded*, "What is a virus?"
<https://www.scientificamerican.com/video/decoded-what-is-a-virus-exactly/>
 - b. Understanding Evolution: <https://evolution.berkeley.edu/evo-news/the-deep-evolutionary-history-of-the-new-coronavirus/>
 - c. "Viral evolution in deep time: lentiviruses and mammals." by Rob Gifford.
<https://www.sciencedirect.com/science/article/pii/S0168952511001879?via%3Dihub>
 - d. Darwin's surprise – New Yorker Article about endogenous retroviruses.
<https://www.newyorker.com/magazine/2007/12/03/darwins-surprise>
3. **Contingency:** The reviewing faculty note that this course is not approved as a [Legacy GE Historical Study course](#). They ask that the department remove the mention of GEL Historical Study and its goals and ELOs from the syllabus (pg. 2). **Removed as suggested.**
4. **Contingency:** As a part of this request, History 3704 has an updated pre-requisite for the new General Education ("Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor."), while Microbiology has retained the previous pre-requisite ("Prereq or concur: English 1110.xx, or permission of instructor."). While the update made by the Department of History is recommended but not required, the reviewing faculty do ask that both courses have identical pre-requisites in curriculum.osu.edu. **We have removed the prerequisites to harmonize with the recent decision taken by the Department of History to remove all requirements.**
5. **Contingency:** The Arts and Sciences Curriculum Committee asks that the Religious Accommodations statement on pg. 9 of the syllabus be replaced with the university's new statement on religious accommodations. This required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website](#). The Subcommittee thanks you for adding this statement to your course syllabus. **Replaced as suggested.**
6. **Recommendation:** The reviewing faculty recommend that the college use the most recent version of the Student Life Disability Services Statement (syllabus pgs. 9-10), which was updated to reflect the university's new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#). **Replaced as suggested.**
7. **Recommendation:** The reviewing faculty recommend that the departments further develop the course's discussion of science denialism and its consequences for public health. **Lectures 27 & 28 now focus on HIV Denialism and its consequences, and they include an active learning Jigsaw exercise.**
8. **Comment:** The reviewing faculty found this to be an excellent example of Interdisciplinary and Integrative Collaborative Teaching. **Thank you.**

HIV: From Microbiology to MacrohistoryHistory or Microbiology 3704
Spring 2024**COURSE INFORMATION**

- **Course times:** Tuesday, Wednesday, Thursday, & Friday, 12:40p.m.- 1:35 p.m.
- **Location:** TBD
- **Credit hours:** 4
- **Mode of delivery:** In-person
- **Prerequisite or concurrent:** None.

INSTRUCTORS

- **Name:** Jesse Kwiek, Ph.D. (he/him) Professor
Department of Microbiology
Thomas F. McDow, Ph.D. (he/him)
Associate Professor
Department of History
- **Office:** Biological Sciences, Room 476
Dulles Hall, Room 361
- **Email:** kwiek.2@osu.edu
mcdow.4@osu.edu
- **Student hours:** Coffee time (see Carmen), and by appointment
Coffee time (see Carmen), and by appointment
- **Preferred means of communication:**
 - Our preferred method of communication for questions is **email**. Please include **both instructors** on your email.
 - Our class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

COURSE GRADER

- **Name:** TBD
- **Email:** TBD
- **Student hours:** TBD

COURSE DESCRIPTION

This course is an interdisciplinary exploration of HIV/AIDS. In 2022, an estimated 39 million people around the world were living with HIV, a number startlingly close to the estimated number of people who have died from AIDS since 1981. Unlocking the virological secrets of HIV/AIDS has been one of the grand scientific challenges of the last three decades, and the disease remains one of the world's most serious challenges to human health and development. The burden of the disease is uneven globally,

and sub-Saharan Africa, where the disease originated, is home to 69% of those living with HIV today. How did this virus and this global pandemic come to be? The course considers the origin of the virus and traces its evolution at both the molecular level and within its global historical context. Team-taught by a virologist and a historian, the goal of the class is to put the sciences and humanities in conversation.

This Origins and Evolution GE Theme course will simultaneously put scientific processes and the effects of disease into historical context so students understand (and critique) both the origin of HIV and how human culture has contributed to the evolution of HIV into a global epidemic. For example, students will apply the theory of evolution by natural selection to explain the origin of HIV (chimpanzees in Africa) and the ability of HIV to develop drug resistance and evade an effective vaccine. Students will also understand how colonial rule and the creation of the extractive economies of central and southern Africa set in motion population movements, wealth inequalities, and structures of power that amplified the effects—decades later—of HIV and contributed to what would become a global pandemic. Although the academy approaches the medical facts of disease and its social consequences through distinct disciplines, those living with HIV experience all aspects of the disease.

LEARNING OUTCOMES

This course examines the human immunodeficiency virus (HIV) as both a scientific phenomenon and a historical entity. The course is interdisciplinary and encourages students to take intellectual risks in asking questions and trying to learn new methodologies. The course aspires to convey broad and differing perspectives as a means of demonstrating the interconnectivity of scientific and humanistic learning. By the end of this course, students should successfully be able to:

- Acquire a perspective on the history of HIV and an understanding of the health-related factors that have shaped the evolution, progression, and treatment of the virus.
- Display knowledge about the origins/nature of contemporary scientific, medical, and social issues and develop a foundation for comparative understanding of other diseases.
- Think, speak, and write critically about primary and secondary historical sources. Students will examine diverse interpretations of past events related to the history of science, tropical medicine, political formulations, and economic structures in their historical contexts.
- Understand HIV evolution and diversity, and how the forms of this virus have impacted their environment, including their roles in human health and disease.
- Acquire the ability to appraise scientific data related to HIV/AIDS presented in the popular press for accuracy and scientific merit and understand issues and ethical conflicts associated with using biotechnology.

NEW General Education Theme: Origins and Evolution.

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will appreciate the time depth of the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.
4. Successful students will understand the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1. Illustrate their knowledge of the time depth of the universe, physical systems, life on Earth, humanity, or human culture by providing examples or models.
- 3.2. Explain scientific methods used to reconstruct the history of the universe, physical systems, life on Earth, humanity, or human culture and specify their domains of validity.
- 3.3. Engage with current controversies and problems related to origins and evolution questions.
- 4.1. Describe their knowledge of how the universe, physical systems, life on Earth, humanity, or human culture have evolved over time.
- 4.2. Summarize current theories of the origins and evolution of the universe, physical systems, life on Earth, humanity, or human culture.

HOW THIS COURSE WORKS

Mode of delivery: This is officially an in-person class, and we plan to have every class meeting in person. If necessary, however, we are allowed to have up to 25% classes online according to the definition of in-person teaching. Please follow our class conversations and your OSU email in case we are meeting online. Any change will be announced as soon as possible to help planning.

In the case that we must go virtual: Our plan is to have **synchronous sessions on Zoom**. During Zoom sessions we ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

Credit hours and work expectations: This is a 4 credit-hour GE course. According to [Ohio State bylaws on instruction](https://go.osu.edu/credit-hours) (go.osu.edu/credit hours), students should expect around 4 hours per week of time spent on direct instruction in addition to 8 hours of homework.

Attendance and participation requirements: Students are expected to attend all meetings of the class. Research shows regular participation is one of the highest predictors of success. Preparation for in-class participation and contributions are important to student learning and are weighed heavily in the final grade. That said, our grading schema also makes allowances for students who must miss class for other obligations and/or health and quarantining.

Expectations for Challenging Discussions. History/Microbiology 3704 relies on discussion and dialogues between class members. We will deal with controversial topics about which individuals may have strong and differing opinions. Our class sessions will undoubtedly include disagreements, emotional uncertainty, and, possibly, heated arguments. You may walk away from one or more of our class sessions feeling angry, frustrated, and/or offended. It is crucial that we work together to cultivate a respectful classroom space in which everyone can share their reactions comfortably. This means being considerate and patient with everyone else in the room. Verbal bullying and personal attacks will not be

tolerated under any circumstances. (Statement adapted from Shed Siliman's 2019 lecture "Calling In: Turning Discomfort into Generative Movements.")

Email: In academic and professional settings, all emails should have a descriptive subject line ("Question about HIV course assignment"), begin with a respectful salutation ("Prof. Kwiek" or "Prof. McDow"), and conform to standard English with proper punctuation and capitalization. Because this is a team-taught course, both professors must be copied on messages related to the class. For an excellent overview of how to "send smart emails" see this article, "[How to Build Relationships with Teachers: Advice from College Professors](#)"

Copyright Protection: The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course. Posting class material (e.g., slides, notes, reflection questions) onto the internet is strictly prohibited. This includes note sharing sites like Chegg, CourseHero, and others.

COURSE MATERIALS, FEES AND TECHNOLOGIES

Required Materials and/or Technologies

Jacques Pepin's *The Origins of AIDS, revised edition* (2021; ISBN-10 1108720390; ISBN-13 9781108720397; Online ISBN 9781108767019). [This is the second edition of the book. It is revised and updated, please make sure you purchase this edition.]

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested*
- **Microphone:** built-in laptop or tablet mic or external microphone*
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access

*You will need these if we must shift to virtual classes.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](http://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

Hypothes.is: Hypothes.is is a social annotation platform that enables you to comment on reading, assignments and engage in discussion about texts with your classmates. You can access Hypothes.is through Carmen. Instructions on how to use Hypothes.is with Carmen can be found here:

<https://web.hypothes.is/help/introduction-to-the-hypothesis-lms-app-for-students/>

CarmenCanvas Access

You will need to use [BuckeyePass](http://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you can connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](http://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](http://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes if you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at

[614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](http://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](http://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](http://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** go.osu.edu/it
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** servicedesk@osu.edu

GRADING: HOW YOUR GRADE IS CALCULATED

Assignment Category	Points
Participation	15%
Reflections	15%
Quizzes	15%
Midterm Assessment	20%
Pecha Kucha	35%

See [Course Schedule](#) for due dates.

DESCRIPTIONS OF MAJOR COURSE ASSIGNMENTS

Participation (15%)

Description: Students are expected to attend all meetings of the course. Preparation before class (reading and online participation via Hypothes.is) and in-class participation (e.g., TopHat polls, small group and full class discussions) are important to student learning and are weighed heavily in the final grade. The rubric on preparation, participation, and contribution is listed below. The highest participation grades will go to those who help build the discussions through their own contributions and their questions to peers. The most valuable contributions often begin with the words, “I don’t understand.” Coming to class prepared and answering questions from your peers and your instructor are also helpful.

Note that students who are not in class are unable to participate and students with spotty or poor attendance will have lower participation grades. If you must miss class, you are responsible for the contents of the lecture and/or discussion. If you miss class on the day of a quiz or in-class assessment, you will not be permitted to make it up without prior arrangement with the instructor. In most cases it is not possible to make up in-class participation activities and exercises. These are weighted in the schedule to allow for contingencies when a student may have to miss class. That is, the grading schema makes allowances for students who must miss class for other obligations and/or health.

Participation Rubric Adapted from The Teaching Professor, March 2005 (also see: <https://dornsife.usc.edu/teaching-in-dornsife/blog-post-27>)

	Exceeds expectations	Meets expectations	Approaches expectations	Does NOT meet expectations
Preparation	Arrives on time fully prepared at every class session	Arrives mostly, if not fully, prepared (ongoing)	Inconsistent preparation	Rarely or never prepared

Participation	Plays an active role in discussions, both in class and on Hypothesis (ongoing)	Participates constructively in discussions (ongoing)	When prepared, participates constructively in discussions	Comments vague if given; frequently demonstrates lack of interest
Contribution to Class	Comments in class and on Hypothesis advance level and depth of dialogue (consistently)	Makes relevant comments based on assigned material (ongoing)	When prepared, relevant comments are based on assignments	Demonstrates a noticeable lack of interest

YOU WILL POSITIVELY AFFECT YOUR PARTICIPATION GRADE BY:

1. Becoming more active and/or making more effective comments that raise overall level of discussion, both in person and on Hypothesis.
2. Asking thoughtful questions that will enhance discussion and engage peers.
3. Listening carefully to, supporting, and engaging your peers in discussion.

YOU WILL NEGATIVELY AFFECT YOUR PARTICIPATION GRADE BY:

1. Not attending class (unexcused), or **arriving to class late**.
2. Using electronic devices (e.g., cell phone, iPad, computer, etc.) for personal, non-class related reasons.
3. Dominating class discussions, thereby restricting others' participation.
4. Making offensive, and/or disrespectful comments during discussions (see the next section).

Hypothes.is helps you master readings faster, understand the material better, and get more out of your classes. To achieve this goal, you will be collaboratively annotating many assignments with others in your class. The help you'll get and provide your classmates (even if you don't know anyone personally) will get you past confusions quickly and will make the process more fun. While you read, you can ask questions and receive answers to your questions, help others resolve their questions (which also helps you learn), and advise the instructor how to make class time most productive. You can start a new annotation thread in Hypothes.is by highlighting text, asking a question, or posting a comment; you can also add a reply or comment to an existing thread. Each thread is like a chat with members of your class, and it happens in real time. Your **goals** in annotating each reading assignment are *to stimulate discussion by posting good questions or comments* and *to help others by answering their questions*.

Research shows that by annotating thoughtfully, you'll learn more and get better grades, so here's what "annotating thoughtfully" means: Effective annotations *deeply engage points in the readings, stimulate discussion, offer informative questions or comments, and help others by addressing their questions or confusions*. To help you connect with classmates, you can "mention" a classmate in a comment or question to have them notified by email (they'll also see a notification immediately if online), and you'll also be notified when your classmates respond to your questions. Annotation tips can be found here: <https://web.hypothes.is/annotation-tips-for-students/>. You can find out more on ways to annotate here: <https://web.hypothes.is/blog/back-to-school-with-annotation-10-ways-to-annotate-with-students/>

Midterm Assessment (20%)

Description: This assessment serves to evaluate student progress and allow students to respond to the ideas of the course. In general, the exam requires short answers and essays, and rather than simply repeat what students have learned, they will be asked to apply their knowledge. Students should be candid in their papers, and all work should be their own. In the even that we must move to virtual learning, we will adapt these assessments appropriately.

Reflections and Quizzes (30% total)

Description: The course will have regular (approximately once per week) quizzes or reflective writing.

These assess both factual knowledge and interpretive ability. Most of these will be on-line outside of class time. Students will be given a window (24 or 48 hours) for these assignments, and students may drop their lowest scoring quiz. Make-up quizzes will only be allowed for medical or legal emergencies. Students are expected to inform the instructor of such emergencies in a timely manner. Students will be expected to present proof of the emergency, such as an official statement from the University Medical Center. (The “Explanatory Statement for Absence from Class” that can be found on the Wilce Health Center website does not constitute an official statement.) Students who qualify for a make-up quiz must submit proof of the emergency to the instructors within five days of the scheduled exam.

Reflection Rubric

	Exceeds expectations	Meets expectations	Does NOT meet expectations
Links to concepts	Excellent, thoughtful engagement with intellectual/academic concepts from the class	Good engagement with intellectual/academic concepts from the class	Superficial or no engagement intellectual/academic concepts from the class
Makes Connections	Identifies and elaborates on good connections within course content (and/or with personal experiences)	Some effort to make connections within course content (and/or with personal experiences)	Does not make adequate connections within course content (and/or with personal experiences)
Organization	Good thesis statement and clear framing/organization	Acceptable thesis statement, some framing/organization	No thesis statement or obvious framing/organization
Specificity	References specific concepts, moments, or insights	Includes some degree of specificity but could be more specific	Tends toward generalizations or sweeping judgments
Writing	Well written and clear with good evidence of proofreading and editing. Correctly cites material references	Writing, editing, and proofreading are acceptable. Some issues with citations and acknowledgements	Writing, editing, or proofreading is an impediment to understanding and thus needs more attention

Pecha Kucha Project (35%)

Description: Working in groups of four, students will develop a presentation on a transformative, controversial, or an unknown/underappreciated aspect of the history of HIV and elucidate the moment. The presentation must consider the topic from a multidisciplinary perspective, drawing on both scientific and historical knowledge. Each group will prepare and deliver a 20-slide presentation to the class. Each slide will be displayed for 20 seconds (so each presentation = 6’40”). This is a semester long project that will unfold in several steps including a project proposal, an annotated bibliography, a peer review, and a project portfolio. Presentations will be in mid-April with the portfolio due at the end of classes. Documents describing each step of the Pecha Kucha will be posted on Carmen.

SUBMISSION OF WORK

All work for class is due when indicated in Carmen. All papers must be submitted electronically via Canvas, with your last name as the first word in the file name. Unless otherwise indicated, all written assignments should be typed, double-spaced, with 1-inch margins and in a 12-point font. Your name should be on the first page and all pages should be numbered. Unless stated otherwise, all work should be completed on your own (not with partners). All direct quotes and any outside material must be cited. All written assignments must be submitted through Carmen (not via email). They will be scanned through Turnitin Feedback Studio for originality. Prior to document submission, we encourage you to scan your work with [iThenticate](#) in order to identify and correct any citation omissions.

Academic integrity: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow [MLA/APA/Chicago etc.] style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Collaboration: While we encourage students to collaborate on group projects, collaboration at the level of a class wide GroupMe or similar messaging system to share answers or cheat on exams is unauthorized and will be treated as academic misconduct. Please ask if you are unsure about appropriate collaboration.

Late work and Extensions: All students are responsible for knowing and adhering to the deadlines for course assignments. However, we know that life happens, so we have a system to structured flexibility that perhaps is best expressed this way: *Extension Request + New Due Date (within one week of original assignment) = Automatically Granted Extension*. The extension request must be made as a comment on the Carmen assignment in question. You do NOT have to give a reason, there is no penalty for using an extension, and there is no limit to the number of extensions you can request in a semester. Note, there will be a small number of assignments for which extensions are not available. For full instructions and guidelines on using these extensions, please see Carmen. You do not need to have an extension to submit late work. Work submitted late with no extension will incur a late penalty of 10% per day. All work must be submitted via Carmen, not email.

GRADING SCALE (Final Grade will NOT be rounded)

93–100: A	80–82.9: B-	67–69.9: D+
90–92.9: A-	77–79.9: C+	60–66.9: D
87–89.9: B+	73–76.9: C	Below 60: E
83–86.9: B	70–72.9: C-	

ACADEMIC INTEGRITY POLICY

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State’s Academic Integrity Policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact us.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights

offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th floor of the Younkin Success Center and the 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available 24/7 **by dialing 988 to reach the Suicide and Crisis Lifeline.**

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Accessibility Accommodations for Students with Disabilities

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

COURSE SCHEDULE. Refer to the Carmen Canvas course for most up-to-date information.

Week	Class	Day	Date	Topic	Pre-assignment	Assessment
1	1	Tue	Jan 9	Introduction	Introduce yourself to class	Implicit Bias Quiz
	2	Wed	Jan 10	HUMAN Immunodeficiency Virus	Podcast: Patient Zero	
	3	Thu	Jan 11	HUMAN Immunodeficiency Virus	Hypothes.is: Wainaina Essay, Verghese Chapter, Denver Principles	
	4	Fri	Jan 12	Mr Graig Cote	GLAAD media guide , Kirwan Implicit Bias modules	
2	5	Tue	Jan 16	VIRUSES – Origins & Evolution	"Darwin's surprise" "What is a virus?"	Cote Reflection, PK1: Preliminary Ideas
	6	Wed	Jan 17	Human Immunodeficiency VIRUS	Hypothes.is: Pepin Intro, Ch 1	
	7	Thu	Jan 18	Human Immunodeficiency VIRUS	Pepin Ch 2,3Hypothes.is: Nature Article	
Week	Class	Day	Date	Topic	Pre-assignment	Assessment
	8	Fri	Jan 19	Pecha Kucha (PK)	PK Workday	
3	9	Tue	Jan 23	Human IMMUNODEFICIENCY Virus	Fauci Article	HIV Biology Quiz
	10	Wed	Jan 24	Human IMMUNODEFICIENCY Virus		
	11	Thu	Jan 25	HIV transmission	Pepin Ch 4,7	
	12	Fri	Jan 26	Pecha Kucha	PK Concept Fair	
4	13	Tue	Jan 30	HIV evolution & phylogeny	Pepin Ch 10	History Lab: Photographs, PK2: Project Statement
	14	Wed	Jan 31	African origins, continuity, change	Pepin Ch 5,6	
	15	Thu	Feb 1	African origins, continuity, change	Hypothes.is: Comber, Grenfell Reading	
	16	Fri	Feb 2	Pecha Kucha	PK Workday	
5	17	Tue	Feb 6	Colonial medicine and its legacies	Pepin Ch 8,9	Making Analogies Reflection
	18	Wed	Feb 7	Colonial medicine and its legacies	Hypothes.is: Coquery-Vidrovitch Reading	
	19	Thu	Feb 8	WWI, decolonization	Pepin Ch 11	
	20	Fri	Feb 9	Pecha Kucha	PK Workday	
6	21	Tue	Feb 13	Global spread of HIV	Pepin Ch 12	PK3: Annotated Bibliography
	22	Wed	Feb 14	Global spread of HIV	Pepin Ch 13	
	23	Thu	Feb 15	"Discovery" of HIV	Gladwell Podcast: Obscure Virus Club	

	24	Fri	Feb 16	Pecha Kucha	PK Workday	
7	25	Tue	Feb 20	1980's: Society and politics	Movie: " United in Anger. "	Patient Zero Reflection
	26	Wed	Feb 21	1980's: Society and politics. Patient Zero.	Movie: " And the Band Played On. " Hypothes.is: Worobey Article on " Patient Zero. "	
	27	Thu	Feb 22	HIV Denialism	Hypothes.is: NIH Statement on HIV causing AIDS	
	28	Fri	Feb 23	Denialism Discussion (JigSaw Format)	Readings on HIV Denialism (JigSaw,	
Week	Class	Day	Date	Topic	Pre-assignment	Assessment
					readings by Blattner, Mullins, Duesberg, Goodson).	
8	29	Tue	Feb 27	Early global efforts to control HIV	Pepin Ch 14, 15	HIV Quiz 2
	30	Wed	Feb 28	Antiretroviral therapy and evolution of drug resistance	Movie: " Fire in the Blood. "	
	31	Thu	Feb 29	HIV prevention: Vaccine, Cure	Hypothes.is: " I am the Berlin Patient. "	
	32	Fri	Mar 1	Pecha Kucha	PK Workday	
9	33	Tue	Mar 5	HIV prevention: Treatment as Prevention, Pre-Exposure Prophylaxis	Watch CDC Video: " PrEP: an HIV prevention option. "	None
	34	Wed	Mar 6	Synthesis	Exam Review	
	35	Thu	Mar 7	EXAM	EXAM	
	36	Fri	Mar 8	Pecha Kucha	PK Workday	
	No class	T-F	Mar 12-15	Spring Break		Spring Break
10	37	Tue	Mar 19	HIV in the world	Hypothes.is: UNAIDS Report	PK4: Draft Presentation
	38	Wed	Mar 20	HIV in the world	Ted Talk: " Gapminder: Insights on HIV, in stunning data visuals. "	
	39	Thu	Mar 21	Vertical HIV transmission	WHO Video: " Mothers, babies, and HIV: a story of INSPIRE. "	
	40	Fri	Mar 22	Pecha Kucha	PK Workday	

11	41	Tue	Mar 26	Ethics of clinical trials	CITI Training - Human Subjects Research	PK5: Peer Review
	42	Wed	Mar 27	Ethics discussion (JigSaw format)	Hypothes.is: Connor Article , Dabis Article	
	43	Thu	Mar 28	HIV in the USA	Documentary: " Endgame: HIV in Black America. "	
Week	Class	Day	Date	Topic	Pre-assignment	Assessment
	44	Fri	Mar 29	Pecha Kucha	PK Workday	
12	45	Tue	Apr 2	MOZAIC discussion	Read speaker Bio	Global response Reflection
	46	Wed	Apr 3	PEPFAR	NYT Reading & Video	
	47	Thu	Apr 4	Global response	Hypothes.is: "No Time to Lose: A Life in Pursuit of Deadly Viruses."	
	48	Fri	Apr 5	Pecha Kucha	PK Workday	
13	49	Tue	Apr 9	PK Presentations	Rehearse/practice - Groups 1-5	Ask Questions of Classmates
	50	Wed	Apr 10	PK Presentations	Rehearse/practice - Groups 6-10	
	51	Thu	Apr 11	PK Presentations	Rehearse/practice - Groups 11-15	
	52	Fri	Apr 12	PK Presentations	Rehearse/practice - Groups 16-20	
14	53	Tue	Apr 16	PK Presentations	Rehearse/practice - Groups 21-25	Virus Origins and Evolution Reflection
	54	Wed	Apr 17	PK Presentations	Rehears/practice - Groups 26-30	
	55	Thu	Apr 18	HIV & COVID	Coronavirus Origin & Evolution	
	56	Fri	Apr 19	Lessons Learned and Ignored	NYT Essay: COVID Lessons from HIV	
15	-	Tue	Apr 23			PK 6: portfolio

Overview of the Pecha Kucha Project

This document contains a detailed look at the semester-long project that students in History/Microbiology 3704 will undertake in groups of four. The project is scaffolded throughout the semester with some work that is individual and some work that is done by the group collectively. The presentation is in the Pecha Kucha format (20 slides that autoadvance every 20 seconds), and the steps are designated PK1-PK7, from generating potential research topics to reflecting on the work that they have done. We have provided full details (including rubrics) below.

PK1a: Preliminary Ideas and Concept Fair: Pecha Kucha Project [one submission per person]

Preliminary Ideas and Concept Fair: Pecha Kucha Project, Step 1

Initial submission due via Carmen quiz before 8 pm on Sunday, January XX.

All students must be in class on Thursday, January XX to present/discuss their ideas.

The purpose of this assignment is to begin thinking about your final project for the class, a presentation on one aspect of HIV/AIDS, and to share your ideas with your classmates. The research questions and explanations that students write will be shared with the whole class, and we will use our class period on Thursday, January 26 to discuss these ideas, choose topics, and form working groups.

Pecha Kucha Overview. For the final project, students will work together in groups of **four** to research and prepare a presentation on some aspect of HIV/AIDS, and each student will submit a portfolio of their work on the project. The projects should address a transformative, controversial, or unknown/underappreciated aspect of the history of HIV from a multidisciplinary perspective. The final projects will be presented in class on April 11, 13, and 18. Each group will present their project using the Pecha Kucha format: 20 slides that advance automatically every 20 seconds. Thus each presentation will be exactly 6'40".

The task for the moment, however is to generate ideas for the Pecha Kucha project. What are you interested in learning about and explaining to others? What aspects of HIV/AIDS do you find most compelling? From what you know now, are there moments in the story of HIV/AIDS that you believe are transformative, controversial, or unknown/underappreciated? Aspects that you would like to explore more? Stories that you would like to tell? As you've seen the reaction to COVID-19, what questions does that make you ask about HIV?

Note that the range of options here is as wide as your imagination. Projects could deal with the intricacies of long acting injectable therapies; the history of Haitian blood banks; metaphors of illness in Zimbabwean literature; or the sociology of the AIDS quilt. This is a multidisciplinary course about a phenomenon with deep scientific roots and broad human connections.

We want to help you find good ideas. You might listen to the RadioLab podcast again—it gives a strong overview of HIV with both scientific and humanistic aspects. Also note that you might listen to the "Seasons of Hope...Spring" podcast, a collection of 51 stories written by those infected and affected by HIV/AIDS ([https://thespringreunion.com/Links to an external site.](https://thespringreunion.com/Links%20to%20an%20external%20site.)), browse articles in the popular press (New York Times, BBC, etc.) or consider abstracts on a site like PubMed (<http://www.ncbi.nlm.nih.gov/pubmed>) or from a journal like Social Science and Medicine (accessible through the library's website). We have also created a document that has some potential starting points that we would like you all to read. In all of these, pay attention to what you think is interesting or curious—your own spirit of inquiry will be an important driver here.

Assignment: Write up one specific research question or topic that you would like to work on for your final project. There are four important steps in this process:

1. Read the document "[Potential Starting Points for PK1](#)" on Carmen. This set of starting points are intended to help you go deeper into topics. You do not have to use one of the suggested starting points, but our expectation is that the question or topic you submit will not be superficial. You can of course also look for inspiration in scholarly journals or journalistic sources.
2. After browsing the suggested topics and carrying out your own exploration, identify the question/topic you would like to pursue and write a paragraph about it. (Further details on content below.) Remember, this assignment is only a starting point so that you can share your idea with others. It is assumed that as we go further in this course and as you begin to collaborate with classmates that you will refine, redefine, or completely change topics.
3. Submit your title/topic/question and explanatory paragraph via Carmen quiz/survey.
4. Before class on January 26, read all of your classmates' proposed ideas and come to class prepared to discuss the ones you find most interesting.

Content: Your submission on Carmen will have three parts: a research question/topic, an explanatory paragraph, and a reflection. Note that each student will submit ONE research question/topic.

1. **Title/Topic/Research question:** in one question or short phrase explain the central aspect of the project you propose. **The more specific you can be the better.** Thus if you can, identify a particular aspect of a cellular/viral process; name a country (or better yet a region within the country) rather than a continent; and limit the time frame to a certain span of years. Of course, it is perfectly acceptable to have a very general idea at this point. Some examples:
 - What scientific discovery(s) enabled Timothy Brown to be cured of HIV? Why can't a similar intervention be scaled up?
 - An exploration of injecting drug users in Russia and their access to care in the 1990s
 - Social marketing vs. state mandate: approaches to condom uptake in Thailand and Cambodia
 - History of AIDS at OSU
2. **Discussion/explanation of topic:** write a short paragraph (≤ 150 words) that explains your research question, gives more information about the topic, or asks more questions that you would like to answer. Be as specific as possible. The point here is to elaborate on the topic so that others can know what you're thinking. The challenge is to do so in a limited number of words. Your topic and discussion/explanation will be shared with other students without identifying the author.

Audience: The ideas that you are presenting are for your classmates and your instructors. We have a common base of knowledge, so, for instance, you do not need to explain what HIV/AIDS is. At the same time, give context or background to aspects that will be new to most people. In writing, polished, clear writing is best.

Next steps: Shortly after the submission deadline, the instructors will post a document that lists all of the proposed research questions/topics and discussions/explanations.

Each student will read all of the proposals and consider them before class on Thursday, January 26. In class we will have a Concept Fair in which students will think about and discuss the various topics presented, identify areas of interest, and form groups around topics. Thus it is important for you to read the ideas ahead of time and think about the ones that you find most interesting. Come with questions and prepare to build on other people's ideas.

Assistance: This assignment is the first step of several in completing your final project. If you have any questions about this assignment or any aspect of this project (or the class) please contact us (kwiek.2 and mcdow.4). We are happy to meet with during office hours, before or after class, or any mutually agreed upon time. We want you to be successful.

PK1b: PK Concept Fair [Mandatory Attendance]

Directions: In class on Friday, January XX we will have a *Concept Fair*, in which students will think about and discuss the various topics presented, identify areas of interest, and form groups around topics.

The mandatory attendance on this day was discussed on Day 1 and included in the syllabus. If you are unable to attend you must contact the instructors beforehand.

Before class you will need to read your classmates' concepts/ideas and think about the ones that you find most interesting. [You and your classmates will have submitted your ideas via [PK 1 Preliminary Idea Submission](#)]. Come to the Concept Fair with questions and prepare to build on other people's ideas.

1. Read [PK1.1 Catalog of Preliminary Ideas for Pecha Kucha Project](#) Download PK1.1 Catalog of Preliminary Ideas for Pecha Kucha Project
2. Come to class with a list of your top 3-4 ideas from the Catalog
3. Attend class on January XX prepared to discuss your top ideas with other people

Outcomes

- Consider and discuss a wide variety of topics related to HIV/AIDS
- Form groups to begin semester-long project (those not present will not have their first choice of topics or groups)

Resources

- Catalog of Preliminary Ideas for Pecha Kucha Project

PK 2: Initial Group Statement of Project [One submission per group]

The purpose of this assignment is to state clearly the starting point of the group project, a presentation on one aspect of HIV/AIDS. In this assignment you will explain your project and begin to plan the next steps.

For the final project, students will work together in groups to research and prepare a presentation on some aspect of HIV/AIDS, and each student will submit a portfolio of their work on the project. The projects should address a transformative, controversial, or unknown/ underappreciated aspect of the history of HIV from a multidisciplinary perspective. Each group will present their project via video using the Pecha Kucha format: 20 slides that advance automatically every 20 seconds. Thus each presentation will be exactly 6'40".

PK2 Assignment : Following up on the Concept Fair, think about the general topic that you have decided on and begin to think more specifically. For this submission, please write up the research question(s) and/or topic idea(s) that your group will work on for the final project. Include a paragraph of explanation, and a plan for next steps. Note that while your group came together over one or two ideas that you identified in the Concept Fair, you should feel free to combine, elaborate, or improve the ideas you encountered. This assignment is a starting point for your group work, and it is very likely that in the course of carrying out the project your group will refine, redefine, or completely change topics.

Content: This assignment has four parts: a research question/topic, a list of group members, an explanatory paragraph, and a list for work plan and next steps. Details on these are explained below.

Research Question/Topic

Briefly state (1-2 lines of text) **the central aspect of the project** your group is pursuing. This can be in the form of a question or a title/topic overview.

The best topics/questions will be clear and specific.

Group Members

Please list the members of your group.

Discussion/explanation of topic (1-2 paragraphs)

Explain your research question/topic and give more information about it to put it in context. This can be one or two paragraphs, and can include questions you hope to answer with the project. The goal here is to lay out the topic as clearly as possible at this point, *with the understanding that you can change as you move forward*. Some points to keep in mind:

- Be attentive to any assumptions that are built into your research question or topic. Note that you might want to do some preliminary research to make sure that these assumptions are in fact true.
- Projects that are based on comparisons can be hard to achieve, both at the level of analysis and of content. What is the basis for the comparison and what might it tell us? (Comparing two things that are unequal or greatly dissimilar does not tend to reveal much in this format.) How much in-depth knowledge would you need to both points of comparison in order to do them justice? Many PK groups find it is better to focus on one topic, and use small comparisons for counterpoints.
- If your group is focused on a topic that we will also cover in class you will want to make sure you that you doing more/going deeper/adding nuance than what the class covers.
- Provide citations for your work if you are using other people's ideas. We prefer you to write in your own words. If you are using other people's direct language, you must put it within quote marks.

- We are happy to meet with your group at any point in this process if you want help or just to try out your ideas.

The best discussion of the topic will include nuance and detail to explain what why the topic is significant and/or what the group hopes to understand.

QUESTIONS TO CONSIDER as you prepare your work plan: What are the topics that need more research? What particular information do you need to refine your project? How will you identify similar research that has been done on the project? How will you divide the research tasks and how will you work together to combine your findings? What disciplines or points of view will you use to make sure that this is a multidisciplinary project? How does the science of HIV relate to your project? What roles do historical context, contingency, and change over time play in your topic? What kinds of sources will you use? How will you find these? What kinds of visual material will you need for your 20 slides? How will you identify/find/create these? **What story/stories/narrative arc will hold all of this together to make a successful pecha kucha?**

Work plan and next steps (paragraph and/or bulleted list)

What work has already been accomplished, what are the next steps in completing this project? Who has/will be primarily responsible for each step? Build on the in-class brainstorming that you did initially and take the steps to begin to plan your project.

Note that you will have an in-class workday for your PK projects on February 14, so you might think about work that you will complete before the deadline and tasks that you think will happen after that.

For each set of ideas or tasks, *identify which member of the group will be primarily responsible*. (This is a key step of project planning: submissions without assigned tasks will have points deducted)

The best work plans will reflect a thoughtful engagement with the topic and discussion presented above. It will include specific tasks that suggest a way for the group to cover the topic and move forward together.

Format, Editing, and Submission: Please submit one document per group with the following headings bolded and the information/answers for each heading included below it:

- **Research Question/Topic**
- **Group Members**
- **Discussion/Explanation of Topic**
- **Work Plan and Next Steps**

Please edit and proofread your document before submitting it. We will evaluate this work based on the degree of thoughtful engagement, clarity of presentation, following directions. If you have questions about this assignment, please contact your instructors.

PK2 Rubric

Criteria	Ratings						Pts
<p>This criterion is linked to a Learning Outcome Followed instructions Assignment submission follows all instructions for content and organization including listing all names=</p>	<p>2 pts Full Marks</p>			<p>1 pts Partial Marks</p>		<p>0 pts No Marks</p>	2 pts
<p>This criterion is linked to a Learning Outcome Topic Question/Topic The best topics/questions will be clear and specific</p>	<p>5 pts Excellent</p>	<p>4 pts Good</p>	<p>3 pts Satisfactory</p>	<p>2 pts Needs Improvement</p>	<p>1 pts Flawed</p>	<p>0 pts Missing/Absent</p>	5 pts
<p>This criterion is linked to a Learning Outcome Discussion/Explanation of Topic The best discussion of the topic will include nuance and detail to explain what why the topic is significant and/or what the group hopes to understand.</p>	<p>5 pts Excellent</p>	<p>4 pts Good</p>	<p>3 pts Satisfactory</p>	<p>2 pts Needs Improvement</p>	<p>1 pts Flawed</p>	<p>0 pts Missing/Absent</p>	5 pts
<p>This criterion is linked to a Learning Outcome Work Plan The best work plans will reflect a thoughtful engagement with the topic and discussion presented above. It will include specific tasks that suggest a way for the group to cover the topic and move forward together.</p>	<p>5 pts Excellent</p>	<p>4 pts Good</p>	<p>3 pts Satisfactory</p>	<p>2 pts Needs Improvement</p>	<p>1 pts Flawed</p>	<p>0 pts Missing/Absent</p>	5 pts
<p>Total Points: 17</p>							

PK3: Annotated Bibliography [4 sources per person + strong annotations for each]

The purpose of this assignment is to begin to and evaluate the relevant literature for your group's final project and identify an image that will be useful. The process will also help your group gain perspective on your topic and thus refine or focus your project.

For the final project, students will work together in groups to research and prepare a presentation on some aspect of HIV/AIDS, and each student will submit a portfolio of their work on the project. The projects should address a transformative, controversial, or unknown/ underappreciated aspect of the history of HIV from a multidisciplinary perspective. Each group will present their project via video using the Pecha Kucha format: 20 slides that advance automatically every 20 seconds. Thus each presentation will be exactly 6'40".

PK3 Assignment

List and annotate sources that your group is using to inform your final project. These should be the sources that are the *most appropriate and important for understanding or explaining your topic*. One of these sources will be an image. It is assumed that you will add other sources as you develop the project.

Each person should submit an annotated bibliography with at least four sources (one of which must be an image). Each member of the group should submit different sources, and each person will submit their work separately. The annotated bibliographies from each group should complement each other, covering different aspects of the project. You should work together with your group to make sure that you are using different sources.

Content

This assignment has four parts: project overview, bibliography, annotations, and reflection. Each student's submission should have all four, as detailed below.

Project Overview

The project overview includes your research question/topic and a paragraph of explanation about the project. You have written this in your Initial Group Statement of Project Proposal (PK 2). The version included with your annotated bibliography should be your most up-to-date explanation of the project. It is assumed that all members of the group will have the same/roughly the same language in their project overview.

Bibliography

List at least four sources that will be important for your final project. These must include one image and appropriate scholarly/academic sources. Ideally your other three sources will also have some variety (for example, not all be scientific journal articles or all on-line oral history archives.) Your sources should be the most appropriate and important sources for understanding or explaining your topic. They should not be the top three hits from Google or even PubMed. You should evaluate the sources that you list in your bibliography. This means that you will likely need to find more than four sources and choose the best ones.

If you have questions about what are appropriate sources for your project, please contact Prof. Kwiek and Prof. McDow for guidance. If you find yourself googling keywords to find relevant sources, please ask for help. For the historical aspects of your project you may want to locate primary sources. (Remember: Primary sources were created during the period under consideration by people who had direct knowledge or experience of the event, subject, or period they are describing. Scientific papers and conference proceedings that report findings are some of the primary sources available for the history of science or medicine.)

For images, you there are so many options. You can use any image in your presentation but you need to be able to cite it and understand who owns the copyright. For information on images and how to cite them in your annotated bibliography and final project, please see the document "[Image Guidelines for Pecha Kucha](#)" which also includes a list of copyright free images.

List your sources alphabetically by the (first) author's/creator's last name. For the sake of consistency across the class, we ask that you use the Chicago-Style Citation format in either Notes and Bibliography form (more common in the humanities) or Author-Date format (more common in the sciences and social sciences). You can find information on both formats here: http://www.chicagomanualofstyle.org/tools_citationguide.html [Links to an external site.](#)

In general, if you have questions about any of this, please ask.

Remember, if you are using material from the internet, please make sure you include a full citation (author, title, publication name, publication date), not just a link to the page. This may require some detective work. To be clear: if you are accessing an article within a platform like PubMed, JSTOR, or ResearchGate, you must cite the original article, not the platform. The entries in these databases correspond to journal articles with titles, publication dates, and page numbers, among other important bibliographic details. You can find all of these within the database.

You will include a copy of your image at the end of the bibliography after its entry in the bibliography.

Annotations

Annotations are the heart of this assignment. It is not enough to find good sources, we also need to analyze them. You will do this via an annotation for each of your sources. Annotations summarize, evaluate, and critique each source with an eye to how the source adds to the project. Each annotation should be a paragraph that describes and evaluates the source. To write an annotation, you might consider some (but not all!) of these questions:

1. Summarize: What does the source say? What is the most important aspect of the source? (Caution: don't spend too much time summarizing; focus on the main point(s) as they relate to your project.) (Second caution: Write in your own words. If you copy exact language from a journal article's abstract, you must put those words in quotes and cite the source. Any time you use someone else's words directly you should quote and cite.)
2. Author: What is the author's authority/experience; point of view/bias; or affiliation/background? Is the author objective? Impartial? Reacting to something? Trying to inflame people's emotions? Does this affect how you will use the source? [Remember that some of the AIDS denialists were highly regarded scientists so credentials and affiliations alone do not make a source credible.]
3. Audience: Who was it written for? A popular audience? Academic audience? Official? Private? Specialized? How important was the audience for the author?
4. Content: What is the source about? What is its main point or big idea? On what evidence is it based? Why was it created? (Is it responding to an event or new knowledge?) What does it assume? Does it have contradictions?
5. Context: When was it created? What was going on at the time that is relevant for understanding the source? Is it a primary source? Do the time and place in which it was produced help us understand the document?
6. Contribution: What does the source tell us? About the subject? Author? Period? Is it reliable? Credible? What is surprising?
7. Relevance: How does this source help your project? Why is it useful? How will you use it? Does it relate to other sources or ideas? [This is a particularly good question to consider for your image.]
8. Shortcomings/critiques: What shortcomings or problems does this source have? What are its blind spots? Omissions? What critiques might someone raise about this source? [Note that it is possible to critique all sources, and sources have shortcomings.]

For the purposes of grading, annotations that simply summarize but do not analyze or critique will not receive full credit.

Note that you should also analyze/annotate the image you choose.

Reflection

At the end of your annotated bibliography, please spend some time to consider these questions:

1. What is emerging as the most interesting aspect of the project? What are you curious about? What do you want to know more about? What questions do you have about your topic or area that you can't answer? Do you need particular information to refine your project?
2. How has your bibliography shaped your project? What changed once you started looking at sources? What source has been the most helpful? Most difficult to interpret?
3. What questions (big or small) are you wrestling with? What doubts or concerns do you have? What are you unsure about? What do you need help with? How is your group working together? Do you need more feedback or support?

Format

Please format your document in the following manner:

- Project Title and Project Overview
- The names of the other members of your group and your PK group letter.
- Bibliography + Annotations: alphabetize by (first) author's last name and include annotations for each source immediately after the source. This includes the source and annotations for your image. Please include a copy of the image **after** its entry in the bibliography. (Remember: Each member of your group should have their own four sources. No source should be repeated within one group. You will need to communicate with your group to make sure that you are not using the same sources.)
- Reflection

Submission and next steps

Submit your document via Carmen. Remember, **each member of the group will submit their own annotated bibliography.** Next steps will be putting your group member's idea together, settling on a narrative framework, and developing the presentation.

Evaluation

Your annotated bibliography will be evaluated along four broad lines:

- Degree to which the submission follows the instructions presented here
- Quality and variety of sources: does the bibliography contain appropriate academic/scholarly sources? Are the sources relevant to project? Does it contain different kinds of sources?
- Annotations: degree of analysis; quality of summary and critique; engagement with sources
- Clarity of writing: organization of ideas, grammar/usage/punctuation, and evidence of proofreading

Assistance

If you have any questions about this assignment or any aspect of this project (or the class) please contact us (kwiek.2 and mcdow.4). Similarly, if you have any concerns about your group's dynamics and/or equitable workloads/work performance, we will treat your concerns with great care. For all questions, we are happy to meet with during office hours, before or after class, or any mutually agreed upon time. We want you to be successful.

PK 3 Annotated Bibliography Rubric

PK 3 Annotated Bibliography (1)

Criteria	Ratings				Pts	
<p>This criterion is linked to a Learning Outcome Follows Instructions Assignment gives detailed guidance about content and formatting. Students are also expected to write clearly and edit/proofread their work</p>	<p>3 pts Full Marks Follows all assignment instructions regarding content, formatting, and quality of writing/editing</p>	<p>2 pts Mostly Follows most assignment instructions regarding content, formatting, and quality of writing/editing</p>	<p>1 pts Inattentive Inattentive to assignment instructions</p>	<p>0 pts Unacceptable / Not in good faith</p>	<p>3 pts</p>	
<p>This criterion is linked to a Learning Outcome Project Overview Research question/topic and a paragraph of explanation about the project</p>	<p>3 pts Full Marks Overview contains all of the following: research question/topic, an explanatory paragraph, and clear writing at the sentence level (grammar, word choice, usage, etc)</p>	<p>2 pts Mostly/some Overview contains some of the following: research question/topic, an explanatory paragraph, and clear writing at the sentence level (grammar, word choice, usage, etc)</p>	<p>1 pts Needs improvement Overview needs improvement</p>	<p>0 pts Unacceptable / Not in good faith / Missing</p>		<p>3 pts</p>
<p>This criterion is linked to a Learning Outcome Bibliography</p>	<p>4 pts High quality Bibliography uniformly contains high quality, relevant sources and includes appropriate academic/scholarly sources. Good variety of sources. Citations are all correct.</p>	<p>3 pts Most Most sources are high quality, relevant sources for the project and list includes appropriate academic/scholarly sources. A variety of source types. Citations are mostly correct.</p>	<p>2 pts Uneven Sources are not uniformly high quality, relevant, or appropriately academic/scholarly. No variety of sources. Citations are inconsistent.</p>	<p>1 pts Inappropriate/flawed Sources are inappropriate; bibliography flawed</p>	<p>0 pts Unacceptable / Not in good faith / Missing</p>	<p>4 pts</p>

PK 3 Annotated Bibliography (1)

Criteria	Ratings					Pts
<p>This criterion is linked to a Learning Outcome Annotations are the heart of this assignment; the document presents nine sets of questions to help students write annotations</p>	<p>12 pts Full marks Annotations do an excellent job of evaluating and critiquing the sources. They summarize appropriately and engage with the sources. All annotations strong.</p>	<p>10 pts Acceptable Annotations do an acceptable job evaluating and critiquing the sources. Annotations might lack proper engagement with the sources or focus too heavily on summary. Problem with at least one annotation.</p>	<p>8 pts Lacking Annotations summarize but do not adequately analyze or critique sources. Problems with at least two annotations.</p>	<p>4 pts Inadequate/flawed Annotations fail to evaluate or critique the sources adequately. Problems with three or more annotations.</p>	<p>0 pts Unacceptable / Not in good faith / Missing</p>	12 pts
<p>This criterion is linked to a Learning Outcome Reflection on Students were asked to reflect on the project thus far and three sets of guiding questions were provided.</p>	<p>8 pts Full marks Reflection thoughtfully addresses current state/future directions of project, how the bibliography shaped the project, and the author's questions, concerns, or insights. Reflection is well organized (topic/thesis, paragraphs) and uses clear writing at the sentence level.</p>	<p>6 pts Acceptable Reflection addresses some of the questions or deals with some of them superficially. Uneven organization and/or writing.</p>	<p>4 pts Uneven Reflection is uneven and may be superficial, lack insight, or lack organization and/or clear writing.</p>	<p>2 pts Inadequate/flawed Reflection has a major flaw, such as lack of detail, or contains only a superficial summary without personal reflection.</p>	<p>0 pts Unacceptable / Not in good faith / Missing</p>	8 pts
<p>Total Points: 30</p>						

PK 4a: Creating Your Group Presentation in the Pecha Kucha Format [one submission per group]

You have brainstormed a topic, consulted with your group, and created annotated bibliographies. Now it is time to develop the content and form of your final presentation. This document will help your group make a great presentation. (Note that it includes two useful appendices: example presentations from the 2016 event at the STEAM Factory and feedback from previous presenters)

[When you have read through this document and are ready to submit your slides, please read [PK Slide Submission](#)]

How to prepare your talk and your slides

You may be asking yourself, how should we prepare for this? What should I put on the slides? The format requires both visual (slides) and oral (talk) material. You may want to start by reading the advice of others and watching some examples (in no particular order). Please note that some of the websites talk about “insight” format—20 slides for 15 seconds (5 minutes). We are not using that format, but the advice is relevant.

- 10 Tips to Create and Present Pecha Kucha : <http://blog.indezine.com/2012/05/10-tips-tocreate-Links to an external site.and-present-pecha.htmlLinks to an external site.>
- Introduction and overview: <http://avoision.com/pechakuchaLinks to an external site.>
- Overview and examples: <http://dept.kent.edu/english/digicompwebsite/DigitalComposing/pechakucha/Links to an external site.>
- Tips for preparing: <http://www.pechakucha.org/cities/bemidji/blogs/presenter-informationand-Links to an external site.tipsLinks to an external site.>
- "Pecha Kucha tips for the newbie" <http://www.buzzmaven.com/2010/03/pucha-kucha.htmlLinks to an external site.>
- Six challenges for preparing a Pecha Kucha: <http://thedigitaldoctorate.com/2013/03/07/preparing-a-pecha-kucha/Links to an external site.>

Prepare your talk: As a group you will need to decide what are the most important elements to be included in the presentation. One way to do this is to storyboard the talk, writing out the content of the talk and matching it up with the visuals that will be on the screen. It may take several drafts to get it all right.

As you prepare your presentation, here are some questions to consider:

- What is your thesis/ main point/ argument? What are you trying to explain to others or convince them of?
- What story can you tell from your research? About your findings? How can you make that story come alive? What voices and perspectives should you include?
- Does your presentation both tell a story and answer your research question?
- What background information do you need to include so that the audience can understand your main point and follow your talk?
- Does your presentation present material in a sophisticated way? Does it allow for obvious counterexamples or anticipate challenges?
- Does your presentation deal with more than one discipline or disciplinary points of view? Does your scientific talk take into account the history of HIV? Does your historical or social scientific approach deal accurately with the scientific aspects of the epidemic?
- Does your talk use any sources that reflect the view of the people that academic sources talk about? Does your project include any voices of those in the situation/country or with the diagnosis that you are talking about? (It should!)
- Is your talk specific? Does it deal with specific examples and evidence?
- How does what you are saying relate to what you are showing (and vice versa)?

- Where do you want your talk to end? Is there a big point or dramatic conclusion that you want to reach? What do you have to do to anticipate it?
- Will your audience understand your main point after watching/listening to your presentation? How can you make sure?

Slides

Your slides should primarily be pictures/images/graphics/visuals. These are better than text because you don't want the audience to be reading when they should be listening to you. Use text sparingly. Big images are better than small ones: use the whole space so people in the back can see. Likewise one or two images per slide is better than a host of small ones. Slides that speak for themselves work well—that way, you don't have to stop and explain every slide.

Your 20 slides may not have any animation, video, gifs, or music (or any other wizardry that requires extra clicks, time, etc.) Please also avoid fancy transitions between slides (fades, wipes, etc.) One thing that you can do is to have one slide repeat. To do this, put the slide in twice in the proper sequence. If you were to opt for no visuals (NOT recommended), you will, in effect, have 20 blank slides.

Slide advancing mechanics: To set up your slides to auto-advance after 20 seconds: In Powerpoint choose View> Slide Sorter and select all of the slides. On the Slide Sorter toolbar, click the Transition button. In the Advance Slide section, uncheck the "On Mouse Click" check box, check the "Automatically After" check box, and enter 20 in the box for number of seconds. If you have any trouble with this, we are happy to help you.

If your group feels out of its depth in Powerpoint, please let Profs. Kwiek and McDow know so that they can help you put your images/text onto slides.

Appendices

This document contains two appendices in the following pages that will be useful as you prepare your presentation. The first is a set of links to Pecha Kucha talks by students in H/M 3704 in Spring 2016. The second is a list of suggestions and tips from previous students on how to make a successful Pecha Kucha. Note that the rubric we will use in evaluating your presentation is posted on Carmen.

If you have any questions about the project or the class, please contact Profs. Kwiek (.2) and McDow (.4)

Appendix I: Examples of Previous Pecha Kucha Presentations

The videos below show six pecha kucha presentations from the 2016 event at the STEAM Factory. Watch them to see how other students have created their pecha kuchas. All of the videos are posted at <https://www.facebook.com/pg/EquitasHealth/videos/Links to an external site.>:

- "The Race For HIV: An Examination of Robert Gallo"
<https://www.facebook.com/EquitasHealth/videos/1090594494334050/Links to an external site.>
- "AIDS: Lies my Government Told Me"
<https://www.facebook.com/EquitasHealth/videos/1090596817667151/Links to an external site.>
- "All Models are Wrong, Some Are Useful."
<https://www.facebook.com/EquitasHealth/videos/1090599437666889/Links to an external site.>
- "Born HIV Free" <https://www.facebook.com/EquitasHealth/videos/1090601574333342/Links to an external site.>
- "The Tale of Truvada" <https://www.facebook.com/EquitasHealth/videos/1090616437665189/Links to an external site.>
- "A Heritage of Racism: The Tuskegee Experiments To The Age of AIDS"
<https://www.facebook.com/EquitasHealth/videos/1090624264331073/Links to an external site.>

Appendix II: Suggestions from Previous Students on Preparing a Pecha Kucha Presentation

Please read the insights and suggestions from students who have previously completed Pecha Kucha presentations for H/M 3704. We have organized these into general insights on the format; group dynamics; suggestions for content of the presentation; presentation mechanics; and advice on practicing the presentation. Each paragraph represents a different student's perspective.

Pecha Kucha Insights

While at first, I must admit, I thought this was a very bizarre format, I found this was a very useful tool in teaching people how to present and stay focused while also choosing to only tell the most important information that is relevant to the immediate story.

The most important thing I have learned about HIV/AIDS during the work done on this Pecha Kucha project is that telling a story on a personal, human level is sometimes far more compelling than showing a plethora of statistics and overarching research.

Looking back knowing what I know now and reflecting on how our final presentation turned out, it is almost comical to think we ever thought we would be able to fit that broad of a topic into this format. Needless to say, we soon realized that we had a lot of narrowing down to do.

It was interesting that 20 seconds could be quite long for one slide but quite short for another, depending on the information which had to be presented. While we still should be focusing on a scientific cure for this disease, maybe we should also be looking for the compassionate side in curing this disease and ridding the still-present stigma behind it.

Synthesizing a pecha kucha was one of the most exciting/difficult/rewarding tasks I have undertaken. It really challenged my original way of thinking. I am a very type A, logical, and linear thinker. I don't, for lack of a better phrase, have a creative bone in my body. This presentation made me reach further than I had before into the creative realm and create an engaging narrative from a mountain of information in only 6 minutes and 40 seconds.

If I were to do this again, I would want the participants to know that they really should dream big, research big, and then and only then, focus in on how they want to narrow the picture they wish to paint. I say this because I personally valued the research that was put into this project and found it the most meaningful, because it was the research that gave me the ability to put everything into the context of this course.

Group Dynamics

Meeting in person with my groupmates then was the most important part of the Pecha Kucha project for me as my role in the project was truly defined then.

My group was somewhat shocked to find the amount of research and studies that have been carried out on the subject.

One important lesson from this particular project is to access the project often with the group members, and be constructively honest with each other about the direction the project is headed. In other words, do not be afraid to tell a group member their information is irrelevant or inappropriate, and conversely, tell a group member when their ideas are productive for the presentation....

Content of the Presentation

Doing this project really helped me to understand that a story is often not complete if it is not told from the lenses of different disciplines.

My biggest takeaway from this project was learning that you can synthesize a great story that is informative and accurate, but you do not necessarily need to include every excruciating detail to make it convincing.

Think about what your viewers are seeing when they are hearing your script for each slide. As the time constraints don't often allow you to explain any figures, stick to simple graphics, or figures that follow along with exactly what you are saying.

My advice is to focus on the storytelling aspect; the information in the Pecha Kucha is limited, so the major point of presenting is to portray the information in a story.

Looking back, I would have followed the format that the other presentations used more closely by using fewer pictures and words. I think I was feeling frustrated with my portion of the presentation because I had too much

information on too few of slides. I think it would have made our presentation much smoother if we cut some of the information we included and allowed more time for elaborating on main points.

Apart from the knowledge gained about this important issue, I felt that I gained important insight on how to think about complex topics and prepare information for a wide audience. I found that it is more compelling to have a few strong points, rather than attempt to cram everything you know into a short presentation. It can feel agonizing to exclude some information, but including only the most important information ensures that the audience will stay engaged.

Presentation Mechanics

All professors who assign presentations say to be concise, to only convey the information that is necessary, and not a bunch of filler. This was the first time I actually was forced to do so.

I recommend avoiding notes that list exactly what to say for each slide. This allows the presentation to appear more genuine and interesting.

I would suggest reading the scenes of a play or a children's book aloud in twenty-second increments so that the presenter can get a sense for just how abbreviated and fast-paced the format is.

Before starting on the script for this Pecha Kucha, I checked the first presentation's script and found that twenty seconds of speaking is roughly equal to four lines of text written in 11-point Calibri font.

It came as a surprise to me that twenty seconds of speaking equated to only four lines of typed text. If I had known that to begin with, I would have had a better idea of how much information to include for each slide and probably wouldn't have wasted so much time finding information that simply wouldn't fit in the presentation.

I would advise others to begin formatting their presentation earlier than we did.

Watching other people's presentations, one thing I noted was that it was extremely awkward to just have a gap of silence while waiting for the next slide to pop up. Instead, it was much better to keep talking, to move on to the next person even if their slide hadn't appeared yet.

Practice the Presentation

Practice your presentation with your group a lot. There are plenty of places around campus with unused projectors at any time of day. Take advantage of these, and get comfortable with your part.

The best advice I can give is to over prepare. Prepare like the presentation will go smoothly and prepare like you will forget everything you were meant to speak about. Practice a full rehearsal at least five times, but obviously more times would be beneficial. Additionally, do not try to just memorize your content but instead try to learn the content because it is much easier to talk about a subject you know very well as opposed to relying on recalling a memorized script on presentation day, because after all, you may forget everything.

And, perhaps summing it all up...

I did not fully learn until our revised discussion topic came together prior to giving the talk that a presentation can tell a complete story regarding just a fraction of a topic that is as large as children with HIV... I take this newly-gained knowledge and offer the following advice to any potential future Pecha Kucha group: focus your story into one that is manageable, do not be afraid to cut ideas out of your presentation, and practice, practice, practice.

PK 4b: Slide Submission [one submission per group]

A long-anticipated moment has arrived. You will shortly be submitting a draft of your PK presentation, a process that started in January.

This assignment has had many parts that build on each other. The details of putting together the presentation are available in PK 4 Assembling your presentation.

The details of HOW to submit your document for peer review are detailed here. Short version: 1 submission per group that will be 20-page PDF with one image, the script for that image, and a slide/page number on each page.

Over the weekend you will receive instructions about how to carry out the peer review part of this process: you will need to "watch" all of the PKs and give feedback on some of them.

Guidelines for PK submission

We would like all of the PKs to be submitted as PDFs of your slides with the image and the caption/script on the same page. Our goal is to have a document that recreates the slides show by having an image and the words that would be spoken. PDF format makes it possible for us to post it online and get peer feedback. We have found that the image-heavy PowerPoint (PPT) files are large and unwieldy.

Prepare your presentation

1. Create your slides. Each group will get 20 slides. You can begin with whatever image or words you like (i.e. you do not have to have a cover slide). You also do not need to include a notes/references slide here as that information will go in your portfolio.
2. Write your script/commentary for each slide in the presenter notes for that slide. (Please do not include footnotes, references or links in this section, only the words that will be said. If different people would be talking you may indicate the speaker [in brackets] when it changes, like in a play.) Choose a larger font size for the final output. In our view, 18 pt and 24 pt are both acceptable; 12 is too small and 30 too large.

Now you are ready to output your presentation

Your end goal is a 20-page PDF document with your image, your script, and a slide/page number on each page. There are many ways to get there, including Google Slides, Powerpoint, and brute force.

1. **Google Slides** is the easiest but provides fewer options.

- a. Click on the File menu, and in it choose "Print settings and preview."
- b. In the first pulldown menu choose "1 slide with notes."
- c. Check to make sure everything looks ok. (Fine tuning tips: make sure that your font size is proportionate to the picture.)
- d. Click "Download as PDF."

2. **PowerPoint** has more options but can be cumbersome to achieve visual perfection.

- a. Look at your presentation in Notes view (In my version, this is an option from the View menu at the top, Notes Page) to make sure it looks ok.
 - i. You may need to remove extraneous details in the header/footer (like date/time, filename, etc.): use the right-click context menu to do this. Each page should only be the image, the notes, and a slide number.
 - ii. Fine tuning: in PPT, you can do many things (fix fonts, make the image bigger/more prominent). You can edit the slide in Notes View. You can also change the underlying format of the Notes View: View > Master > Notes Master. This can be quite finicky, however, and one tip to apply changes to all slides is to edit the master to your specificity, save it, reopen to Notes Master, toggle the orientation (portrait/landscape), save it, come back to Notes Master, and toggle *back* to the orientation you want! You can search Google for fixes to some of these.
- b. Save the presentation in Notes format as a PDF. On my version of PPT (on a Mac), this means File > Print, and then looking for "Layout" and changing that from Slides to Notes. Then, in the lower left there is a menu labeled "PDF," where "Save as PDF..." is an option.

3. Brute Force can also deliver the goods. You can cut and paste your images and script into a document and save them as a PDF. Each page should have the image, your script, and the page/slide number.

Review and submit

Once you have saved your presentation as a PDF, please look through it again. Make sure that the images are sized correctly and line up as you expected. Check the fonts and layout of text to make sure that they are you intended. When you are satisfied, you are ready to submit to Carmen (PK/Slide submission assignment). One submission per group. PDF presentations must be submitted by XX.

With your submission, please leave a comment with the title of your presentation.

If you have any questions, please contact your instructors.

PK4 Rubric

Criteria	Ratings				Pts
Overall	40 to >38.0 pts Full Marks	38 to >35.0 pts Focused Revisions Needed	35 to >0.0 pts Major Revisions needed	0 pts No Marks	40 pts
Script	Attention to script needed				0 pts
Cohesion	PK is not a cohesive story; feels like multiple stories.				0 pts
Content	Doesn't go beyond class material/ Lessons learned unclear				0 pts
Images	Too many words/not enough photos.				0 pts
Total Points: 40					

PK 5: Feedback and commentary on PK Projects [individual assignment]

Key details:

1. Read/experience all of the PK projects in the course that will be posted in the course discussion board on XX.
2. Chose two to comment on
3. Write up a paragraph on each project using the questions below
4. Post each paragraph to the appropriate discussion group
5. Submit copies of your paragraph via this assignment in Carmen

PK 5 Feedback and commentary on PK projects

Due date: XX comment on discussion board and Carmen submission

****Please note that this step has a dual submission: you will make two posts to the discussion board and then submit what you have written as one document via upload for this assignment****

We would like you to view and provide feedback to your classmates on their pecha kucha projects to help prepare them for public presentation and learn from their work. With that in mind, we would like each of you to look through all of the other projects in the class. We will post links to all of the projects on XX. [You will be able to find them all here--[List of All PK projects](#) -- and on the Discussion page] Using those links, you should read and experience each project. Then we would like you to choose two PKs to write comments on. We have 23 groups in a class of ~90 people, so that means that each group will receive feedback from about eight people.

Feedback will take the form of discussion posts, and each of your two posts should be at least one substantial paragraph. Your goal is to reflect on and engage with the project. Please recognize that everyone has put a lot of effort into their PK. *Your comments and feedback should be framed in a positive and affirming manner.* Critiques should be of the project, not of the authors.

Please use the following questions to help you write a response to each project:

1. What questions does the project raise for you? What would you want to know more about? What would you want to clarify?
2. What connections do you make with the project? What are your reactions?
3. What is the best part of the project or something that was done well? You might consider the overall goals of the PK assignment and [the evaluation rubric](#).
4. If the group were to revise one part of their project, where should they focus and what might they do? The overall goals of the assignment and evaluation rubric might help you. The more specific advice the better.

Please write up your answers to these questions in the form of a paragraph that focuses on what you think are the most important issues. If other people have already posted about the project, please read what has been written so that you are able to react/agree/disagree incorporate their other critiques.

You must do two things with your paragraphs to earn full credit:

1. Post your comment on the appropriate discussion thread
2. Submit both of your comments via Carmen assignments dropbox as one document indicating which projects that you are commenting on

When you have completed this step, you will have viewed the other projects and given written feedback/engagement with two of them. Doing this is necessary for this assignment and will also give you information to help you revise your own project for presentation and to write your reflection for your own project for your portfolio. As always, please contact us if you have any questions about this assignment.

****Please note that this step has a dual submission: you will make two posts to the discussion board and then submit what you have written as one document via upload for this assignment****

PK6: Pecha Kucha Presentation Rubric [graded individually]

Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
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Telling a Story	Story was compelling; information presented in logical, interesting sequence ^[1] that engages audience	Story was mostly compelling; information presented in reasonably logical sequence ¹ that audience generally can follow	Story somewhat compelling; material not presented logically ¹ ; lacks cohesion; challenging for audience	Presentation lacks story and is confusing or contradictory; weak cohesion; hard to follow
Subject Knowledge	Presenter(s) demonstrates full knowledge of topic (more than required), shows nuance and detailed understanding; answers questions very well	Presenter(s) at ease with topic and provides a solid basis for understanding the topic with some sophistication; solid answers to questions	Presenter(s) uncomfortable with information; presentation includes partial or incomplete information; incomplete answers to questions	Presenter(s) does not have grasp of information; knowledge superficial or lacking; unable to respond appropriately to questions
Methods, Voices, and Perspectives	Presentation reflects multidisciplinary approaches ^[2] to the topic; includes multiple perspectives on the topic and multiple voices of people involved/affected ^[3]	Presentation gestures toward multidisciplinary approaches; ² presentation recognizes multiple perspectives and voices ³ even if it does not include them well	Presentation lacks multidisciplinary approaches; ² the presentation includes only one perspective or one set of voices ³	Presentation fails to account for multidisciplinary approaches; ² it lacks perspective and the voices of people involved/affected ³
Visual Appeal/Creativity	Slides were engaging, ^[4] relevant, and always complemented/linked to spoken presentation	Slides were engaging, ⁴ mostly relevant, but didn't always complement/link to spoken presentation	Slides somewhat engaging ⁴ but rarely relevant or complementary to spoken presentation	Slides were not relevant to spoken presentation or were difficult to understand/interpret
Performance/Presentation	Dynamic performance; students speak to audience, not read to them; ^[5] well-rehearsed and near seamless/flawless	Good performance; more speaking to audience than reading; ⁵ presentation has one or two hiccups	Fair performance; more reading to audience than speaking to them; ⁵ presentation not smooth; appears unrehearsed	Poor performance; script read in its entirety; ⁵ presentation lacks signs of preparation or rehearsal

[1] The most common ways of creating a strong sequence is to tell a story or make an argument. Think carefully about the order of the points you are making and how they fit together. (Note a story can start in the middle of things or at a dramatic moment, and a good story/argument will tie all the pieces together).

[2] Multidisciplinary approaches include using knowledge from the sciences, the social sciences, and the humanities. Students are particularly encouraged to deploy both scientific and historical approaches. What aspects of the science of HIV (or your topic) most heavily influence your story/presentation? To what degree does the historical context of your topic have implications for the responses, outcomes, or other subsequent events? How do these multiple methods or fields of knowledge improve our understanding of the topic?

[3] In thinking about multiple perspectives and multiple voices, consider the limitations of telling the story of HIV drug development/access without at least mentioning the role of activist groups like ACT UP. Likewise consider the different perspectives that we gained from The Denver Principles and from Verghese's account. Some of you were critical of "Fire in the Blood" because it did not represent the view of pharmaceutical companies. Acknowledging different perspectives and the various voices of those involved/affected tends to increase the sophistication and depth of analysis. Differing perspectives and voices also help a story or argument (see Organization, above).

[4] Engaging slides balance visual appeal and the relationship of compelling images/figures and the appropriate amount of text. Slides that contain too much text or hard-to-interpret images are significantly less engaging in the pecha kucha format.

[5] The goal of a pecha kucha presentation is a dynamic performance. Reading from a script or from the slides detracts from the presentation, and *groups that do this will have points deducted*. Having notes/cue cards or taking visual cues from the slides is certainly acceptable. Students are encouraged to use these as brief reminders and are strongly discouraged from reading.

PK 7: Pecha Kucha Portfolio [one submission per person]

The final step of the Pecha Kucha project is to assemble your material into a portfolio and reflect on your group and the overall project.

Please read the following document closely and carefully. It contains a great deal of detailed information to help you succeed with this assignment. Please ask questions as needed.

The attached rubric also provides guidance: note that the group evaluation (25%) and the process reflection paper (40%) are the most important parts of this assignment.

*** This portfolio is **due on XX**. If you need extra time, please add a **comment** that states your new due date--up to one week--and your extra time will automatically be granted. *Note that if you are a graduating senior you cannot have a full week: we need to receive your portfolio no later than XX.* We understand this is a challenging time on top of what is usually a busy stressful time of year, and we are happy to be flexible for those who need it.

To summarize the work that has gone into creating the Pecha Kucha projects for this course, each student will submit a portfolio. This portfolio will afford you a chance to reflect on the project, and will assist Profs. Kwiek and McDow in evaluating the work of each student and of the group. The overall Pecha Kucha project (steps, presentation, and portfolio) makes up 35% of the course grade, and the portfolio is the largest percentage of that grade, worth 100 points.

Your Pecha Kucha portfolio will contain seven components all saved as one file (preferably in portable document format^[1]). Please arrange the documents in this order:

1. Cover sheet
2. Project overview
3. Slides and script
4. Bibliography of images
5. Bibliography of project
6. Evaluation of group*
7. Process/reflection paper*

*Although #6 and #7 are positioned at the end of the portfolio, they deserve your careful thought and attention. For us, these are the most important parts of the portfolio. *We will read them very carefully in assessing your work.* Note that they are worth 65 (25 + 40) points of the 100 points available on this assignment. See the rubric on Carmen for more detail.

Please submit a **single file** that contains all seven of the above components.

Further notes on each component:

1. **Cover Sheet:** include the title of your Pecha Kucha and your name as well as the name of the other members of your group and your group letter (A-X). The cover page should also indicate that this Pecha Kucha Presentation Portfolio is for History/Microbiology 3704, Spring 20XX, Professors Jesse Kwiek and Thomas F. McDow, Ohio State University.
2. **Project Overview** (≤ 1 page, single spaced): This serves as an abstract or summary of your project. The project overview includes your research question/topic and a paragraph of explanation about the project. You have written versions of this in your Initial Group Statement of Project Proposal and in your Annotated Bibliography. The version included in your portfolio should be *the final, up-to-date version*. (It is assumed that all members of the group will have the same/roughly the same language in their project overview.) Make sure it reflects the current

state of your project: assuming things have changed, **do not use** the one you started with in February or simply cut and paste from your PK3.

3. **Slides and script:** Include a copy of your most recent slides and the commentary that went with each one. This can be in the same format you submitted for PK4 or you can put more images (two or four slides, but no more than four) on the page. Please do not go below a 10-pt font. This submission should reflect changes you made after PK5.
4. **Bibliography of images:** In this section, please submit a numbered list 1-20 that includes bibliographic entries for all of the images that you have used in your project. If one slide contains images from multiple sources, please list them all under the same number. If a slide does not contain images, you do not have to provide an entry. The most complete image bibliography entries will contain the title of the work, the author/creator, license information, the platform, the date retrieved, and the URL, though sometimes some of this information is not available. Please refer to the document, "[PK Image Guidelines](#)" for more details. We understand that sometimes this information is hard to track down and that you will do your best.
5. **Bibliography of project:** this document should include all of the sources that your group used to create your presentation. As such, the bibliography of each group member will look very similar/be the same.

For each entry, you must include a full citation. For journal articles this would include the authors, the full title of article, **the full name of the journal**, issue, date, and pages. Note: in the annotated bibliographies, some people did not provide full citations but only a web link. ***This is not acceptable for the final project.*** Find the title of the journal, the volume, issue, and page numbers. Note also that the name of the database is not the same as the name of the journal. If you have concerns about how to find this information or how to cite your sources, please contact us.

Arrange the bibliography alphabetically by the (first) author's last name. The format should be bibliographical and consistent between entries, but we will not obsess over the precise format (MLA, Chicago, etc.). Please single space the document and leave an extra space between entries.

6. **Evaluation of group** (~1 page; single-spaced): Please consider the group aspect of the project and write a detailed, informative, reflective, well-written candid evaluation of your group. Each person will write their own individual evaluation based on their experience of the group. Questions to consider include:
 - How did working as a group enhance your project?
 - How would you characterize your group's dynamic, process, and working style?
 - What role did you play in the group?
 - What aspects of working as a group did you find most challenging?
 - To what degree did each member of your group contribute to the final product? (Please provide specific details, especially if anyone's contribution stood out as extraordinarily good or extremely poor.)
 -
7. **Process/Reflection Paper** (750-1250 words = 2-4 pages single-spaced): The last part of your portfolio is an **important step**. It will allow you to analyze and reflect on your experience creating your Pecha Kucha presentation. Each person will write their own individual paper. The paper covers four areas: (1) the process researching and preparing the presentation; (2) the peer feedback you received from your classmates (PK4/PK5); the presentation itself; and (4) your reflection on synthesizing knowledge. The goal is to address the ideas and reflect in what you have done. As you know from your reflective essay prompts, we are much more interested in reflection and insight than in summary. We are also interested in polished writing that has a

thesis/main point, is well structured, and has been carefully edited. Please address the four areas below and focus on the most important aspects of your project

A. What were the **most important steps** for you in the process of creating your Pecha Kucha presentation? How did the topic change from your group's first meeting? Why did it change? What source or sources emerged as the most important (and why)? What roles did research and consultation play in your project? To what degree (if at all) did the presentation format shape the project? What did you have to leave out? What was important, but not important enough to include? How did your group balance telling a story and presenting information? Overall, what aspects were difficult? What did you enjoy most? What aspects are you most proud of? **What were the most important lessons that you learned** from the overall process of creating your presentation?

B. How did your classmates react to your project in the PK4/PK5 step? Read the comments that were made on your project on the discussion boards. In two or three sentences, **please summarize/characterize the most important, engaging, useful, or critical feedback**. You don't need to respond to everything, but these reviewers weighed before you presented. How did you react to their ideas? How did they influence the revision of your work? And you have also viewed twenty-three other projects. Given what you've seen in others' work and the peer feedback on your own work, **how did you change or improve your project?** Make sure you explain the substantial changes from your PK4 submission.

C. What was **your impression or assessment** of your group's presentation? What went well? What could have gone better? What parts did you think were best? What aspects of the script were strongest? Which images were most effective? What were the challenges of the format? What do you know now that you wish you knew before? What **advice would you give** to someone who is preparing their own Pecha Kucha?

D. One of the challenges the Pecha Kucha format creates is telling a story and conveying information in a highly constrained format. To make best use of the format requires research, mastery of detail, synthetic thinking, strong visuals, and good presentation skills. In this class we added the additional challenge of working across disciplines on one overarching topic: HIV/AIDS. Stepping back, what do you think are **the most important things that you learned about HIV/AIDS** from your project? How does this relate to or expand on **what you thought the most important lessons of the semester** were? What insights have you gained on the virus and its human consequences? Has COVID-19 influenced your thinking? In carrying out this project, **what have you learned about synthesizing and presenting?** Overall, what lessons will you take from your Pecha Kucha project this semester?

For your portfolio, please make sure that you

- Make sure your process/reflection paper is written as a paper with an introduction and conclusion
- Thoroughly proofread and edit everything that you submit—including your bibliography (We recognize that some of the material for everyone in the group will be the same/similar--like in steps 2-5 above--but each person is responsible for the work they turn in. So please check over your work before you submit it. If your group member has made a mistake on the project summary or put the bibliography out of order, it becomes your mistake too if you submit it.)
- Arrange your documents in the correct order
- Submit your portfolio as a single PDF file to the Carmen dropbox

As always, if you have any questions, please contact Profs. Kwiek (.2) and McDow (.4).

[\[1\]](#) A note on PDFs: PDFs preserve your formatting, special characters, etc. and allow people to view your document regardless of their word processor. It also makes it easier to append and connect files. How do you save a file as a PDF? Google Docs should allow you to export documents as PDFs. For those on Macs, you can take any document in Word and use "Save As" to save it in PDF format (choose this from the pull-down menu). On PCs, more recent versions of Word should also have this option. If you are

stuck, please Google PDF conversion for your particular program/device. And, if you are unable to save a file as a PDF, please submit it as a Word document (with the slides as embedded images).

PK Portfolio Rubric

Criteria	Ratings					Pts	
Coversheet	5 pts Full Marks		3 pts Missing several elements		0 pts Not included	5 pts	
Project Overview	5 pts Excellent Overview works well as an abstract for the final project and contains all of the following: research question/topic, an explanatory paragraph, and clear writing at the sentence level	4 pts Good Overview serves as an abstract for the final project and contains most of the following: research question/topic, an explanatory paragraph, and clear writing at the sentence level (grammar, word choice, usage, etc)	3 pts Approaching expectations Overview provides an incomplete abstract for the final project (may not be up to date) and may be missing one or more of the following elements: research question/topic, an explanatory paragraph; writing at the sentence level (grammar, word choice, usage, etc) is uneven	2 pts Flawed Overview does not serve as an abstract for the final project and may be missing several components; unedited writing at the sentence level	0 pts No Marks	5 pts	
Slides and script	10 pts Full Marks		5 pts Incomplete		0 pts Missing	10 pts	
Bibliographies (sources and slides)	15 pts Full, complete, and accurate citations Bibliography contains a full list of all citations used by the group (sources and images); citations are complete and accurate and ordered appropriately	12 pts Mostly complete/correct bibliographies Bibliographies contains a list of all citations used by the group; citations are generally complete and accurate and ordered appropriately	9 pts Below expectations Bibliographies lack sufficient sources; citations are incomplete or inaccurate; out of order	6 pts Major flaws Lacking sources and accurate citations throughout	0 pts Missing or substantially incomplete	15 pts	
Group Evaluation	25 pts Excellent Evaluation contains all of the following elements: a detailed, informative, reflective, well-written candid evaluation.	20 pts Good Evaluation contains most of the following elements: a detailed, informative, reflective, well-written candid evaluation.	15 pts Meets Expectations Evaluation contains most of the following elements: a detailed, informative, reflective, well-written evaluation. Could lack candor, insight, or clear writing	10 pts Below expectations Evaluation is inconsistent or lacking in detail, information, reflections, or candor. Writing/organization distracts from evaluation.	5 pts Superficial and incomplete	0 pts No Marks	25 pts

Criteria	Ratings							Pts
<p>Process/Reflection This is the most important part of the portfolio and your response should address the four main topics (A-D) in the assignment. This should be well written (and edited/proofread) with a clear structure.</p>	<p>40 pts Excellent Reflection contains all of the following elements: detailed self reflection that discusses a combination of the most important steps, self-assessment of presentation, feedback from peers and elaboration of learning about HIV; the reflection is well organized as a paper; evidences a strong voice; and demonstrates clear writing at the sentence level (grammar, word choice, usage, etc)</p>	<p>35 pts Good Reflection contains most of the following elements: detailed self reflection that discusses a combination of the most important steps, self-assessment of presentation, peer feedback, and elaboration of learning about HIV; reflection shows good organization as a paper and clear writing at the sentence level (grammar, word choice, usage, etc) in ways that do not distract/take away from paper</p>	<p>30 pts Meets expectations Reflection reasonably addresses the following elements: detailed self reflection that discusses a combination of the most important steps, self-assessment of presentation, peer feedback and elaboration of learning about HIV; generally organized as an essay; writing is sufficient but may have some challenges in writing at the sentence level (grammar, word choice, usage, etc)</p>	<p>25 pts Approaching expectations Reflection deals with but may not deliver a detailed self reflection that discusses a combination of the most important steps, self-assessment of presentation, peer feedback and elaboration of learning about HIV; the writing and organization take away from the paper</p>	<p>20 pts Flawed Reflection is superficial or missing major sections; organization and writing make it hard to follow the ideas.</p>	<p>10 pts Missing the Point Reflection is marked by multiple major flaws, such as lack of detail, or contains only a superficial summary without personal reflection.</p>	<p>0 pts No Marks</p>	40pts
Total Points: 100								

GE Theme course submission worksheet: Origins & Evolution

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Origins & Evolution)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

“HIV: From Microbiology to Macrohistory fits the Origins and Evolution GE Theme by simultaneously putting scientific processes and the effects of disease into historical context so students understand (and critique) both the origin of HIV and how human culture contributed to the evolution of HIV into a global epidemic. For example, students will apply the theory of evolution by natural selection to explain the origin of HIV (chimpanzees in Africa) and the ability of HIV to develop drug resistance and evade an effective vaccine. Students will also understand how colonial rule and the creation of the extractive economies of central and southern Africa set in motion population movements, wealth inequalities, and structures of power that amplified the effects—decades later—of HIV and contributed to what would become a global pandemic. Although the academy approaches the medical facts of disease and its social consequences through distinct disciplines, those living with HIV experience all aspects of the disease.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p>Students use a social annotation platform – Hypothes.is - to annotate and critique several primary sources and research articles (e.g., assignments in class 3, 5, 7, 15, 18, 27, 31, 37, 42, and 47). The social annotations catalyze discussions among the students, help the instructors focus on what students are reacting to and what they’re missing, , and, in general, they help the students understand the origin and evolution of HIV. Specific examples include the following:</p> <ul style="list-style-type: none"> • “How to Write about Africa” by Bingavaina Wainania enables students to explore how many write about Africa and the pitfalls of stereotypical representations • “Denver Principles” is a document written by activists that explores victimhood and respect for people living with HIV that helps students understand the dear and stigma of the early 1980s. • As part of their semester long Pecha Kucha Project that encourages student to explore any facet of HIV, students must find five sources that help them understand their topic. In the Annotated Bibliography assignment (PK3, see Appendix 1), students evaluate the rigor and credibility of all their sources. This critical reading builds on the Hypothes.is work in-class discussions of common pitfalls such as --the logical fallacy “appeal to authority.” We encourage students to consider more than the prestige of the journal, the institution, and the individual authors and to look for assumptions, bias, and contradictions in their sources.

<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme</p>	<p>Over the first half of the semester, students read the book “The Origin of AIDS” by Jacques Pepin. This book, by a physician researcher, contextualizes the spillover event that likely started the HIV pandemic, explores human factors that likely created the “perfect storm” for the spread of HIV in equatorial Africa, and debunks several alternative theories of the origin of HIV. Professors Kwiek and McDow supplement this reading with additional foundational material (lectures & readings on virology, immunology, colonial medicine, the Cold War, and the tools of both virology and historical research). One example of an advanced, in-depth exploration is an exercise where the students evaluate photographs taken in the Belgium Congo in the early 1900s, and using a Think, Pair, Share exercise, students explore how the images help us to understand linkages between culture, environment, and the HIV transmission.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>The multidisciplinary foundation of this course requires students synthesize class material during every part of the semester. For example, in the first weeks, after listening to RadioLab’s “Patient Zero” podcast about HIV origins, discussing the clinical progression of HIV, reading the Denver Principles (which outlines how people living with AIDS wish to be respected), and reading the opening chapter of Abraham Verghese’s memoir of treating HIV in rural America, we spend one class session in conversation with a person living with HIV (person XX). Following these classes, students are asked to respond to the following prompt: “Elaborate a connection between the Mx. XX discussion and one of the assignments you’ve done for class (e.g., “Patient Zero,” Verghese, Denver Principles, Pepin).” Another example comes later in the class when we watch “And the Band Played On,” a story about the early years of HIV/AIDS in the U.S. that demonizes a person thought to be an HIV super spreader. In parallel, we read scientific papers that use the tools of molecular evolution to show that the portrayal of this “villain” in the Band Played o is not supported by scientific evidence. During in-class discussion and in reflective writings, students draw on these to consider the role of stigma in the spread of HIV.</p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students are given multiple opportunities to reflect on their learning process, including reflections on class materials submitted in weeks 2, 5, 7, 12, & 14. Students also submit reflections during the development of their Pecha Kucha project (PK1-PK7). A large part of the grade for the final portfolio (PK7) comprises both a self-reflection and a reflection on the group-aspect of their project. The prompt for the self-reflection is the following: “The last part of your portfolio is an important step. It will allow you to analyze and reflect on your experience creating your Pecha Kucha</p>

	<p>presentation. Each person will write their own individual paper. The paper covers four areas: (1) the process researching and preparing the presentation; (2) the peer feedback you received from your classmates (PK4/PK5); the presentation itself; and (4) your reflection on synthesizing knowledge. The goal is to address the ideas and reflect in what you have done. As you know from your reflective essay prompts, we are much more interested in reflection and insight than in summary. We are also interested in polished writing that has a thesis/main point, is well structured, and has been carefully edited.” The prompt for the group reflection is the following: “Please consider the group aspect of the project and write a detailed, informative, reflective, well-written candid evaluation of your group. Each person will write their own individual evaluation based on their experience of the group.”</p>
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Goals and ELOs unique to Origins & Evolution

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will appreciate the time depth of the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

GOAL 4: Successful students will understand the origins and evolution of natural systems, life, humanity, or human culture, and the factors that have shaped them over time.

	Course activities and assignments to meet these ELOs
<p>ELO 3.1 Illustrate their knowledge of the time depth of the universe, physical systems, life on earth, humanity or human culture by providing examples or models.</p>	<p>The course focuses on the early 1900s to the present, which is the duration that HIV has been in existence (since its spillover from chimpanzees). Students learn to use tools of molecular biology (including the clock-like evolution of HIV and the phylogenetic trees that help us reconstruct the disease’s history from samples)to understand the time depth of the disease and its dispersal from zoonotic transfer in Cameroon to a global epidemic. Students match this with human history and historical primary sources to understand how colonial exploitation, the Cold War, and Reagan-era politics (as three examples among the many factors</p>

	<p>we consider) all contributed to the origins and evolution of the global HIV epidemic.</p>
<p>ELO 3.2 Explain scientific methods used to reconstruct the history of the universe, physical systems, life on earth, humanity or human culture and specify their domains of validity.</p>	<p>In the classes on HIV replication (class 5-11), molecular phylogeny (class 13), the global spread of HIV (classes 21-22), the discovery, denial, and US spread of HIV (classes 21-23), we use lecture, in-class exercises on phylogenetic reconstruction, and small group work to cover the methods relevant to HIV biology and to critique the literature that denies the existence of HIV (e.g., class 27). Our classes are complemented by Pepin Chapters 1-4, 7, 10-13, which details how science has helped us understand both the origin, transmission, and evolution of HIV. In their final project, students are also asked to account for the science and the history of the topics that they take on.</p>
<p>ELO 3.3 Engage with current controversies and problems related to origins and evolution questions.</p>	<p>In class we discuss controversies about the origin of HIV (class 11&13), the role of colonial medicine in the spread of HIV (classes 14-18), how HIV was introduced into the USA (classes 21-23), the concept of patient zero (class 27), the role of politics and HIV denialism in the spread of HIV, (classes 25,-27) and the role of stigma and healthcare access in the evolution of HIV drug resistance (classes 29-33). From a humanities perspective, we also address the challenge of “origins” as a concept and the way that the language of origins has been politicized to place blame or increase stigma.</p>
<p>ELO 4.1 Describe their knowledge of how the universe, physical systems, life on Earth, humanity or human culture have evolved over time.</p>	<p>Throughout the course students account for their expanding knowledge of the molecular history of HIV, the history of the science that has helped us understand it, the human culture that has shaped and responded to the virus. The students also read (and we discuss), Jacques Pepin’s arguments that (pg. 4-5), “There are at least two good reasons for attempting to elucidate the factors behind the emergence of the HIV pandemic. First, we have a moral obligation to the millions of people who have died, or will die, from this infection. Second, this tragedy was facilitated (or even caused) by human interventions: colonization, urbanization, and probably well-intentioned public health campaigns. Hopefully we can gain collective wisdom and humility that might help avoid provoking another</p>

	<p>such disaster.” Inevitably students draw comparisons between the HIV epidemic and their personal experience with COVID-19, wondering what did we learn, what mistakes did we repeat, and how did our response to a viral pandemic (HIV) shape our response to COVID-19? (class 55).</p>
<p>ELO 4.2 Summarize current theories of the origins and evolution of the universe, physical systems, life on earth, humanity or human culture.</p>	<p>The course spends time on the dominant theory about the origin of HIV (cut hunter hypothesis), the viral evolution of HIV, (including emergence of drug resistance), and the tools of molecular phylogeny, to understand how HIV emanated from SE Cameroon to a global epidemic. This takes place in concert with our study of the social, political, economic, and intellectual historical factors that made the world that HIV emerged into and the variety of approaches to the disease. In the United States, this includes a double stranded story of post war America: on the one hand, the rise and of political conservatism, the new right, anti-gay rhetoric, and evangelical Christianity and, on the other, the broad civil rights movement, post-Stonewall gay liberation, the sexual revolution, and increasing visibility of queer people and queer culture. In Africa, we see how liberation movements gave way to autocratic governments who initially denied HIV, and how systemic under-investment in health systems were caused by and perpetuated global inequalities. On the global level we follow shifting ideas of both global health and global governance to understand the evolution of responses to global pandemics, from the WHO to the Global Fund to the Gates Foundation and PEPFAR.</p>

Interdisciplinary and Integrated Collaborative Teaching Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Interdisciplinary and Integrated Collaborative Teaching courses. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Interdisciplinary and Integrated Collaborative Teaching Courses

Course subject & number

History or Microbiology 3704

Please answer the 3 questions below.

“Collaborative”

Meaning and context: Teaching partners are expected to collaborate on (1) defining the objectives for the course, (2) putting together the course materials, (3) conducting the formal instruction of students, and (4) evaluating student performance. Note that courses in which one faculty member of record convenes the course and invites one or more guest speakers to take part in the class are not considered courses taught collaboratively. (Those courses may, however, utilize outside speakers when appropriate *in addition to* the primary faculty members of record.)

In the box below, list which two or more faculty members from what departments/units within which college(s) will engage in the interdisciplinary and integrated collaborative teaching. (This information should also be readily visible on the syllabus.)

“Interdisciplinary”

Meaning and context: Participating faculty must be from *demonstrably* different disciplines, programs, or departments. (Think along the lines of Art & Molecular Genetics, Pharmacy & History, Public Health & Music, etc.)

In the box below, explain what the distinct disciplines and contributions of each faculty member are. Furthermore, explain where and how these will show in/contribute to the course GEN Theme. (This information should also be readily visible on the syllabus.)

“Integrated”

Meaning and context: Interdisciplinary integrative teaching is different from multidisciplinary teaching where “faculty present their individual perspectives one after another, leaving differences in underlying assumptions unexamined and integration up to the students. In interdisciplinary courses [...] faculty interact in designing a course, bringing to light and examining underlying assumptions and modifying their perspectives in the process. They also make a concerted effort to work with students in crafting an integrated synthesis of the separate parts that provides a larger, more holistic understanding of the question, problem, or issue at hand.” (Klein & Newell, 12)

In the box below, explain how the faculty members will be teaching the course together by being both present during all or most course meetings (at least 50% of the meetings) and bringing their different disciplines and perspectives into dialogue to address the GEN Theme. Exactly where and in what manner will this happen? What kinds of assignments will the students produce that demonstrate their ability to integrate the different disciplinary questions, methods, or knowledge to address the GEN Theme at hand? Be specific. (This information should also be readily visible on the syllabus.)

