

# LGBT-123: AIDS IN THE LGBT COMMUNITY AND BEYOND

---

## Effective Term

Fall 2026

## SECTION A - Course Data Elements

### CB04 Credit Status

Credit - Degree Applicable

### Discipline

Minimum Qualifications	And/Or
Education (Master's Degree)	

### Subject Code

LGBT - Lesbian, Gay, Bisexual, Transgender Studies

### Course Number

123

### Department

Lesbian, Gay, Bisexual, Transgender Studies

### Division

Career Education and Workforce Development (CEWD)

### Full Course Title

AIDS in the LGBT Community and Beyond

### Short Title

AIDS in the LGBT Comm & Beyond

### CB03 TOP Code

0899.00 - \*Other Education

### CB08 Basic Skills Status

NBS - Not Basic Skills

### CB09 SAM Code

D - Possibly Occupational

### Rationale

Periodic course review and revision. Updated learning outcomes, objectives and course content to align with CCSF and to meet CSU Area and CALGETC requirements.

## SECTION B - Course Description

### Catalog Course Description

This course examines the AIDS epidemic from its discovery to modern day. It includes a survey of the epidemic's impact on the community, family, education and the workforce.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

### Repeatability

Not Repeatable

### Grading Options

Letter Grade or Pass/No Pass

**Allow Audit**

Yes

**Requisites****SECTION D - Course Standards****Is this course variable unit?**

No

**Units**

3.00

**Lecture Hours**

54.00

**Outside of Class Hours**

108

**Total Contact Hours**

54

**Total Student Hours**

162

**Distance Education Approval****Is this course offered through Distance Education?**

Yes

**Online Delivery Methods**

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

**SECTION E - Course Content****Student Learning Outcomes**

Upon satisfactory completion of the course, students will be able to:	
1.	Examine how the HIV virus infects the human body and how it is transmitted.
2.	Examine critical moments in the story of AIDS and compare public opinion of HIV and AIDS as well as LGBTQIA2+ people before and after these events.
3.	Analyze the popular culture response to AIDS via film, advertisements, education, prevention strategies and media and its effect on the opinion of the general public, education and workforce from 1981 to the present.
4.	Apply theories of metaphor concerning contagion and morality to HIV and AIDS in the U.S. response to the pandemic in media, art and literature.

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:	
1.	Discover how the HIV virus was discovered and named.
2.	Examine how the HIV virus is transmitted and how it infects the body.
3.	Analyze significant events in the history of the AIDS crisis and how they impacted the community, education and the workforce.
4.	Explore how the greater gay liberation movement fueled the rapid spread of the HIV virus and the social issues that slowed the response.
5.	Examine the response to the AIDS crisis in the United States and other countries and how education and the workforce were impacted.
6.	Evaluate the impact of AIDS on women and the role they played in the early decades of the epidemic.

7. Analyze the history of HIV prevention strategies and the challenges they faced in various sub-communities.
8. Discover current day strategies for preventing the spread of HIV including risk assessment and harm reduction education in various racial and ethnic communities.
9. Evaluate various educational initiatives related to HIV and sexually transmitted infections including philosophies emphasizing celibacy rather than risk reduction .
10. Examine the demographics impacted by the HIV virus including sexual orientation, race, gender, age, and social class.
11. Examine AIDS as a metaphor and their impact on greater society, education, and the workforce.
12. Examine various theories about stigma associated with HIV and AIDS.
13. Examine the history and impact of various criminal and employment laws related to the HIV virus.
14. Examine how the AIDS pandemic is reflected in various forms of media and art in various cultures and greater society.
15. Evaluate the evolution of language related to the AIDS epidemic and how it is discussed in K-12 curriculum.
16. Explore the history and evolution of various career fields in HIV/AIDS prevention, testing, and treatment.

### Course Content

#### A. The discovery of the HIV virus

1. The first five cases of opportunistic infections in big cities
2. "A gay-related disease" ("GRID")
3. Non-gay infections detected
4. Community-wide panic leading to greater social fear

#### B. HIV transmission and infection

1. History of beliefs about how HIV spreads
2. Six known body fluids capable of carrying the virus
3. Risk factors of spreading the virus in sexual acts
4. IV drug use and needles
5. Blood transfusions and the blood supply
6. How HIV replicates in the body
7. Determining an AIDS diagnosis

#### C. HIV and the gay liberation movement in 1981

1. How the sexual revolution of the 1960s set the stage for AIDS
2. The legalization and normalization of same-sex relationships
3. Bathhouse culture
4. Bar and club culture
5. Drug culture

#### D. Key points in the AIDS epidemic timeline

1. 1981 to 1984 panic and death in the community
2. 1985 Rock Hudson dies; President Reagan mentions AIDS for the first time
3. 1987 ACT-UP, AZT, the AIDS Quilt (The NAMES Project), and the March on Washington
4. 1989 Death toll reaches 100,000
5. 1992 FDA approval of rapid response test for HIV
6. 1993 "Angels In America" and "Philadelphia" premiered
7. 1995 FDA approval of first "cocktail" as treatment
8. 2000 President Clinton declares AIDS a threat to national security
9. 2012 FDA approves PrEP
10. 2016 National Institute of Health declares "undetectable = untransmittable"
11. 2021 FDA approves vaccine to prevent HIV transmission

#### E. Responses to the AIDS epidemic

1. No response from federal government
2. President Reagan campaigned on cutting CDC funding
3. Labeling of "gay disease"
4. Messaging from religious conservatives
5. Rampant fear in health, schools, social services
6. The greater public demonizes gay men

7. Calls for tattooing and quarantining those with AIDS
8. Epidemic unites gay community, brings men and women together
9. Lack of legal status for same-sex couples leaves survivors homeless, without access to health care and without access to their partner's wealth.

F. How AIDS impacted women

1. Response by the lesbian community to care for sick men
2. How the epidemic caused communities of men and women to unite
3. Myths about transmission to babies
4. How women became unknowingly infected

G. Demographics of those who are HIV positive

1. Disparities in communities of color
2. Sexual orientation and gender identity stigma in communities of color
3. Youth 13 to 25 showing highest number of new infections
4. Southern states showing high numbers of new infections

H. AIDS in communities of color and impact of homophobia

1. History and current challenges with homophobia in communities of color
2. Why AIDS first focused appeared to be impacting Caucasians
3. New infection rates in communities of color and the causes
4. Culture and religion interfere with prevention and treatment

I. HIV and LGBT community sub-cultures

1. HIV in the leather community
2. HIV in the BDSM community
3. Bathhouse culture in modern times
4. "Men who have sex with men" but identify as straight
5. AIDS in the transgender community
6. Today's sex-workers, risks and challenges
7. "Bug-catchers" and "gift-givers"

J. History and impact of various criminal and employment laws related to HIV infection and transmission

1. U.S. Supreme Court case protecting against HIV status discrimination
2. Americans with Disabilities ACT
3. California employment protection
4. California Penal Code prohibition against deliberate infection
5. HIV and Federal Educational Rights and Privacy Act
6. How the law impacts testing, results delivery, and recording of results

K. The impact of AIDS on LGBT history

1. AIDS wiped out a generation of people
2. Families destroyed archives, excluded surviving partners
3. San Francisco AIDS Foundation - A national model
4. San Francisco GLBT Historical Society formation
5. AIDS Memorial Quilt - "The Names Project"
6. Reflections on recent documentaries
7. Younger generations lack awareness, experience, appreciation

L. AIDS reflected in arts, media, and as a metaphor

1. "The Band Played On" and other books
2. AIDS reflected in music
3. "Angels In America"
4. "Philadelphia"
5. "The Normal Heart"
6. "Before It Hits Home"
7. "Long Time Companion"
8. "It's My Party"
9. "We Were Here"

10. "Silverlake Life"
11. "Rent"
12. The "Names Project" and AIDS Memorial Quilt
13. "Silence = Death"
14. Red Ribbon Project
14. MTV and "The Real World" with Pedro Zamora
15. Art AIDS America
16. The impact of celebrities with HIV/AIDS
17. "Broadway Cares"
  - a. Publications, websites, and associations
  - b. Evolving language and metaphors related to AIDS
18. The meaning of "having AIDS"
19. Theories about stigma created by initial "gay-related disease"
20. "AIDS" as a "death sentence" to HIV as a chronic condition
21. T-Cells and "AIDS"
22. "HIV+" and "POZ"
23. Evolution of societal views of someone who is HIV positive
24. Dating terms and rituals around HIV status
25. Tattoos
26. "Coming out" as HIV positive

#### M. Art and activism

1. VisualAIDS
2. Gran Fury
3. ACT-UP Protests
4. A Day Without Gertrude
5. Keith Haring
6. David Wojnarowicz

#### N. Public health education strategies

1. Applying what we know to stop new infections
2. Sex education in schools
3. Role of organizations like Planned Parenthood

#### O. Modern day prevention and treatment strategies

1. PEP and PrEP
2. Stigmas associated with PrEP
3. Abandoning condom use and return to risky behavior
4. Cost of PrEP
5. Affordable Care Act elimination and impact on access
6. Theories about side effects and long-term use
7. Regional goals to eliminate HIV through use of PrEP
8. Vaccines as PrEP
9. Early testing of treatment to eliminate HIV
10. Modern day HIV/AIDS education

## Methods of Instruction

### Methods of Instruction

Types	Examples of learning activities
Discussion	Instructor-led discussion focusing on art and activism such as ACT-UP and the St. Michael's Die In and the NAMES Project display in Washington D.C.
Directed Study	Multiple short written homework assignments analyzing topics such as critical moments in the story of AIDS in the U.S. and the shifting public opinion about HIV and AIDS and LGBTQIA2+ people.
Field Trips	A tour of the San Francisco AIDS Foundation or similar community AIDS service provider.

Activity	Comprehensive final project, described above, assessing student's ability to research, compile, and create an education outreach plan that focuses on a specific community keeping the critical historic moments of AIDS and changing public opinion in mind.
----------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Online Adaptation

Types	Examples of learning activities
Discussion	Instructor-led discussion in Canvas focusing on art and activism such as ACT-UP and the St. Michael's Die In and the NAMES Project display in Washington D.C.
Directed Study	Multiple short written homework assignments analyzing topics such as critical moments in the story of AIDS in the U.S. and the shifting public opinion about HIV and AIDS and LGBTQIA2+ people submitted in Canvas.
Other	A virtual tour of the San Francisco AIDS Foundation or similar community AIDS service provider.
Activity	Comprehensive final project, described above, assessing student's ability to research, compile, and create an education outreach plan that focuses on a specific community keeping the critical historic moments of AIDS and changing public opinion in mind. To be submitted in Canvas.

### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
 Chat Rooms  
 Discussion Boards  
 E-mail Communication  
 Telephone Conversations  
 Video or Teleconferencing

### Student-Initiated Online Contact Types

Chat Rooms  
 Discussions  
 Group Work

### Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	For example: 1. Midterm examination focused on analyzing the creative activist response of LGBTQIA2+ artists, musicians, performers, and writers to the underlying homophobic and transphobia brought to light through the AIDS pandemic. 2. A final short essay that includes an examination of one or more critical moments in the story of AIDS and comparison of public opinion of HIV and AIDS as well as LGBTQIA2+ people before and after these events.

Projects	<p>Research Projects For example:</p> <ol style="list-style-type: none"> <li>1. Research how HIV prevention is taught in the K-12 school system. Prepare a lesson plan about HIV prevention for middle or high school students based on state standards.</li> <li>2. A Comprehensive final project assessing student's ability to research, compile, and create an education outreach plan that focuses on a specific community keeping the critical historic moments of AIDS and changing public opinion in mind.</li> </ol> <p>Group Projects For example:</p> <ol style="list-style-type: none"> <li>1. Develop and execute an educational initiative targeting a high risk group on HIV and STI prevention.</li> <li>2. Create a video public service announcement directed at a high-risk population for the HIV virus.</li> </ol>
Essays/Papers	<p>For example:</p> <ol style="list-style-type: none"> <li>1. Write short-essay analyzing AIDS metaphors.</li> <li>2. Write a 5-to-10-page essay based on research about HIV risk assessment and effective risk reduction strategies.</li> </ol>
Oral Presentations	<p>For example:</p> <ol style="list-style-type: none"> <li>1. Create and deliver an educational presentation on effective strategies for preventing an infection and the spread of HIV.</li> <li>2. Present an example of an art form or piece of media created in response to the HIV crisis.</li> </ol>
Other	<p>Field Trips For example:</p> <ol style="list-style-type: none"> <li>1. Tour the San Francisco AIDS Foundation.</li> <li>2. Tour a local HIV testing clinic.</li> </ol>
Homework	<p>For example:</p> <ol style="list-style-type: none"> <li>1. Read an article about the HIV crisis provided by the instructor.</li> <li>2. Read "And the Band Played On" or "Angels In America."</li> </ol>

## Assignments

### Reading Assignments

1. Read Part II of "And the Band Played On."
2. Read an article from a recent publication of POZ magazine.
3. Read Part I of "How to Survive a Plague."

### Writing Assignments

1. An evaluation of AIDS education curriculum in the California K-12 system.
2. An evaluation of an article from a publication of POZ magazine.
3. An assessment and interpretation of a form of media or art related to the AIDS pandemic.

### Outside-of-Class Assignments

1. A group project to design and execute an educational campaign involving safe-sex and risk reduction.
2. A research project and oral presentation on a form of art or media reflecting a period of time during the AIDS epidemic.
3. Research and analyze intersecting identities and successful and failed models of HIV prevention education and cultural competency that have been developed over the course of the pandemic and discuss the politics and special challenges of HIV prevention education historically and as they are today.

## SECTION F - Textbooks and Instructional Materials

### Material Type

Textbook

### Author

Shilts, Randy

### Title

And The Band Played On

### Publisher

St. Martin's Press

**Year**

1998

**Rationale**

Classic Text

---

**Material Type**

Textbook

**Author**

Wechsberg, Wendee

**Title**

HIV Pioneers: Lives Lost Careers Changed and Survival

**Edition/Version**

1st

**Publisher**

Johns Hopkins University Press

**Year**

2018

**Rationale**

A collection of stories from different career professionals who responded to the AIDS crisis.

**ISBN #**

978-1421425726

---

**Material Type**

Textbook

**Author**

Kushner, Tony

**Title**

Angels In America

**Edition/Version**

First

**Publisher**

Theatre Communications Group Inc

**Year**

2003

**Rationale**

Classic text

**ISBN #**

9781559360982

---

**Material Type**

Textbook

**Author**

Lee, Kayleigh

**Title**

The History of HIV/AIDS - Discovery and Early Cases From Patient Zero to Millions

**Edition/Version**

1st

**Publisher**

Independent

**Year**

2023

**ISBN #**

9798873354894

---

**SECTION G - Diversity, Equity and Inclusivity**

**Course Codes (Admin Only)**

**CB00 State ID**

CCC000602497

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

Y - Credit Course

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Program Applicable

**Allow Pass/No Pass**

Yes

**Only Pass/No Pass**

No