

Health Psychology/Behavioral Medicine  
UNT Department of Psychology

Spring 2007

January 22 – May 7

Lecture: Mon 1:00 – 3:50 p.m.

Room Number: LANG 317

Required: Consent of  
Instructor

**Instructor**

Mark Vosvick, Ph.D.

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Office Hours: M 4:00 – 5:00  
T 3:00 – 5:00

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**PSYC 4300/5300  
Psychosocial Issues in HIV/AIDS**

**Course Description & Objectives**

This course is part of the Department of Psychology's Health Psychology and Behavioral Medicine Division and is open to both undergraduate and graduate students. Sensitive material will be presented in this course and students uncomfortable with topics that cover diverse issues in human sexuality, substance use, death and dying, and other non-mainstream social conventions should contact instructor prior to enrollment. Graduate students will be required to complete additional coursework to meet graduate performance levels. Additional coursework will include 1) more in-depth readings, and 2) a final project.

Behavior change is the only available strategy for HIV prevention. This course will examine psychosocial factors that are related to health-related behaviors both in healthy people and people living with HIV/AIDS. Both primary and secondary prevention will be addressed. Students will explore cultural, socio-economic and psychological antecedents to viral infection with HIV.

This course is designed to prepare students who expect to pursue careers in the health service fields (e.g. psychologists, physicians, social workers, biologists, and dentists) to be conscious of the issues many of their HIV+ and HIV- at-risk clients/patients will face. Additionally, students interested in HIV/AIDS as a social phenomenon are encouraged to enroll.

**Course Format**

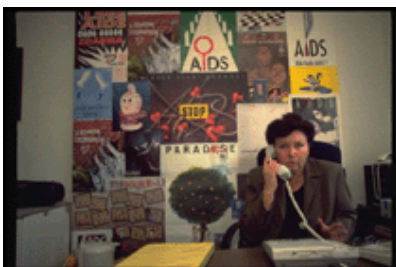
This course will use a seminar format, which includes discussion and group work. New material will be presented in the readings as well as in seminar. Class sessions will focus on:

- (1) fundamentals of HIV/AIDS;
- (2) theoretical frameworks related to prevention;
- (3) discussion of diverse populations living with HIV/AIDS;
- (4) current HIV/AIDS research; and
- (5) examination of ethnic minority issues and HIV/AIDS.

Students are encouraged to contact the instructor to discuss any issues that need clarification. Please let me know if you have any difficulties with the class or suggestions for improving the class. Student input is always appreciated.

**Objectives**

1. Students will develop a solid base of knowledge about HIV/AIDS transmission routes, disease progression and prevention
2. Students will become familiar with issues and approaches to specific populations at risk for HIV/AIDS, including issues of cultural diversity
3. Students will explore issues that face people living with HIV/AIDS and examine psychosocial factors that contribute to increases in health-related behaviors
4. Students will examine current psychosocial research and theory on the prevention of HIV and on quality of life issues for people living with HIV/AIDS
5. Students will investigate the socio-economic and cultural implications to society of HIV/AIDS



## Course Requirements

Attendance & Participation	20%
Homework Films	5%
Group Projects	15%
Midterm Exam	30%
Final Exam (undergrads)	30%
Final Exam (grad students)	15%
Final Project (grad students)	15%

**Attendance & Participation:** Students are expected to attend each class, reflect upon each of the reading assignments and actively engage in discussions about the assigned readings and related concepts. If you **must** miss a class you **must** email the instructor prior to the class with an explanation and you **must** turn in a one (1) page paper reviewing the assigned chapter for that class. Students' participation will be evaluated in terms of the following: apparent thoughtfulness of comments, engagement in course material, the ability to keep an open-mind, even when discussing controversial viewpoints and academic courtesy to colleagues. Respect **must** be given towards ALL seminar participants and disrespectful behavior will be considered disruptive and handled through disciplinary action.

**Homework Films:** Four films are reserved at the Media Library in Chilton Hall. You will be required to **sign the course log** at the library when you see them. This list will be sent to me. Additionally, class discussions will include the movies and an essay question on each exam will focus on one of the movies.

**Group work:** The class will be divided randomly into small groups. Each group will work on projects together during class time. These groups will focus on

special topics or skills related to HIV/AIDS. Each time teams work on a project they will turn in a product along with a roster of group members who contributed to the project. You must be present at these groups to be evaluated.

**Midterm & Final Exam:** There will be two exams (3/27 and 5/11), which will cover all material thru the date of the exam. Format of exams will include a variety of item responses and essays. NOTE: Weighting of final exam varies based upon undergrad or grad status.

**Final Project (grad students):** A final project is required of graduate students and will consist of a literature review of **current** research on a subpopulation of people living with HIV/AIDS (e.g. African American women, gay men, pediatric AIDS patients, intravenous drug users). APA citation and reference formats are required. Copies of all papers on reference list are required to be submitted along with the final paper.

**Evaluation of Student Performance:** Assignments will receive numerical grades ranging from 0.00 to 4.00 evaluating your performance for each of the above course requirements. The interpretive statements provided below will be used as a basis for assigning these grades. Any late assignments will be assessed a penalty of .25 per day. Failure to complete any assignment will not constitute an excuse for being assigned an Incomplete in the course.

**Extra Credit:** Up to 10 extra credit points can be earned and applied to your final grade. Points can be earned by participating in Psych Department Research. See last page of syllabus for SONA instructions.

## Evaluation of Student Performance

Letter Grade	Numerical Grade	Interpretive Statement
A	3.5 – 4.0	Exceptional work; work at this level is creative, thorough well reasoned, insightful, well written and shows clear recognition and an incisive understanding of the salient issues. Work of good professional quality.
B	3.0 – 3.4	Competent and sound work; well reasoned and thorough, but not especially creative or insightful (or creativity is poorly developed); shows adequate understanding of the issues, although that understanding may be somewhat incomplete. This is the grade that indicates neither exceptional strength nor exceptional weakness.
C	2.5 – 2.9	Borderline work; barely meets the minimal expectations for the course; understanding of salient issues is incomplete, and overall performance, if consistently at this level, would be below the level of adequate performance.
D	2.0 – 2.4	Consistently poor work; frequently does not meet the minimal expectations for the course; less than adequate understanding of the issues and course material. This is the grade that indicates exceptional weakness.
F	< 2.0	Unacceptable work; work at this level demonstrates neither a conceptual grasp of salient issues nor evidence of scholarly work.

**Required Text:**

Ward DE (1999). The AmFAR Handbook: The Complete Guide to Understanding HIV and AIDS. New York: WW Norton & Company.

**Recommended Text:**

Kalipeni E, Craddock S, Oppong JR & Ghosh J (2004) HIV & AIDS in Africa: Beyond Epidemiology. MA: Blackwell Publishing.

**Selected Readings will be provided on Reserve in the Science and Technology Library & at the Student Union Copy Shop:**

**Aguirre-Molina** M et al (2001). Health Issues in the Latino Community. San Francisco: Jossey-Bass.

**Bladwin** P (2005). Disease and Democracy: The Industrialized World Faces AIDS. New York: University of California Press.

**Beckerman** NL (2005). Couples of Mixed HIV Status: Clinical Issues & Interventions. New York: Haworth Press.

**Bowser** BP et al (2004). Preventing AIDS: Community Science Collaborations. New York: Haworth Press.

**Collins** PH (2004). Black Sexual Politics. New York: Routledge.

**Corber** RJ & Valocchi (2003). Queer Studies: An Interdisciplinary Reader. MA: Blackwell Publishing.

**Derlega** VJ & Barbee AP (1998). HIV & Social Interaction. Thousand Oaks, CA: Sage Press.

**Diaz** RM (1998). Latino Gay Men and HIV: Culture, Sexuality and Risk Behavior. New York: Routledge.

**DiClemente** RJ & Peterson JL (1994). Preventing AIDS: Theories and Methods of Behavioral Interventions. New York: Plenum Press.

**Gant** LM et al (1998). Social Workers Speak Out on the HIV/AIDS Crisis: Voices from the African-American Communities. Westport CT: Praeger.

**Grapes** BJ (2001). Sexually Transmitted Diseases. San Diego: Greenhaven Press.

**Halkitis** PN et al (2005). HIV+ The Psychological & Interpersonal Dynamics of HIV-Seropositive Gay & Bisexual Men's Relationships. Washington DC: APA.

**Kalichman** SC (1998). Preventing AIDS: A Source Book for Behavioral Intervention. New Jersey: Lawrence Erlbaum.

**Kelly** J (1995). Changing HIV Risk Behavior: Practical Strategies. New York: Guilford Press.

**Levenson** J (2004). The Secret Epidemic: The Story of AIDS and Black America. New York: Pantheon Books.

**Lightfoot** M et al (2005). Risk Behaviors of Youth Living with HIV: Pre- and Post-HAART. Am J Health Behav; 29(2).

**Mayer** KH & Pizer HF (2005). The AIDS Pandemic: Impact on Science & Society. Oxford: Elsevier.

**Nichols** JE et al (2002). Aging with HIV: Psychological, Social and Health Issues. San Diego, Academic Press.

**NASTD**. Addressing HIV/AIDS: Latino Perspectives & Policy Recommendations.

**Odets** W (1995). The Shadow of the Epidemic: Being HIV- in the Age of AIDS. Durham: Duke University Press.

**O'Leary** A (2002)\*. Beyond Condoms: Alternative Approaches to HIV Prevention. New York: Kluwer.

**Peterson** J.L. & DiClemente R.J. (2000). Handbook of HIV Prevention. New York: Kluwer Academic.

**Ray** EB (2005). Health Communication in Practice: A Case Study Approach. New Jersey: Lawrence Erlbaum.

**Shernoff** M (2006). Without Condoms: Unprotected Sex, Gay Men and Barebacking. New York: Routledge.

**Stein** E (1999). The Mismeasure of Desire: The Science, Theory and Ethics of Sexual Orientation. Oxford: Oxford University Press.

\* ***This text is available electronically through UNT libraries. Please follow these instructions to access the text:***

- Start at the library homepage: <http://www.library.unt.edu/>
- Next, search for the book by title or author
- This will take you to the page with the link to the netlibrary
- Click on the link
- Click on "view this eBook" under viewing options, however don't use the checkout for 24 Hours option as this will restrict the viewing of the book to that one person, although it would only be for a day. With the "viewing" option, more than one student could read it at once
- Navigate/read page by page or by using the table of contents

## Course Schedule:

**NOTE: Everyone can read items that are highlighted, however graduate students must read them.**

Date	Topic	Readings
<b>WEEK1</b> 01/22	<b>Overview of Course - Introduction HIV</b> Why are you taking this course?  Living with HIV: An Overview <b>VIDEO:</b> Undetectable: The New Face of AIDS (45 min)  Group Discussion	Barn Raising: Collaborative Group Process in Seminars, by Don McCormack & Michael Kahn
<b>WEEK2</b> 01/29	<b>The History of HIV/AIDS</b> AIDS & HIV Infection Changing HIV/AIDS Risk Behaviors Foreword & Preface Sex, Gender & Sexual Orientation   <b>VIDEO:</b> Common Threads: Stories from the Quilt (79 min)	Kelly: pp 1 – 15 DiClemente: pp 1 – 4 O'Leary: pp ix – xv Stein: pp 23 – 38  Handouts: - Science Vol 298, pp 1726-1730 - Pneumocystis pneumonia, pp 1-2 - HIV/AIDS Resource Center, pp 1-2 - Lgbthealth channel, pp 1-3 - History of HIV, pp 1-2  Website: <a href="http://www.avert.org/origins.htm">http://www.avert.org/origins.htm</a> Global AIDS Timeline: <a href="http://www.kff.org/hiv/ids/timeline/">http://www.kff.org/hiv/ids/timeline/</a>
<b>WEEK3</b> 02/05	<b>The Biology of the Virus</b> - The Cell - DNA, RNA and Protein Synthesis - The Immune System: an Overview - Viruses: an Overview - The Human Immunodeficiency Virus <a href="http://www.avert.org/photos.htm">http://www.avert.org/photos.htm</a>  <b>Virology</b>  <b>Group Exercise:</b> <i>Perceived Susceptibility</i>	Ward: pp 279 – 360   <b>Mayer: pp 13 - 35</b>  Psychosocial Correlates of Behavioral Determinants in an HIV+ Population: A Primer

<p><b>WEEK4</b> 2/12</p>	<p><b>Transmission, Diagnosis and Course of Disease</b></p> <ul style="list-style-type: none"> <li>- Diagnosis of HIV Infection &amp; Initial Physician Care</li> <li>- Testing for HIV</li> <li>- Transmission of HIV</li> <li>- HIV Infection and the Course of HIV Disease</li> </ul> <p><b>Risk Assessment</b></p> <p><b>Intervention Model:</b> The Health Belief Model and HIV Risk Behavior Change</p> <p><b>VIDEO:</b> AIDS, Changing the Rules (30 min)</p> <p><b>Group Exercise:</b> <i>Stereotyped Beliefs Risk Appraisal</i></p>	<p>Ward: pp 3 – 67</p> <p><b>Kelly:</b> pp 42 - 65</p> <p>DiClemente: pp 5 – 24</p> <p>Psychosocial Correlates of Behavioral Determinants in an HIV+ Population: A Primer</p>
<p><b>WEEK5</b> 02/19</p>	<p><b>HIV-related Stigma</b></p> <p>Social Identity &amp; Stigma Management for People Living with HIV</p> <p>Stigma, Prejudice and Discrimination</p> <p>The Stigmatization of HIV &amp; AIDS: Rubbing Salt in the Wound</p> <p><b>Discrimination and Its Discontents</b></p> <p><b>Intervention Model:</b> Social Cognitive Theory and Exercise of Control over HIV</p> <p><b>VIDEO:</b> AIDS, Psychosocial Interventions (25 min)</p> <p><b>Group Exercise:</b> <i>Social Learning Theory</i></p> <p><b>Homework Film:</b> Silverlake Life (99 min)</p>	<p>Ray: pp 145 -156</p> <p>Herek: pp 371 –377</p> <p>Derlega: pp 12-29</p> <p><b>Baldwin:</b> pp 99-124</p> <p>DiClemente: pp 25 – 60</p> <p>Psychosocial Correlates of Behavioral Determinants in an HIV+ Population: A Primer</p> <p>On Reserve at Media Library in Chilton Hall Call Number: DVD2500</p>
<p><b>WEEK6</b> 02/26</p>	<p><b>Women &amp; HIV</b></p> <p>Women &amp; HIV Disease</p> <p>Effects of HIV Disease on Women</p> <p>Female-Controlled Prevention Technologies</p> <p><b>Intervention Model:</b> Interventions for Sexually Active Heterosexual Women</p> <p><b>VIDEO:</b> Living Positive: Women and AIDS (45 min)</p> <p><b>Group Exercise:</b> <i>Theory of Gender and Power Eroticizing Safe Sex</i></p>	<p>Ward: pp 214 – 228</p> <p>Nichols: pp 229 – 246</p> <p>O’Leary: pp 47 – 76</p> <p>Peterson: pp 179 – 200</p> <p>Psychosocial Correlates of Behavioral Determinants in an HIV+ Population: A Primer</p>

<p><b>WEEK7</b> 03/05</p>	<p><b>HIV in Communities of Color</b>  <b>HIV in the African American Community</b>          Contested Membership: Black Gay Identities and the Politics of AIDS          HIV/AIDS &amp; African Americans: Assumptions, Myths &amp; Realities          African Americans with HIV/AIDS: Challenges to Mind, Body &amp; Spirit          Why We Can't Wait: Black Sexual Politics &amp; The Challenge of HIV/AIDS  <b>People of Color: HIV Prevention &amp; Treatment Issues</b></p> <p><b>Group Exercise:</b> <i>Social Influence</i></p> <p><b>Homework Film:</b> I Shall Not Be Removed (58 min)</p> <p><i>Recommended but not required:</i>  <b>Levenson J</b> (2004). <i>The Secret Epidemic: The Story of AIDS and Black America</i>. New York: Pantheon Books.</p>	<p>Corber: pp 46 – 60</p> <p>Gant: pp 1- 12</p> <p>Gant: pp 13 - 48</p> <p>Collins: pp 279 - 302</p> <p><b>Nichols: pp 197 – 228</b></p> <p>Psychosocial Correlates of Behavioral Determinants in an HIV+ Population: A Primer</p> <p>On Reserve at Media Library in Chilton Hall Call number: MV6441</p> <p>This is a novel that involves HIV in Black America. This book is on reserve at the library for this course.</p>
<p><b>WEEK8</b> 03/12</p>	<p><b>HIV in the Asian &amp; Asian American Community</b></p> <p>A Model for Understanding Sexual Health Among Asian American/Pacific Islander Men Who Have Sex with Men in the US          Ethnic Identity, Gay Identity, Sexual Sensation Seeking and HIV Risk Taking Among Multiethnic Men Who Have Sex with Men          Sexualities as Social Roles Among Asian- &amp; Pacific Islander American Gay, Lesbian, Bisexual and Transgender Individuals  <b>Guest Speaker: Dr. Chwee Lye Chng</b>          A Cultural Model for Understanding Sexual Health in Asian Pacific Islander (API) Men Who Have Sex with Men in the US: Implications for HIV Treatment and Prevention.</p>	<p>Chng: pp 21 -38</p> <p>Chng: pp 326-339</p> <p>Wong: pp 157-166</p>
<p><b>WEEK9</b> 03/19</p>	<p><b>SPRING BREAK</b></p>	
<p><b>WEEK10</b> 03/26</p>	<p><b>DUE: Midterm Exam</b>  <b>HIV in the Latino/a Community</b>          AIDS Is Increasingly Affecting Latinos          Addressing HIV/AIDS: Latino Perspectives          Latino Gay Men and HIV: Introduction          Machismo and Homophobia          Gender, Context &amp; HIV Prevention Among Latinos  <b>Collaborative Research Toward HIV Prevention Among Migrant Farmworkers</b></p> <p><b>VIDEO:</b> AIDS in the Barrio: eso no me pasa a mi (30 min)  <b>Group Exercise:</b> <i>Risky Behaviors</i>  <i>Sex Positive Message</i></p>	<p>Grapes: pp 80-87          NASTAD: pp 6 - 20          Diaz: pp 1 – 24          Diaz: pp 63 - 88          Aguirre-Molina: pp 301-324  <b>Boswer: pp 69-95</b></p> <p>Psychosocial Correlates of Behavioral Determinants in an HIV+ Population: A Primer</p>

<p><b>WEEK11</b> 04/02</p>	<p><b>HIV, Sexual Identity &amp; Behavior</b>            Love, Sex and Masculinity in Sociocultural Context: HIV Concerns &amp; Condom Use among African American Men in Heterosexual Relationships            Listening to Gay &amp; Bisexual Men Living with HIV            Culture Matters: The Role of Race &amp; Ethnicity in The Sexual Lives of HIV+ Gay &amp; Bisexual Men            The LA Transgender Health Study            Sexual Freedom &amp; Sexual Responsibilities            Negotiated Safety Agreements Among Gay Men  <b>Why Do Men Bareback: No easy answers</b>   <b>Interventions to Reduce HIV Transmission in Homosexual Men</b>   <b>Group Exercise:</b> <i>Emotions Shame and Guilt</i></p>	<p>Bowleg: pp 166-186             Halkitis: pp 233-247            Halkitis: pp 87-100             Bowser: 115-131            Shernoff: pp 283-289            O'Leary: pp 1 – 16  <b>Shernoff: pp 65 – 100</b>   <b>Peterson: pp 201 – 216</b>             Psychosocial Correlates of Behavioral Determinants in an HIV+ Population: A Primer</p>
<p><b>WEEK12</b> 04/9</p>	<p><b>Children, Adolescents and HIV</b>            Risk Behaviors of Youth Living with HIV: Pre- and Post-HAART            Interventions for Adolescents in Community Settings            Interventions for High-Risk Youth  <b>Aging with HIV</b>  <b>The Experience of Older Adults Living with HIV</b>   <b>VIDEO:</b> Teen Sexuality in a Culture of Confusion (40 min)            The Forgotten Tenth (14 min)   <b>Group Exercise:</b> <i>Modeling Ambivalence</i>   <b>Homework Film:</b> KIDS (91 min)</p>	<p>Lightfoot: pp 162-171            Ward: pp 229 – 253            Peterson: pp 103 – 128            Peterson: pp 129 - 146            Nichols: pp 3 – 14  <b>Nichols: pp 33 – 82</b>             Psychosocial Correlates of Behavioral Determinants in an HIV+ Population: A Primer             On Reserve at Media Library in Chilton Hall            Call Number: DVD765</p>
<p><b>WEEK13</b> 04/16</p>	<p><b>Intravenous Drug Users</b>            Needle Exchange Programs Prevent the Spread of HIV            Needle Exchange Programs Do Not Prevent the Spread of HIV            The Role of Drug Abuse Treatment in the Prevention of HIV Infection            Behavioral Interventions for In-Treatment Injection Drug Users            Mental Health and HIV   <b>VIDEO:</b> So Sad, So Sorry, So What (27 min)            Shooting Up AIDS (29 min)   <b>Group Exercise:</b> <i>Relationship Development Self-Efficacy</i>   <b>Homework Film:</b> Fast Trip Long Drop (54 minutes)</p>	<p>Grape: 110-113            Grape: 114-123             Peterson: pp 147 – 158             DiClemente: pp 189 – 208             Nichols: 133-155             Psychosocial Correlates of Behavioral Determinants in an HIV+ Population: A Primer             On Reserve at Media Library in Chilton Hall            Call Number: MV3411</p>

<p><b>WEEK14</b> 04/23</p>	<p><b>Global HIV/AIDS – International Issues</b> Structural Barriers &amp; Facilitators in HIV Prevention: A Review of the International Research Beyond Epidemiology: Locating AIDS in Africa Monitoring HIV/AIDS in Europe’s Migrant Communities &amp; Ethnic Minorities HIV/AIDS in Asia: Introduction Asia: The New Epidemic Zone for HIV/AIDS Social Representations of HIV/AIDS in Central &amp; Eastern Europe</p> <p><b>HIV Prevention in Developing Countries</b></p> <p><b>VIDEO:</b> The Cost of Living (24 min)</p> <p><b>Group Exercise:</b> <i>Interpersonal Power/Coercion Group Norms</i></p>	<p>O’Leary: pp 17 – 46 Kalipeni: pp 1 – 10 Dal Amo: pp 1867 - 1873 Detels: pp 1 – 6 Goodwin: pp 1373 – 1384 <b>Peterson: pp 225 – 244</b>  Psychosocial Correlates of Behavioral Determinants in an HIV+ Population: A Prime</p>
<p><b>WEEK15</b> 04/30</p>	<p><b>DUE: Final Projects</b> <b>The Future of HIV Prevention</b> The Abstinence Strategy for Reducing Sexual Risk Serodiscordant Couples Prevention Triage: Optimizing Multiple HIV Interventions Looking Forward: Future Directions for HIV Prevention <b>VIDEO:</b> Hope is the Thing with Feathers (28 min)</p>	<p>O’Leary: pp 109 – 138 Beckerman: pp 7-17, 43-71 O’Leary: pp 221 – 232  Peterson: pp 311 – 324</p>
<p><b>WEEK16</b> 05/11</p>	<p><b>DUE: Final Exam Friday 10:30 – 12:30 a.m.</b></p>	

*Students are encouraged to contact the UNT Student Counseling Center if issues discussed in the class trigger strong emotions that they need help processing. The Center is located on Level 3 of the University Union and its phone number is 940 565-2741. Hours are M – T: 8 a.m. to 8 p.m. and W – F: 8 a.m. to 5 p.m. Additional services can be accessed via the Crisis Hotline at the Denton County Mental Health/Mental Retardation Center at 800 762-0157.*

**Please note:**

The Department of Psychology cooperates with the Office of Disability Accommodation (ODA) to make reasonable accommodations for qualified students with disabilities (cf. Americans with Disabilities Act and Section 504, Rehabilitation Act). If you have not registered with ODA, we encourage you to do so. Please present your written Accommodation Request to your instructor on or before the 12<sup>th</sup> class day. If you experience any problems in getting reasonable accommodations, please contact the Psychology Department Liaison or ODA. Also, the Department complies with the University’s policies concerning discrimination and sexual harassment. If you have any complaints please contact the departmental chairperson or UNT’s Equal Opportunity Office.

W’s for **withdrawing** from the course will be given ONLY if submitted prior to the UNT deadline. If you withdraw from the course after the deadline, your performance will be reviewed and you will receive either a W or a WF based on your performance. No exceptions will be made by the instructor.

Incompletes will only be permitted in **extreme situations** and only if requested early in the term. If you are granted an “I” (Incomplete) in any course, you must complete the work and have the “I” removed within one year or you must re-enroll in the course again.

Plagiarism and cheating will not be tolerated. Any student who exhibits either of these behaviors will receive an “F” for the course. Disruptive behavior will also not be tolerated.

*This syllabus does not constitute a contract and should not be interpreted as such. The syllabus may be modified during the semester.*