**Option 1: Snapshot of an Epidemic**

**Step 1** Using current data from the [World Health Organization](https://www.who.int/health-topics/hiv-aids/#tab=tab_1) and the [South Carolina Department of Health and Environmental Control](https://scdhec.gov/infectious-diseases/hiv-aids-std-data-reports) (or other state - all data are readily available on the internet), compare the demographic changes in HIV and AIDS prevalence rates in your community over the past two decades to the global changes overall. You are free to define "community" in a relatively broad fashion, as the entire state of South Carolina (or your home state), or in a relatively narrow fashion, such as the county or metropolitan area where you live. Discuss the ways in which your community differs from the global picture, and the ways in which it is similar. In your discussion, draw connections to specific class materials\* . (2-3 pages)

**Step 2** Go to [MeasureofAmerica.org](https://measureofamerica.org/maps/) and check out the information on demographics, health, income, and education the community you identified above. Assess these statistics in relation to 1) the HIV/AIDS rates for your state/county/etc. and 2) course materials\*, using proper citations and references.  For example, consider the ways in which these other characteristics influence the prevalence and experience of HIV in your area, what special populations might be targeted for outreach and prevention, what kind of programs might be put into place to provide better support and treatment for people with HIV/AIDS? (2-3 pages)

**Step 3** Write a conclusion in which you assess what you’ve learned from this assignment as a whole, and include a sociological assessment linking what you learned to class material. (1-2 pages)

References should include AIDS, Science, and Society, plus three other assigned course materials. Be sure to properly cite all materials and include a properly formatted reference page. ASA, MLA, or APA format is fine. Save and upload as one document.

**Option 2**: **The Social Construction of Illness: AIDS and the Media**

**Step 1** Using newspaper and news magazine accounts of the HIV/AIDS health crisis that range from the early 1980s to the present, trace the explanations for the origins of the disease. You might want to compare popular accounts cross-nationally. Examine the ways in which HIV/AIDS has been linked to already-stigmatized groups, the ways in which popular speculations about the origins of the human immunodeficiency virus reflect established thinking (and prejudices) about developing nations, "exotic" environments, and marginalized groups. Use at least 20 sources spread out over 30 years, 1984-2014. Summarize your methodology and results. (1-2 pages)

**Step 2** Compare and contrast news coverage of SARS, Ebola, or COVID with news coverage of HIV/AIDS by reviewing news coverage for at least one full week of CNN, NPR, the New York Times, the Washington Post, or other major news outlet (all available online). Itemize all coverage and compare it to what you've learned about HIV/AIDS coverage in the first years of the outbreak/epidemic. During the full week of coverage you reviewed, was there also news of HIV/AIDS? If so, include it in your report. Summarize your methodology and results. (1-2 pages)

**Step 3** assess this information in relation to course materials\* (2-3 pages) and write a concluding statement in which you what you’ve learned from this assignment as a whole (1 page).

\*References should include AIDS, Science, and Society, plus three other assigned course materials. Be sure to properly cite all materials and include a properly formatted reference page. ASA, MLA, or APA format is fine. Save and upload as one document.

**Option 3: HIV/AIDS Knowledge, Awareness, and Prevention**

**Step 1** Observe and assess the availability of safer-sex education and materials in three places where young people are likely to meet each other and potentially hook-up. (2-3 pages)

a. Campus: List all the resources you can find on campus\* about safer-sex practices. Is information about safer sex readily available to students? Is there advertising on campus directing students to materials related to safer sex activity? Is there information available regarding HIV/AIDS testing and/or testing for other STIs? Are condoms available on campus? Are they free? Where are students directed to go if they have questions about sexual health? How hard was it for you to find answers to these questions? Assess the information presented to students about safe sex. What is included or omitted? Did you notice any gender differences in the information presented? Was there outreach to specific groups of people (LGBT, Black, Latino, international students, etc.)? If yes, describe.  Reflect on sociological reasons safe-sex information may or may not be readily available on CCU’s campus. \*As we are not on campus now, please use the campus website to investigate.

b. Bars/clubs: Visit\* one or two bars or clubs in your community. By observation, determine the availability of safer sex information and condoms. Examine the content and the gender-bias of any safer sex information, and the accessibility of condoms to both women and men. Interview the owners/managers of these bars. If there is safer sex information visible, when was that information placed in the facility? What were the circumstances surrounding the decision to post safer sex information or, conversely, why is it not posted? If condoms are available to both women and men, when was that arrangement made? If they are available only to men (e.g., in the men’s toilet, in a machine), why isn’t there a condom machine in the women’s toilet as well? Speculate on the factors that limit the availability of safer sex information, HIV-transmission warnings, and condoms in locations such as these. (You might want to work in mixed-gender pairs for this activity, simply because it facilitates access to both men’s and women’s toilets, and I encourage you to visit both gay and straight venues.) \*I recommend using the venues' websites rather than visiting in person at this time. IF you are already socializing in public AND you adhere to all social distancing guidelines, then you may visit in person if you prefer.

c. Tinder (or other dating/hookup app): Log into your favorite dating app and see if they offer any tips for safer-sex, AIDS/HIV or STI prevention, and/or other safe dating/hookup tips. Assess the information presented to app users about safe sex. What is included or omitted? Did you notice any gender differences in the information presented? Was there outreach to specific groups of people (LGBT, Black, Latino, various genders, etc)? If yes, describe. Evaluate why dating / hook up apps may or may not include information on safer-sex and other issues. (If you’re not on a dating app, you can sign up for one free. Or, if you are opposed to this you may come to me for an alternative assignment.) Summarize what you observed. (2 pages)

**Step 2** Assess the information (or lack of information) you found in your investigation of these sites, and develop a series of recommendations for improving the prevalence and effectiveness of HIV/AIDS information for young adults. Your recommendations should be evidenced based, that is, you must use references from AIDS, Science, and Society and at least three other sources from class to support your recommendations. (2-3 pages)

**Step 3** Write a conclusion in which you assess what you’ve learned from this assignment as a whole, and include a sociological assessment linking what you learned to class material. (1-2 pages)

Be sure to properly cite all materials and include a properly formatted reference page. ASA, MLA, or APA format is fine.

**Option 4: HIV/AIDS Outreach and Education**

**Step 1** Talk\* with at least five of your peers about sex education, knowledge of risk, and safe-sex practices.\*\* Speak to people of various backgrounds as much as possible: various ages/class levels, various majors, living on and off campus, and of various social and demographic groups. Use these interviews to ask your peers 1) whether they feel HIV/AIDS is a risk for young people today, 2) where or in what context have they learned anything about HIV/AIDS (i.e. sex education programs, media or internet sources, movies/TV shows, non-profit organization, etc.), 3) whether they feel this information is effective in influencing decision making during sexual encounters (remind them they can answer in general and not necessarily reveal personal information if they do not wish to do so) , 4) share with your friend a few things you learned in this class that surprised you- were they aware of these things? How do they react to learning about them?, 5) What, if anything, do they think should be done to improve outreach and education to young adults regarding HIV/AIDS, other sexually transmitted infections, and safer sex practices?  Summarize and assess (drawing on information from class materials) what these interviews tell us about HIV/AIDS outreach and prevention for young adults. (2-3 pages) (Attach notes or a summary of each interview in an appendix to your paper.)

\*Yes, actually talk to them if at all possible. Using a text based medium for interviews typically elicits very short responses. You want a person to answer these questions thoughtfully. If you cannot make a conversation work, do be sure sure the person provides a thorough response to the questions listed above.

\*\*These are sensitive topics for many people and you must approach your interview subjects with deep respect for their comfort level and boundaries concerning sex. Be up front about the topic when you initiate the conversation, allow them to answer the questions without any pressure to reveal personal information, if they look or sound uncomfortable any amount at any time during the interview process, back off and give them an opportunity to stop or quit without judgement.

**Step 2** Use the information you learned from your peers to create a public service announcement (PSA) about HIV/AIDS geared toward young adults. You can do a podcast, video, infogaphic, graphic novel, playlist, tiktok, insta, powerpoint, prezi, etc. Whatever format you choose, your PSA must be evidenced based. That is, you must use information from AIDS, Science, and Society and at least three other sources from class to support inform your project.

**Step 3** Write a conclusion in which you demonstrate how your PSA engages specific class materials and assess what you’ve learned from this assignment as a whole. (2-3 pages)

Be sure to properly cite all materials and include a properly formatted reference page. ASA, MLA, or APA format is fine.