



TEXAS A&M UNIVERSITY-SAN ANTONIO

College of Arts and Sciences
Health and Behavioral Sciences

COURSE SYLLABUS

HLTH3390-001

Special Topics in Community Health: Society and Disaster
Fall 2024, MWF 9:00 to 10:50am
Classroom Hall 303

Instructor: Monica Schoch-Spana, PhD CPH

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Office Hours: Weds, 2:00-4:00pm, and by appointment

Course Description: This course will strengthen students' command of theories, methods, and empirical findings in the social scientific study of extreme events including natural disasters, disease outbreaks, and technological accidents. Students will explore the human hand in, and experience of disasters - phenomena that influenced by the ways people imagine, build, organize, and value their communities. This critical perspective will enable students to confront the present trend of more frequent and more severe disasters, as well as the factors influencing disparities in people's abilities to withstand and to recover from mass tragedy.

Learning Objectives: Upon successfully completing this course, students will be able to:

- Describe vulnerability models that emphasize political, economic, social, and cultural factors endangering people in different ways before, during, and after a disaster
- Outline models of community resilience and name inherent and adaptive capacities that can help people reduce the chances for, as well as the consequences of disasters
- Illustrate the roles that race, ethnicity, class, gender, age, and dis/ability play in how people are harmed by and are able to cope with disaster
- Explain the roles of culture in how people make sense of the individual and collective experience of mass tragedy
- Provide examples of how culture and politics become entangled in public struggles to recognize, explain, and remember disasters and to remedy future ones
- Identify prevalent myths about human behavior in disasters that often contribute to poorly conceived policies and practices in disaster management
- Describe the disaster life cycle (i.e., mitigate prepare, respond, and recover) and how social scientific insights can enhance policies at each stage of emergency management

Course Texts: Assigned readings are comprised of a collection of academic articles and news reports available online.

Course Work and Grading Criteria:

Participation (80 points) Your attendance and advance preparation for discussion are essential to your learning and that of others. Assigned readings illustrate key concepts within the lecture material and will enable greater success in your written work. Attending class will deepen understanding of course materials and better prepare you for written assignments.

Readings (40 points): Please complete the readings for each session in advance of class. I will assess your command of the literature via 10 “free-writes” over the entire course. At the beginning of class, you will write a brief response (over 5-10 min) to a prompt based on the reading assignment. The purpose of this exercise is to focus your thinking and prepare you to share your ideas. You will receive 4 points for each free-write you submit.

Attendance (40 points): You will receive 2 points for each day that you attend class (20 classes x 2 points = 40 points). I will circulate a sign-up sheet each day in class. You are responsible for the material presented during class whether you attend or not. Please work with another student to obtain missed notes and announcements.

Documentary Reaction Essays (100 points): Throughout the course, we will view and discuss documentaries to help bring to life otherwise abstract ideas about the human experience of, and contribution to disasters. You are expected to write a total of 2 short essays (2-3 pages, worth 50 points each) reflecting on your choice of documentaries. Each essay should briefly introduce the documentary subject matter, explain how the disaster relates to theories of vulnerability and/or resilience, and draw out comparisons and contrasts with other events and issues addressed in the readings, lectures, and/or other videos. Essays are due by **Nov 1** and **Nov 22**.

Case Study Report (120 reports): Over the course of this 8-week class, you will research a specific disaster (which can be natural, technological, or intentional in origin), and in that context, explore a particular population or social aspect in greater depth. You will prepare an essay (5-7 pages) in which you describe the disaster and its impacts, critically review news reports about the mass tragedy, and explore the scholarly literature related to your topical focus. This essay is due by Friday, **Dec 6**. Please see the attached appendix for some suggestions for this assignment.

Case Study Preparation Tasks (60 points): To assure steady and quality work on your case study report, you will complete 2 background research exercises (each task = 30 points). Below are due dates and descriptions for each case study assignment.

CSPT #1 (30 points): On **Oct 23**, you will submit to me a brief hard copy proposal (1 page) about the disaster that you plan to research, including an issue or population of interest. The proposal should include: (1) a paragraph on why you have chosen your specific disaster and topic; (2) a paragraph briefly describing the disaster and its impacts including when and where it occurred as well as how many people were affected and in what way (e.g., injuries, deaths, lost homes, lost businesses); (3) reference list for your descriptive facts (note: news articles and on-line sources are fine BUT please verify the accuracy of the information).

CSPT #2 (30 points): As background research for your case study report, you will gather 5-7 news articles from reputable sources and 3-5 scholarly, empirically informed articles or reports that address the specific disaster and social aspect/group you are investigating. On **Nov 11**, you will submit to me a typed, hard copy list of the news reports and scholarly texts you have collected. The scholarly sources should include peer-reviewed journal articles, book chapters, books, or reports from government agencies and/or non-governmental organizations; they should not include websites, class readings, or media reports.

Case Study Presentation (40 points): To conclude the semester, you will deliver an 8-10 min presentation on your case study. The purpose of the presentation is to help sharpen your communication skills and to allow you to share your insights with the class. Presentations will be held on **Dec 3 and 4**. Attendance is mandatory on both days.

Grading: See the breakdown below.

Assignments	Percentage	Points Possible
Participation	20%	80
Documentary Reaction Essays (2)	25%	100
Case Study Report	30%	120
Case Study Prep Tasks (2)	15%	60
Presentation	10%	40
TOTAL	100%	400

Scale

A	400 – 361	C	320 – 281	F	240 – 0
B	360 – 321	D	280 – 241		

Expectations for Written Work: This is a writing class, and your success will depend in part upon correct spelling, grammar, and punctuation, as well as a mature writing style. Prior to submitting any written work, please use grammar/spell check software and a trusted person to look for any obvious errors for you to correct. Papers with numerous mistakes and/or poor writing style will lose points. If you need support for your writing, please alert me AND consult with the Writing, Language, and Digital Composing Center. All written assignments should follow the format below:

- 1-inch margins
- 11-point Arial font
- 1.5 spacing

Deadlines: Please hand over all assignments at the beginning of class on the scheduled due date, with the exception of the final Case Study Report, which is due by 5pm, Dec 6. I will not accept late work, with the rare exception of an unanticipated, catastrophic event.

Courteous Conduct: Your individual behavior strongly influences the ability of the class to function as a scholarly community. Please read assignments in advance, come to class on time and stay until the end, be respectful when someone else is sharing an idea, and refrain from using any digital medium that distracts you or others from classroom activities.

NOTE: Syllabus potentially subject to change.

Course Calendar and Assigned Readings:

UNIT I: INTRODUCTION

Session 1 - Course Overview: Why Study Disasters? (Oct 16)

Upon completion of this session, you will be able to do the following:

1. Articulate 3 compelling reasons to study extreme events: they are a major social problem, they are a major vehicle for social change, and the rhetoric of disasters has political clout.

Session 2 - What is a Disaster? Definitions and Debates (Oct 18)

Upon completion of this session, you will be able to do the following:

1. Outline a working definition of "disaster"
2. Identify key characteristics by which to compare/contrast disaster events
3. Discuss a "crisis continuum" in terms of society's ability to cope
4. Apply descriptive and prescriptive models of the disaster life cycle

Reading Assignment:

MacFarlane, Alexander and Fran Norris. 2006. "Definitions and Concepts in Disaster Research." Pp. 3-19. In *Methods for Disaster Mental Health Research*. Fran Norris, Sandro Galea, Matthew Friedman, and Patricia Watson, eds. New York, NY: The Guilford Press.

Recommended:

Fischer, Henry W. 2008. "What is a Disaster?" Pp. 1-28. In *Response to Disaster: Fact versus Fiction and Its Perpetuation.*, 3rd ed. New York: University Press of America.

Fritz, Charles E. 1961. "Disaster." Pp. 682-694 in *Contemporary Social Problems*, edited by R.K. Merton and R.A. Nisbet. New York: Harcourt, Brace, and World.

Session 3 – What is the History to Disaster Studies in the U.S.? (Oct 21)

Upon completion of this session, you will be able to do the following:

1. Consider the analytic implications of paradigm shifts from human "response to" to "responsibility for" disasters, and later, human "exploitation of."
2. Discriminate among different emphases in the social study of disasters (i.e., practical vs. critical)

Reading Assignment:

Quarantelli, EL. 1987. "Disaster Studies: An Analysis of the Social Historical Factors Affecting the Development of Research in the Area." *International Journal of Mass Emergencies and Disasters* 5(3): 285-310.

Recommended:

Oliver-Smith A. 2022. "Critical disaster studies: The evolution of a paradigm." Pp. 27-53. In: Uekusa S et al (eds). *A Decade of Disaster Experiences in Ōtautahi Christchurch*. Singapore: Springer Nature.

Wisner Ben. 2019. "Disaster studies at 50: time to wear bifocals." Pp. 47-68. In *Disaster Research and the Second Environmental Crisis*. James Kendra, Scott G. Knowles, and Tricia Wachtendorf, eds. Springer.

UNIT II: THEORETICAL FRAMEWORKS

Session 4 - Theories of Social Vulnerability (Oct 23)

Upon completion of this session, you will be able to do the following:

1. Apply the core terms of "hazard" and "vulnerability" to explain disaster processes and impacts
2. Evaluate how social vulnerability to disaster applies in different hazard and historical settings

Reading Assignment:

Fordham, Maureen, William E. Lovekamp, Deborah SK Thomas, and Brenda D. Phillips. 2013. "Understanding Social Vulnerability." Pp. 1-29. In *Social Vulnerability to Disasters*, 2nd Ed., edited by DSK Thomas, BD Phillips, WE Lovecamp, and A Fothergill. Boca Raton, FL: Taylor and Francis.

Recommended:

Tierney, Kathleen. 2014. *The Social Roots of Risk: Producing Disasters, Promoting Resilience*. Stanford, CA: Stanford University Press. Pp. 11-30 ("Looking Back: The Evolution of How We Talk About Risk") and pp. 125-159 ("Communities and Societies at Risk").

Video Viewing: The Haiti Earthquake. 2013.

****DUE OCT 23: Case Study Preparation Task #1****

Session 5 - Theories of Community Resilience (Oct 25)

Upon completion of this session, you will be able to do the following:

1. Locate the theoretical roots of the disaster resilience concept in diverse disciplines
2. Differentiate how resilience operates across different domains, levels of analysis, and time frames
3. Debate the differences between "inherent resilience" and "adaptive resilience"
4. Justify the importance of social capital to larger resilience processes
5. Weigh the benefits and limits of competing community resilience models (e.g., Norris versus Links)

Reading Assignment:

Tierney, Kathleen. 2014. *The Social Roots of Risk: Producing Disasters, Promoting Resilience*. Stanford, CA: Stanford University Press. Pp. 160-226 ("Defining Resilience in Relation to Risk" and "Adaptive Resilience in the Face of Disasters").

Recommended:

Norris, Fran H., Susan P. Stevens, Betty Pfefferbaum, Karen F. Wyche, and Rose L. Pfefferbaum. 2008. "Community resilience as a metaphor, theory, set of capacities, and strategy for disaster readiness." *American Journal of Community Psychology* 41(1-2):127-150.

Patel, Sonny S., M. Brooke Rogers, Richard Amlôt, and G. James Rubin. 2017. "What Do We Mean by 'Community Resilience'? A Systematic Literature Review of How It Is Defined in the Literature." *PLoS Currents*. Feb 1;9

Video Showing: A Village Called Versailles. 2010.

Session 6 - Theories of Exploitation and Oppression (Oct 28)

Upon completion of this session, you will be able to do the following:

1. Contextualize the emergence of critical disaster studies and greater scrutiny of how power operates in and through disasters
2. Apply the theory of "disaster capitalism" to explain state and market dynamics in the wake of an extreme event
3. Adopt an environmental history of colonialism to interrogate disasters as singular, stand-alone events

Reading Assignment:

Klein, Naomi. 2007. "Disaster Capitalism: The New Economy of Catastrophe." *Harper's Magazine*. October:47-58.

Recommended:

Rivera, Danielle Zoe. 2022. "Disaster Colonialism: A Commentary on Disasters Beyond Singular Events to Structural Violence." *International Journal of Urban and Regional Research*. 46(1):126-135.

Sanchez, Jose M. Flores. 2022. "Coloniality and contagion: COVID-19 and the disposability of women of color in feminized labor sectors." *Gender, Work and Organization* 30(2):373-390.

UNIT III: SOCIAL HIERARCHIES/POPULATION GROUPS

Session 7 - Race, Class, and Ethnicity (Oct 30)

Upon completion of this session, you will be able to do the following:

1. Argue how class and race/ethnicity influence human vulnerability across the disaster life cycle
2. Assess how class, race/ethnicity are implicated in divergent experiences of recovery from earthquakes and hurricanes

Reading Assignment:

Obinna, Denise N. 2021. "Confronting Disparities: Race, Ethnicity, and Immigrant Status as Intersectional Determinants in the COVID-19 Era." *Health Education and Behavior*. 48(4):397-413.

Recommended:

James, Elliott and Jeremy Pais. 2006. "Race, Class, and Hurricane Katrina: Social Differences in Human Response to Disaster." *Social Science Research* 35(2):295-321.

Underhill, Megan. 2009. "The Invisible Toll of Katrina: How Social and Economic Resources are Altering the Recovery Experience among Katrina Evacuees in Colorado." Pp. 59-82. In *The Political Economy of Hazards and Disasters*. Eric C. Jones and Arthur D. Murray, eds. Lanham, MD: Altamira Press.

Video Showing: Cooked: Survival by Zipcode. 2018

NOTE: NO CLASS on Nov 1

Session 8 – Age and Dis/Ability (Nov 4)

Upon completion of this session, you will be able to do the following:

1. Consider the roles that age/life stage and dis/ability play in how people are harmed by, and can cope with disasters
2. Identify measures that emergency responders and officials can adopt to meet the needs of people with access and functional needs

Reading Assignment:

Adams, Vincanne, Sharon R. Kaufman, Taslim van Hattum, and Sandra Moody. 2011. "Aging Disaster: Mortality, Vulnerability, and Long-Term Recovery among Katrina Survivors." *Medical Anthropology* 30(3):247-270.

Recommended:

Babugura, Agnes A. 2008. "Vulnerability of Children and Youth in Drought Disasters: A Case Study of Botswana." *Children, Youth and Environments* 18(1):126-157.

Stough, Laura M. 2015. "World Report on Disability, Intellectual Disabilities, and Disaster Preparedness: Costa Rica as a Case Example." *Journal of Policy and Practice in Intellectual Disabilities*. 12(2):138-146.

Video Showing: Children of the Tsunami. 2012.

****DUE NOV 1: Documentary Essay #1****

Session 9 - Gender and Sexuality (Nov 6)

Upon completion of this session, you will be able to do the following:

1. Employ an intersectional approach when analyzing the vulnerabilities and capacities of persons in relation to extreme events
2. Examine how gender roles and ideology shape how men/women (girls/boys) experience different threats to life, limb, and livelihood in disasters
3. Identify reasons why LGBTQ+ communities experience disproportionate social, economic and health impacts from disasters

Reading Assignment:

Tyler, Meagan and Peter Fairbrother. 2013. "Bushfires are 'Men's Business': The Importance of Gender and Rural Hegemonic Masculinity." *Journal of Rural Studies* 30:110-119.

Recommended:

Goldsmith, Leo, Michael Mendez, and Vanessa Raditz. 2023. "Disaster Response Must Help Protect LGBTQ+ Communities." *Issues in Science and Technology*. March 10.

Parray, Ateeb Ahmad, Muhammad Riaz Hossain, Rafia Sultana, Bachera Aktar, and Sabina Faiz Rashid. 2022. "'Younger women had more access to COVID-19 information': An intersectional analysis of factors influencing women and girls' access to COVID-19 information in Rohingya and host communities in Bangladesh." *PLOS Global Public Health*. Dec 5;2(12):e0000459.

UNIT IV: MEANINGS AND MEMORIES

Session 10 - Making Sense of Mass Trauma, Grief, and Loss (Nov 8)

Upon completion of this session, you will be able to do the following:

1. Specify the ways in which symbols and rituals help individuals and communities make sense of mass tragedy
2. Illustrate how the creative arts provide a means with which to organize and communicate the individual and/or collective experiences of disastrous events

Reading Assignment:

Enarson, Elaine. 2000. "'We Will Make Meaning Out of This': Women's Cultural Responses to the Red River Valley Flood." *International Journal of Mass Emergencies and Disasters*. 18(1):39-62.

Recommended:

Hoffman, Susanna M. 2002. "The Monster and the Mother: The Symbolism of Disaster." Pp. 113-141. In *Catastrophe & Culture: The Anthropology of Disaster*. Hoffman, Susanna and Anthony Oliver-Smith, eds. Santa Fe, NM: School for Advanced Research Press.

Nakamura, Fuyubi. 2012. "Memory in the Debris: The 3/11 Great East Japan Earthquake and Tsunami." *Anthropology Today* 28(3):20-23.

****DUE NOV 8: Case Study Preparation Task #2****

Session 11 - Disaster Myths, Realities and Representations (Nov 11)

Upon completion of this session, you will be able to do the following:

1. Explain how culture influences people's efforts to make sense of the individual and communal experience of mass tragedy
2. Discriminate between what the empirical evidence shows and what people mistakenly think about the human response to disasters
3. Consider the adverse consequences of disaster management policies that are built upon myths about human behavior in disasters

Reading Assignment:

Tierney, Kathleen, Christine Bevc, and Erica Kuligowski. 2006. "Metaphors Matter: Disaster Myths, Media Frames, and Their Consequences in Hurricane Katrina." *The Annals of the American Academy of Political and Social Science* 604(1): 57-81.

Recommended:

O'Neill, Saffron, Sylvia Hayes, Nadine Straub, Marie-Noelle Doutreix, Katharine Steentjes, Joshua Ettinger, Ned Westwood, and James Painter. 2023. "Visual portrayals of fun in the sun in European news outlets misrepresent heatwave risks." *The Geographical Journal* 189(1):90-103.

Tanner, Thomas. 2010. "Shifting the Narrative: Child-led Responses to Climate Change and Disasters in El Salvador and the Philippines." *Children and Society* 24:339-351.

Video Showing: Surviving Disaster. 2012.

Session 12 - Politics, Memory and the Next Disaster (Nov 13)

Upon completion of this session, you will be able to do the following:

1. Reflect upon the power struggles that often emerge around the framing of a disaster: whose story gets to count? Which story is told or not told?
2. Consider how disaster discourse in the public sphere can promote healing and/or demonstrate authority/power
3. Debate how culture and politics become entangled in public struggles to recognize, explain and remember disasters and to remedy future ones

Reading Assignment:

Kasperski, Tatiana. 2012. "Chernobyl's Aftermath in Political Symbols, Monuments and Rituals: Remembering the Disaster in Belarus." *Anthropology of East Europe Review* 30(1):82-99.

Recommended:

Button, Gregory V. 1999. "The Negation of Disaster: The Media Response to Oil Spills in Great Britain." Pp. 113-132. In *The Angry Earth: Disaster in Anthropological Perspective*. Anthony Oliver-Smith and Susanna Hoffman, eds. New York, NY: Routledge.

Wilkins, Lee. 2000. "Searching For Symbolic Mitigation: Media Coverage of Two Floods." Pp. 80-88. In *Floods* (Vol. 2). Dennis J. Parker, ed. London: Routledge

Video Showing: The Water's Edge: Profits and Policy Behind the Rising Catastrophe of Floods. 2006.

UNIT V: PRACTICAL APPLICATIONS

Session 13 - Rapid Social Science Research in Support of the Disaster Response (Nov 15)

Upon completion of this session, you will be able to do the following:

1. Characterize the primary methodological differences between disaster studies and more traditional academic research, including issues of timing, access, and generalizability
2. Evaluate the benefits and challenges of various social scientific methods for conducting rapid research in the context of an extreme event
3. Compare the strengths and limitations of quantitative and qualitative approaches in support of the response to a public health emergency

Reading Assignment:

Sobo, Elisa J. Emily K. Brunson, Stephanie McClure, Elizabeth Cartwright, Meg Jordan, Stephen B. Thomas, and Monica Schoch-Spana. 2024. "Adapting rapid ethnographic research in an evolving emergency: Generalizable lessons in resilience." *Annals of Anthropological Practice*. First published online 20 August 2024.

Recommended:

CONVERGE – Natural Hazards Center. What are the social sciences?" <https://converge.colorado.edu/research-networks/sseer/social-sciences/>

Brunson, Emily K. and Monica Schoch-Spana. 2024. "Anthropology at speed, at scale, in action: The CommuniVax example." *Annals of Anthropological Practice*. First published online 20 August 2024.

****DUE NOV 15: Documentary Essay #2****

Session 14 - Whole Community Approaches to Emergency Management (Nov 18)

Upon completion of this session, you will be able to do the following:

1. Discuss the evolution in disaster management from a command-and-control model to a collaborative, community engagement model
2. Propose how to operationalize the concepts of community resilience and social vulnerability in public health disaster programming
3. Outline organizational requirements for implementing a "whole community" approach to disaster management

Reading Assignment:

Sithole, Bevyline, Otto Bulmaniya Campion and Hmalan Hunter-Xénié. 2019. "Hazard-smart remote communities in northern Australia: community-led preparedness." *Australian Journal of Emergency Management*. 34(1):28-34.

Recommended:

Eisenman, David, Anita Chandra, Stella Fogleman, Aizita Magana, Astrid Hendricks, Ken Wells, Malcolm Williams, Jennifer Tang, and Alonzo Plough. 2014. "The Los Angeles County Community Disaster Resilience Project - a community-level, public health initiative to build community disaster resilience." *International Journal of Environmental Research and Public Health*. 11(8):8475-90.

Loewenson, Rene, Kirsten Accoe, Nitin Bajpai, Kent Buse, Thilagawathi Abi Deivanayagam, Leslie London, Claudio A Méndez, Tolib Mirzoev, Erica Nelson, Ateeb Ahmad Parray, Ari Probandari, Eric Sarriot, Moses Tetui, and André Janse van Rensburg. 2020. "Reclaiming comprehensive public health." *BMJ Global Health*. 5(9):e003886.

Session 15 - Community Engagement in Health Emergency Policymaking (Nov 20)

Upon completion of this session, you will be able to do the following:

1. Discriminate among the different approaches by which emergency managers and health authorities involve the larger community in disaster plans: communicate, consult, collaborate
2. Design a deliberative democracy process wherein lay community members can participate in an ethically complex topic involving technical aspects and social values
3. Justify democratic deliberation as a method for developing a socially acceptable, practically feasible, and culturally competent framework for the allocation of scarce life-saving benefits in the disaster context

Reading Assignment:

Schoch-Spana, Monica, Emily K Brunson, Howard Gwon, Alan Regenberg, Eric S Toner, and Elizabeth L Daugherty-Biddison. 2020. "Influence of Community and Culture in the Ethical Allocation of Scarce Medical Resources in a Pandemic Situation: Deliberative Democracy Study." *Journal of Participatory Medicine*. 12(1):e18272.

Recommended:

Biddison, E Lee Daugherty, Howard S Gwon, Monica Schoch-Spana, Alan C Regenberg, Chrissie Juliano, Ruth R Faden, and Eric S Toner. 2018. "Scarce Resource Allocation During Disasters: A Mixed-Method Community Engagement Study." *Chest*. 153(1):187-195.

Santibañez, Scott, Jonathan Lynch, Y Peter Paye, Haley McCalla, Joanna Gaines, Kimberly Konkel, Luis J Ocasio Torres, Wayne A North, Anna Likos, and Katherine Lyon Daniel. 2017. "Engaging Community and Faith-Based Organizations in the Zika Response, United States, 2016." *Public Health Reports* 132(4):436-442.

UNIT VI: ISSUE SPOTLIGHT

Session 16 - Climate Change and Mass Displacement (Nov 22)

Upon completion of this session, you will be able to do the following:

- Connect dynamic patterns in human migration due to the environmental conditions prompted by climate change (e.g., sea level rise and more frequent and severe weather events)
- Convey the impacts – absent effective planning – of mass population displacement including losses of income generating activity, known care providers, social connectedness, a sense of place and support networks

Reading Assignment:

Oliver-Smith, Anthony. 2009. "Climate Change and Population Displacement: Disasters and Diasporas in the Twenty-first Century." Pp. 116-136. In *Anthropology and Climate Change: From Encounters to Action*. Susan Crate and Mark Nuttall, eds. Walnut Creek, CA: Left Coast Press.

Recommended:

Nuttall, Mark. 2009. "Living in a World of Movement: Human Resilience to Environmental Instability in Greenland." Pp. 292-310. In *Anthropology and Climate Change: From Encounters to Action*. Susan Crate and Mark Nuttall, eds. Walnut Creek, CA: Left Coast Press.

Schuster, Roseanne C., Karin Wachter, Faheem Hussain and Meredith L. Gartin. 2024. "Gendered effects of climate change and health inequities among forcibly displaced populations: Displaced Rohingya women foster resilience through technology." *The Journal of Climate Change and Health*. 18:100303

Session 17 – Pandemics (Nov 25)

Upon completion of this session, you will be able to do the following:

1. Identify human pursuits that hold principal influence over the emergence and spread of zoonosis, the source of most new pandemics
2. Critique narrow biomedical framings of pandemic impacts while outlining broader effects such as economic dislocation, housing and food insecurity, arrested childhood development, and mental anguish
3. Characterize the COVID-19 pandemic's unequal impacts – social, economic, physical and psychological – on lower income communities and Black, Indigenous and People of Color (BIPOC) communities

Reading Assignment:

Schoch-Spana, Monica. "Hard lessons in the human nature of pandemics: COVID-19 response and recovery in the United States." 2025 (in press). In *U.S. Emergency Management in the 21st Century: From Disaster to Catastrophe*, 2nd Edition. Susan L Cutter, Melanie Gall, and Claire B Rubin, eds. Routledge.

Recommended:

Brunson Emily K and Monica Schoch-Spana. 2020. "A social and behavioral research agenda to facilitate COVID-19 vaccine uptake in the United States." *Health Security*. 18(4):338-344.

Plough, Alonzo, Benjamin Bristow, Jonathan Fielding, Stephanie Caldwell, and Sinan Khan. 2011. "Pandemics and health equity: lessons learned from the H1N1 response in Los Angeles County." *Journal of Public Health Management and Practice*. Jan-Feb;17(1):20-7.

STUDENT PRESENTATIONS

Dec 2 and 4

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the Tools section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120. All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2'). Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>. Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester,

a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/student-resources/writing-center/index.html>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio’s Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services,

providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.

4. A student has the responsibility to recognize the University's obligation to provide a safe environment for
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Important Dates:

August 26	First day of class
September 2	Labor Day Holiday
November 11	Last day to drop with an automatic "W"
November 19	Last day to drop a course or withdraw from the University
November 27	Study Day – No classes
November 28-30	Thanksgiving Holiday – No classes
December 5	Last day of classes
December 6	Study Day – No classes
December 7-13	Final exams

The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>.

****Any material on this syllabus is subject to change if a compelling situation arises. You will be notified via email and Bb announcement.****