

UNIVERSITY OF FLORIDA
IDS2935, sec. 19297
Summer 2022, hybrid, (3 credits)

THE CIRCULAR NATURE OF THE COVID-19 PANDEMIC (Quest 2)

Instructor: Sara Agnelli
Office Hours: Weekly virtual office hours will be posted in [UF e-learning](#)
Meeting Time/Location: This is a hybrid course with a week discussion (MCCD, G001, F 12:30PM-1:45PM)
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Course Description

Now that the Covid-19 pandemic has shaken the globe, how can we redesign a health ecosystem less vulnerable and more sustainable for all: humans, animals, plants, and the environment? This interdisciplinary course focuses on the Coronavirus pandemic and is designed for undergraduate students with diverse backgrounds and ambitions who desire to learn a systems-thinking approach to better understand this global event and how we move forward. Students will learn different social and behavioral science methods to understand the complexity of the current pandemic and learn about tools for resilience, preparedness, and management of the current pandemic as an investment for future global crises. The following areas of study will be explored to address this pressing question: anthropology, religion, history, language, economic and sociological aspects, epidemiology, the human/animal interface and zoonotic diseases, public health, health behavior and healthcare systems. Crisis communication, the role of media including social media and the concept of an infodemic will be addressed with a particular focus around the issue of trust.

The One Health Center at UF is expanding the traditional One Health model to encompass all the disciplines beyond the original definition in a broader and more dynamic concept that of “Circular Health”. The goal of the course is to engage UF students in developing innovative interdisciplinary approaches to empower the Circular Health vision by applying multi-stakeholder perspective and understanding the potential of the big data environment.

International Scholars Program: This course fulfills one of the curriculum requirements of the International Scholars Program. Learn more about how you can obtain a *graduation medallion* and *digital badge* with this distinction at the ISP website:

<https://internationalcenter.ufl.edu/student-opportunities/international-scholars-program>

Prerequisite knowledge and skills

The course is designed for undergraduate students from all backgrounds. To be clear: you do not need to have any expertise to be successful in this course. Preferably, Sophomore, Junior, or Senior status.

Course format and outline

This is a fully online course with both lectures and a weekly group discussion. There are 8 modules. Students are encouraged to read the materials prior to class and take good notes while attending or watching video lectures.

| Modules | Descriptions |
|-----------------------|---|
| Introduction 05/09 | The Coronavirus Unveiled What you need to know about the coronavirus right now. |
| Module 1 05/10-13 | Pandemics: a historical, linguistic, and philosophical perspective To redesign a more sustainable health eco-system for our future, we need to consider our past experiences. Students will (i) learn about past pandemics, (ii) analyze the language and the narrative of the Coronavirus disease pandemic, (iii) read sources which will provide historical, anthropological, and sociological contents about pandemics, and (iv) address some of the following questions: How did people cope and create new customs amid a pandemic? Are there any commonalities in the way we depict the pandemics? How has the Coronavirus disease pandemic been changing us? |
| Module 2 05/16-20 | Forward thinking: Circular Health and Covid-19 To redesign a health eco-system less vulnerable and more sustainable for all, we need to apply a new methodology and embrace many disciplines working together. The One Health Center of Excellence at the University of Florida aims to encourage the study of a systems thinking approach for the co-advancement of health of people, animals, plants, and our environment via the following objectives: (i) Identify a multi stakeholder perspective in a health crisis like the Coronavirus pandemic, (ii) explain how/why different perspectives can contribute to understanding and tackling the Covid-19 health crisis, and (iii) describe how your intended professional area of expertise can contribute to the Circular Health vision. |
| Module 3 05/23-27 | Spillover: Animal Infections and the Next Human Pandemic To make a more sustainable health eco-system for all and prevent future zoonotic disease, we must include animals in the equation. This module will cover the basis of the spillover event dynamics. It will go over the concept of species jump of a pathogen, risk factors behind it, where higher opportunities arise and examples of famous confirmed zoonotic spillover events throughout history of infectious diseases. Topics will include the introduction to the concept and basic mechanics, followed by each lecture covering one example of a spilled-over zoonotic disease taken from chapters of David Quammen's Book "Spillover: Animal Infections and the Next Human Pandemic" (i.e., Nipah, Ebola, |

| | |
|-------------------------|---|
| | HIV). Last lecture will cover the potential spillover zoonotic pathway behind the Covid-19 pandemic, according to the most recent findings. |
| Module 4 05/30-06/03 | Public Health To translate the ideas of a more sustainable health eco-system for all, we need to have a method of delivery. This module will cover the basics of public health - local, national, and international public health institutions, their typical activities, their handling of the Covid-19 pandemic and the one health implications of their actions (or lack thereof), differences in public health policies around the world, healthcare systems, public health education and behavior modification techniques in Covid-19 pandemic. |
| Module 5 06/06-10 | Epidemiology To redesign a less vulnerable health eco-system for all, we must develop better techniques to monitor and prevent future outbreaks and other diseases. This module will cover the basics of epidemiology. Students will learn about the history of epidemiology, the basic terms, and tools for measuring and studying diseases, including basic notions of pathogenic agents, how epidemiology is applied to human, animal, and plant health, and where to concentrate efforts. We will also review other disciplines (statistics, virology, sociology, and geography) that enhance epidemiological methods and findings. |
| Module 6 06/13-16 | How to communicate a Pandemic? Limits and challenges. To redesign an improved health eco-system, we need to communicate effectively and educate to prevent misinformation. This module will cover the basics of crisis communication and the roles of both public and private sectors in informing the public during a pandemic. Topics will include models of communication, the importance of naming a disease, data visualization, pros and cons of social media, and fake news. |
| Module 7 06/17 | Circular health: Covid-19 response and resilience The Circular Health can help us meet the Sustainable Development Goals in a resilient post-COVID-19 world. |

Course Learning Objectives

Overarching Objectives

- Apply the Circular Health approach to various aspects of the Covid-19 pandemic.
- Critically assess the education and behavior modification techniques essential during the pandemic and develop suggestions that improve upon the original approach.
- Discuss the several public health policies used around the world to handle Covid-19.

- Learn how to communicate in a crisis and how to inform a non-expert audience.
- Compare and contrast how people cope and create new customs amid a pandemic in different countries.
- Discover how language has been changing around the world during the pandemic (#ContagiousWords).

Course and University Policies

COURSE FORMAT and CLASS MEETINGS: Each week students watch web lectures and online context videos, complete the required readings and assignments, and attending the face-to-face class meeting, led by the instructor. In this course, there are 6 weekly meetings, which will be held in MacCarty, G001, in the following Fridays (from 12:30PM-1:45PM):

May 13

May 20

May 27

June 3

June 10

June 17

PERSONAL CONDUCT POLICY: Students are expected to exhibit behaviors that reflect highly upon themselves and our University:

- Read and refer to the syllabus
- Arrive to discussion meetings on time (or a few minutes early)
- Show respect for the course instructor and peers through politeness and use of proper titles as applicable (e.g., “Dr. Agnelli”)
- Use of professional, courteous standards for all emails and discussions:
 - Descriptive subject line
 - Address the reader using proper title and name spelling
 - Body of the email should be concise but have sufficient detail
 - Give a respectful salutation (e.g., thank you, sincerely, respectfully)
 - No textspeak (e.g., OMG, WTH, IMO)
- Adherence to the UF Student Honor Code: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
 - Honor code violations of any kind will not be tolerated, and sanctions will be determined by the course instructor for first-time violators

- Any use, access, or handling of technology or unapproved resources during an exam will result in a zero **and** potential failure of the course
- All allegations, regardless of the severity, will be reported to the Dean of Students Office for University-level documentation and processing
- *Sharing or posting of lecture videos anywhere is strictly prohibited and will be processed as an Honor Code violation. Students who are aware of such sharing/posting of the lecture videos are obligated to disclose that information to their course instructor.*

EXAM/ASSIGNMENT MAKE-UP POLICY: Make-up exams/assignments will be given at the discretion of the instructor. To schedule a make-up, please fill out the **make-up request form** posted in CANVAS and email it to your course instructor. Documentation will be required. Unexcused missed exams/assignments will result in a zero (this includes contacting the instructor **after** the due date if you are ill). You are not permitted a make-up for personal travel/vacations, so please make your travel arrangements accordingly. If you have a serious emergency or life event, please contact the Dean of Students Office (www.dso.ufl.edu) and they will contact your instructor so that you do not have to provide documentation of the emergency in order to get a make-up. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

ACCOMMODATING STUDENTS WITH DISABILITIES: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<https://dso.ufl.edu/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; therefore, students should contact the DSO as soon as possible in the term for which they are seeking accommodations.

Students registered with the DRC: Because this is a fully online course, your instructor should be able to modify your exam times (or other course conditions/environment) to accommodate your needs. To make this more manageable, please provide your accommodations letter to your instructor within the first week of the semester.

COURSE EVALUATIONS: Students in this class are participating in GatorEvals. This evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their CANVAS course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>. Thank you for serving as a partner in this important effort.

GETTING HELP

Health and Wellness

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 352-392-1575
- *Sexual Assault Recovery Services (SARS)*, Student Health Care Center, 392-1161. Sexual assault counseling.
- University Police Department, 392-1111 (or 9-1-1 for emergencies) <http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support, 352-392-4357 or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

GRADING

The following table outlines the components of the course on which you will be evaluated.

| Evaluation Components | % of Total Grade |
|---|-------------------------|
| Journal & ContagiousWords (#CW) | 15% |
| “A Global Event”: How is the Covid experience beyond USA? | 20% |
| Analytical Essay | 10% |
| Quizzes (module 1-5) | 30% |
| Activities | 10% |
| Attendance | 10% |

Telling stories of our collective experience. Our stories, whether historical or contemporary, reflect the challenges we face beyond Covid-19, representing diverse voices and engaging with the collective experience of what it means to be human.

Journal & ContagiousWords (#CW)– During the semester, you will write a journal about your personal experience of the pandemic: how your understanding of such an event may change throughout this course, your perception of the impacts on our society, your inquiry into other experiences somewhere else, etc.. You will submit your journal entry every Friday, by 11:59PM. The total (minimum) word count for the journal is 5,600 words (75 minimum word count per day, from M to F). With your journal entry, you will also submit 5 meaningful words (#ContagiousWords) that communicate your writing to others. This assignment will be due every Saturday, by 11:59PM.

“A Global Event”: *How is the Covid experience beyond USA?*

During the semester, beyond the course materials, you will learn more about the COVID-19 pandemic from an international perspective. You are going to select a country of your choice (different from USA) and investigate different aspects of the health crisis in that specific country. Following each module’s theme, you will submit a source of reference (a scientific article, a video, an image, news, or social media content, etc.) that could illuminate such an aspect in your country of choice. This assignment will be due every Monday, by 11:59PM.

Analytical Essay– A Terrible Great Idea? COVID-19 ‘Vaccination Passports’ in the Spotlight¹.

After reading the article above, present your argument about the topic, addressing the following, but limited to, questions:

- Can vaccination passport apps help society reopen? If so, what are the pros/cons?
- What are the technical and organizational difficulties expected during implementation?
- Do you agree/disagree with the authors’ thesis, i.e., “vaccination passports will not become the main tool in the fight with the COVID-19 crisis and are unlikely to play a positive role in the mitigation of its impact”? If so, why? Why not?

Moreover, provide three different examples of vaccine passport that have been implemented around the world: What are their similarities/differences? Do they work worldwide?

¹ Gstrein, Oskar Josef and Kochenov, Dimitry and Kochenov, Dimitry and Zwitter, Andrej, A Terrible Great Idea? COVID-19 ‘Vaccination Passports’ in the Spotlight (March 10, 2021). Working Paper No. 153 The Centre on Migration, Policy & Society University of Oxford (2021), Available at SSRN: <https://ssrn.com/abstract=3802154> or <http://dx.doi.org/10.2139/ssrn.3802154>

First Draft due: May 25, 11:59PM. Final Submission: June 15, 11:59PM.

Quizzes– You will take 5 non-cumulative quizzes about the course readings and lectures. These will consist of multiple choice and/or short paragraph answers. Quizzes will open on Fridays, after class discussion (May 13, May 20, May 27, June 3, and June 10), and they will be due the following Mondays (May 16, May 23, May 30, June 6 and June 13), by 10AM.

Module Activities – Modules 1-6 will have activities for you to complete either by yourself or in group, such as interviews, *Dissoi logoi*, presentations, infographic, etc. Details for each module will be provided in CANVAS.

Attendance– Student participation in class accounting for participation in the weekly discussions, attendance, and collegiality and timeliness of case studies. There is a rubric provided for participation grading. Briefly, students are evaluated on attending class, attentive listening and respectful responses to students, faculty, or guest speakers (100 pts).

Grading Scale: Any discrepancies with points displayed in the gradebook should be pointed out to the instructor before the last day of class. There is no curve for this course and final grades will not be rounded up. See the UF undergraduate catalog web page for information regarding current UF grading policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Any requests for additional extra credit or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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| A | 94 – 100% of possible points | | C | 74 – 76% |
| A- | 90 – 93% | | C- | 70 – 73% |
| B+ | 87 – 89% | | D+ | 67 – 69% |
| B | 84 – 86% | | D | 64 – 66% |
| B- | 80 – 83% | | D- | 60 – 63% |
| C+ | 77 – 79% | | E | <60 |

IN-CLASS RECORDING

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes

are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student.