

UNIVERSITY OF FLORIDA
IDS2935
Spring 2023, *hybrid* (3 credits)

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

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| Instructor: | Olga Muñoz |
| Office Hours: | Weekly office hours on Tuesdays from 2 to 3 PM (virtual or in person) |
| Meeting Time/Location: | This is a hybrid course with a weekly in-person discussion (room 2306 Turlington Hall) |
| Email: | omunoz@ufl.edu |
| TA: | Costanza Manes (c.manes@ufl.edu) |

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, 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 on the issue of trust.

The One Health Center of Excellence 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 called “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 a multi-stakeholder and multi-disciplinary 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 hybrid course, with recorded lectures online and a weekly group discussion or in-person lecture. There are 7 modules. Students are encouraged to read the materials prior to class and take good notes while attending or watching video lectures.

| Modules | Descriptions |
|-------------------------|---|
| Module 1 01/09-01/20 | <p>The Coronavirus Unveiled and Forward thinking: Circular Health and Covid-19</p> <p>The current state of the Covid-19 pandemic and an introduction to Circular Health. To redesign a health ecosystem 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 the 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.</p> |
| Module 2 01/23-02/03 | <p>Pandemics: a historical, linguistic, and philosophical perspective</p> <p>To redesign a more sustainable health ecosystem 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 that 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 pandemics? How has the Coronavirus disease pandemic been changing us?</p> |
| Module 3 02/06-02/17 | <p>The balancing act of interacting with the environment</p> <p>To make a more sustainable health ecosystem for all and prevent future zoonotic diseases, 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, the risk factors behind it, where higher opportunities arise, and examples of famous confirmed zoonotic spillover events throughout the history of infectious diseases.</p> |
| Module 4 02/20-03/03 | <p>Public Health</p> <p>To translate the ideas of a more sustainable health ecosystem 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),</p> |

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| | differences in public health policies around the world, healthcare systems, public health education and behavior modification techniques during the Covid-19 pandemic. |
| Module 5 03/06-03/24 | How to communicate a pandemic? Limits and challenges To redesign an improved health ecosystem, 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, data visualization, pros and cons of social media, and fake news. |
| Module 6 03/27-04/07 | Epidemiology To redesign a less vulnerable health ecosystem 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 7 04/10-04/26 | Circular health: Covid-19 response and resilience Students will present the results of their group work with their international peers. Together with the instructor, they will also reflect on what we learned during the Covid-19 pandemic and how we can use the Circular Health approach to connect all this information in a systemic way. |

There are no required textbooks for this course. Most of the required readings are short articles, sections stemming from textbooks will be provided by the instructor. There is one recommended textbook, which will be provided by the instructor (Capua, 2020. “Circular Health: Empowering the One Health Revolution”).

| Module | Readings | Resources |
|--------|---|-----------|
| 1 | Capua and Rasetti, 2020. “Here, the huge rainbow within the COVID-19 storm”; UNDP , COVID-19 and the SDGs; Alderman , 2020. “‘Corona Cycleways’ Become the New Post-Confinement Commute”; Fisseha et al. , 2021. “COVID-19: the turning point for gender equality”; Obi & Kabandula , 2022. “Special Issue on “Covid-19, Peace and Security in Africa: Challenges and Opportunities””; Ball , 2020. “The lightning-fast quest for COVID vaccines — and what it means for other diseases”; IATA , 2020. “Weather forecasts lack data due to COVID-19”; Sorbonne Université , 2020. “Covid-19. What impact does lockdown have on biodiversity?”; Hudson , 2020. “The ocean and COVID-19”; Ogunbiyi , 2020. “Opinion: Power in a Pandemic- Why Energy Access Matters During Coronavirus”; International Monetary Fund , 2021. “Inequality in the Time of COVID-19”; United | |

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| | <p>Nations World Food Program USA, 2021. "After One Year of COVID-19, What Lessons Have We Learned About Hunger?"; Optional: Centers for Disease Control and Prevention, 2022 "National Wastewater Surveillance System (NWSS): A new public health tool to understand COVID-19's spread in a community"; Parker, 2021. "How to stop discarded face masks from polluting the planet"; UNICEF, 2022. "COVAX: ensuring global equitable access to COVID-19 vaccines"; United Nations World Food Program USA, 2021. "Nutrition Crisis Looms as More Than 39 Billion in-School Meals Missed Since Start of Pandemic – UNICEF and WFP"; UNICEF. "COVID-19, the environment and climate change"; Akinsorotan, et al.,2021. "Corona Virus Pandemic: Implication on Biodiversity Conservation"; Mzezewa, 2020. "For Hotels, Cleaning Is Key. But Cleaners Say Their Jobs Are Under Assault."; IATA, 2020. "Air Cargo Market Analysis: Air cargo recovery continues amid improving economic activity"; Momigliano, 2020. "Venice Tourism May Never Be the Same. It Could Be Better"; Robinson, 2020. "Coronavirus Accelerates Plans to Put Urban Commuters on Bicycles"; Schapiro et al., 2022. "How the race for a Covid vaccine enriched monkey poachers and endangered macaques"</p> | |
| 2 | <p>OED, 2020. "Social change and linguistic change: the language of Covid-19"; OED, 2020. "Circuit breakers, PPEs, and Veronica buckets: World Englishes and Covid-19"; Morens et al., 2009. "The Persistent Legacy of the 1918 Influenza Virus"; Dictionary.com, 2022. "How Disease Names Like Monkeypox Can Mislead and Stigmatize"; Mark, 2020. "Boccaccio on the Black Death: Text & Commentary"; Recommended: Eliot's "The Waste Land" or Yeats's "The Second Coming" in Outka (2019); Sontag, 1988. "AIDS and its metaphors-part-1".</p> | |
| 3 | <p>Plowright, 2017. "Pathways to zoonotic spillover"; Quammen, 2012 pg. 343-345 and pg. 165-209 from "Spillover: Animal Infections and the Next Human Pandemic"; Acevedo-Whitehouse & Duffus, 2009. "Effects of environmental change on wildlife health"; Cunningham et al., 2017. "One Health, emerging infectious diseases and wildlife: two decades of progress?"; Bradley and Altizer, 2007, "Urbanization and the ecology of wildlife diseases".</p> | |
| 4 | <p>Bloland et al., 2012. "The Role of Public Health Institutions in Global Health System Strengthening Efforts: The US CDC's Perspective"; Chapter 13 of the Hovell et al book, 2002, "The Behavioral Ecological Model Integrating Public Health and Behavioral Science"; Maizland and Klobucista, 2020, "Comparing Six Health-Care Systems in a Pandemic"; The Lancet Editorial, 2022. "Polio eradication: falling at the final hurdle?".</p> | <p>Explore CDC's Introduction to Public Health</p> |

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| 5 | Wardle, 2018, "Information Disorder: The Essential Glossary"; Christina Nicholson, TEDxBocaRaton, 2018, "Fake News. It's Your Fault". | Explore CDC's Crisis & Emergency Risk Communication (CERC) ; Explore WHO's website on "infodemic" ; A tutorial on effective communication ; Melissa Marshall, TED talk, 2012, "Talk Nerdy to me" ; Documents provided by the Center for Public Issues Education: communication points, message box, tell your story. |
| 6 | Vayena et al., 2015. "Ethical Challenges of Big Data in Public Health"; Kalimeri et al., 2019. "Unsupervised extraction of epidemic syndromes from participatory influenza surveillance self-reported symptoms"; Chapters 10 and 11 of the Schumann & D'Arcy book, 2010, "Essential Plant Pathology"; Gibbs, 2005, "Emerging zoonotic epidemics in the interconnected global community" | Explore CDC's introduction to Epidemiology |
| 7 | Keusch et al., 2022, Pandemic origins and a One Health approach to preparedness and prevention: Solutions based on SARS-CoV-2 and other RNA viruses; Executive summary of the Lancet Commission on COVID-19 | |

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.

The General Education Objectives for Quest 2 courses can be found following this link <https://undergrad.aa.ufl.edu/uf-quest/faculty/quest-2/q2-objectives-and-slos/>

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 attend in person class meeting, led by the instructor. In this course, there are 15 weekly meetings, which will be held in room 2306 in Turlington Hall, on the following Tuesdays (periods 3 and 4):

- 📅 January 10
- 📅 January 17
- 📅 January 24
- 📅 January 31
- 📅 February 7
- 📅 February 14
- 📅 February 21
- 📅 February 28
- 📅 March 7
- 📅 March 21
- 📅 March 28
- 📅 April 4
- 📅 April 11
- 📅 April 18
- 📅 April 25

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
- 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 **makeup 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 with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center (DRC) by visiting <https://disability.ufl.edu/students/get-started/>. 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 |
|---|-------------------------|
| Group work with international peers | 20 |
| “A Global Event”: How is the Covid experience beyond the USA? | 30 |
| Analytical Essay | 15 |
| Quizzes (module 2-6) | 30 |
| Attendance | 5 |

Group work with international peers

Groups of maximum 5 students will be matched with groups of 4 students from UNIAGRARIA in Bogotá. The groups will work towards a short presentation (maximum 8 minutes and minimum 5 minutes) to be delivered recorded at the end of the semester. Each group will discuss the impacts that the pandemic has had in each country on either the economy, the environment, social dynamics, trust in government agencies and science, the healthcare system, education, or the humanities (with a special focus on literature and the

arts). The presentation should also include a reflection on how your group's assigned topic (one of the 7 specific topics listed above) is connected to at least 2 of the other topics listed above. Each week, starting during the week of February 27, due every Sunday, by 11:59 PM, each group will submit evidence of their progress towards preparing the presentation: step 1: minutes of the first meeting where it is clearly stated who is responsible for what and a work plan is described; step 2: outline of the presentation; step 3: at least 2 sources per each topic listed in the outline; step 4: summary of the main points to be made (you can base this on the outline and use keywords not necessarily complete sentences); step 5: draft of the presentation (no need to record anything at this stage); step 6: final presentation. The presentation should be at least 5 minutes and not more than 8 minutes long. It should be submitted in a recorded format, and it will be viewed in classes. After each presentation, the presenting group will receive 3 questions and will have 4 minutes to answer them. The questions will be posed by the groups that will be assigned to watch that group's presentation and prepare questions for that group. Not every member of the group must be a presenter in the recorded presentation, but it is expected that there will be broad participation of the group members during the questions and answers session. The minutes submitted during week one will be considered for monitoring every member's active participation in the preparation of the presentation and each member is expected to actively contribute to it. The students will receive a grade based on the group work. Therefore, the grades will not be individual.

“A Global Event”: How is the Covid experience beyond the 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 the USA and Colombia) and investigate different aspects of the health crisis in that specific country. Following each module's theme, you will conduct different activities that could illuminate such an aspect in your country of choice. There will be 8 activities related to this assignment, which will be described in detail in CANVAS. Starting from the second week and until week 14, this assignment will be due every two weeks (except for week 4) on Monday, by 11:59 PM (preceding Spring Break the submission will be on Friday by 11:59 PM).

Analytical Essay– How the COVID-19 pandemic experience has been reflected in the response to the mpox (monkeypox) outbreak in the USA: lessons learned and not learned

After reading the article “Lessons from COVID-19 are shaping the response to monkeypox outbreak”¹, present your argument about the topic, addressing, but not limited to the following questions:

- Could and should the USA or other countries have intervened in the mpox (monkeypox) outbreak that started in Nigeria in 2017? Please explain why yes or no and in case you answer “yes” provide some ideas (at least two) on how they could

have done it and if you think this could have made a difference regarding the current outbreak.

- The article lists some lessons that were learned and applied in Europe following the Covid-19 pandemic. Please provide at least two lessons that were learned and applied in the USA and at least two lessons that were not learned and/or not applied in the USA.

The essay will be 800 to 1200 words. First draft due: April 14, 11:59 PM. Final submission: April 23, 11:59 PM.

1. The Lancet Regional Health – Europe. Lessons from COVID-19 are shaping the response to monkeypox outbreak. *Lancet Reg Heal - Eur.* 2022;18:100463. doi:10.1016/j.lanep.2022.100463

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 at 10 AM, and they will be due the following Monday by 10 AM.

Attendance– Student participation in class accounting for participation in the group activities, class 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 (10% of the final grade).

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/>

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

A minimum grade of C is required for general education credit.

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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 |

ACTIVITIES AND ASSESSMENT SCHEDULE

| Activity/Assessment | Number/Step | Date when it opens on canvas | Date when it closes on canvas |
|-------------------------------------|--------------------|------------------------------|-------------------------------|
| Group work with international peers | 1 | 02/24 | 03/05 |
| | 2 | 03/10 | 03/12 |
| | 3 | 03/24 | 03/26 |
| | 4 | 03/31 | 04/02 |
| | 5 | 04/07 | 04/09 |
| | 6 | 04/14 | 04/16 |
| A Global Event | 1 | 01/20 | 01/23 |
| | 2 | 01/27 | 01/30 |
| | 3 | 02/10 | 02/13 |
| | 4 | 02/24 | 02/27 |
| | 5 | 03/08 | 03/10 |
| | 6 | 03/31 | 04/03 |
| | 7 | 04/07 | 04/10 |
| | 8 | 04/21 | 04/24 |
| Analytical Essay | Draft | 04/12 | 04/14 |
| | Final | 04/21 | 04/23 |
| Quizzes | 1 (Module 1 and 2) | 02/03 | 02/06 |
| | 2 (Module 3) | 02/17 | 02/20 |
| | 3 (Module 4) | 03/03 | 03/06 |
| | 4 (Module 5) | 03/24 | 03/27 |
| | 5 (Module 6) | 04/14 | 04/17 |

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.