
THE UNSEEN DRIVERS OF THE RESPONSE TO EMERGING PANDEMICS in Spring 2021 (GR5002)

Course Code	GR5002	Professor(s)	Cheikh Niang
Prerequisites	None	Office Number	N/A
Class Schedule	F: 09:00-13:30 in Q-609 S: 10:00-18:00 in Q-609 W: 15:20-21:25 in Q-609	Office Hours	N/A
Credits	2	Email	cniang@aup.edu
Semester	Spring 2021	Office Tel. Ext.	N/A

Course Description

MODULE DESCRIPTION:

The module draws on perspectives from social sciences and humanities (sociology, anthropology, philosophy, African oral literature). It shows how the almost exclusive pre-eminence of the biomedical frame of reference on the global discourse and the official responses obscures the thinking on a complex web of changing social meanings that includes collective share values and identities, religious discourses, social media's productions, social inequalities, gender relations and political dynamics... The module introduces a binocular approach that highlights, at the same time, on one hand, the contexts of vulnerability, and on another, social and cultural resources for self-organized responses by grassroots communities and for societal resilience.

The course refers to the Covid19 and Ebola epidemics. It presents findings from studies completed in North and South America, Asia and Europe; however it focuses particularly on African contexts. It introduces an in-depth and critical thinking on cultural, epistemic and philosophical concepts, a documentation of strategies and practical experiences and an analysis of case stories, narratives and autobiographical discourses (especially of women facing the burden of the epidemics on individuals, families and communities).

The module includes simulation exercises to build capacity for the development of sociocultural and gender-sensitive research, intervention and strategy designs including those for community engagement.

Course Learning Outcomes

GRADUATE PROGRAM LEARNING OBJECTIVES: Upon completing this module, students will have a foundational understanding of humanitarian action in man-made and natural disasters and other emergencies, and they will develop real-world skills in emergency response work.

General Education

[PLEASE REMOVE THIS SECTION IF THE COURSE DOES NOT FULFILL ANY GLACC REQUIREMENT]

GLACC

The Global Liberal Arts Core Curriculum (GLACC) degree requirements include the following categories of courses:

- Integrative Inquiry (coded CCI)
- Experiential learning (coded CCX)
- Research, Interpretation, and Writing (coded CCE)
- Digital Literacy and Communication (coded CCD)
- Disciplinary Research Methods and Writing (coded CCR)
- Quantitative Reasoning (coded CCM)
- Experimental Reasoning Course with Lab (coded CCS)
- Expression Française (coded FR)
- AUP Capstone (coded CCC)

This course can be used to fulfill the [INDICATE THE REQUIREMENT(S) FULFILLED BY THE COURSE] requirement and as such has the following learning outcomes:

[INDICATE THE GENERAL EDUCATION LEARNING OUTCOMES]

Course Outline

DAY ONE – March 31st – 16:20 – 19:45: Introduction and conceptual framework

- Expectation, Capacity Strengthening Approaches and Methods, Plan for the course
- Conceptualizing and operationalizing Complexity for preparedness and response to pandemics

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- GROUP PROJECT: Mapping global social issues around biomedical findings and responses to COVID19

Reading

- [Noninvasive strategies in COVID-19: epistemology, randomised trials, guidelines, physiology | European Respiratory Society \(ersjournals.com\)](#)
- COVID-19 Health Technology Governance, Epistemic Competence, and the Future of Knowledge in an Uncertain World [OMICS: A Journal of Integrative Biology | Mary Ann Liebert, Inc., publishers \(liebertpub.com\)](#)
- [Project MUSE - Epistemologies of Ebola: Reflections on the Experience of the Ebola Response Anthropology Platform \(jhu.edu\)](#)
- [Ebola Crisis in West Africa as the Embodiment of the World. Arguing for a Non-conventional Epistemology of Disease Aetiology on JSTOR](#)

DAY 2: April 2nd: 9:00 – 13:30: Gender and culture: from vulnerability to strength for change

- Integrating Cultural Aspects: Concepts and Methods
 - Lessons from Women and Gender studies: Vulnerability to pandemics and social roles in the fabric of health
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- GROUP PROJECT: Mapping social and political issues around covid19 impacts on women and girls in multicultural setting

Reading:

- [Culture Matters in Communicating the Global Response to COVID-19 \(cdc.gov\)](#)
- [UN Women | Explainer: How COVID-19 impacts women and girls](#)
- [Opinion: African women are leading the fight against COVID-19 | Devex](#)
- [WHO concerned over COVID-19 impact on women, girls in Africa | WHO | Regional Office for Africa](#)
- [The Coronavirus and the challenges for women's work in Latin America \(undp.org\)](#)

DAY 3: Community engagement for response to pandemics

- Listening, interpreting and mobilizing discourses, metaphors and local human resources for community responses to pandemics

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- Politics and social dynamics at stake in community engagement processes
 - GROUP PROJECT: Simulation of community engagement process in response to covid19 outbreak in multicultural contexts and poor settings

Reading:

- [Role of community engagement in situations of extensive community transmission of COVID-19 \(who.int\)](#)
- [Engaging the communities in Wuhan, China during the COVID-19 outbreak | Global Health Research and Policy | Full Text \(biomedcentral.com\)](#)
- [Community engagement for successful COVID-19 pandemic response: 10 lessons from Ebola outbreak responses in Africa | BMJ Global Health](#)
- The Covid-19 pandemic: Government vs. Community Action across the United States (Adam Brzezinski, Guido Deiana, Valentin Kecht, David Van Dijke.
<https://www.researchgate.net/publications/340607113>

Textbooks

This course doesn't have any textbook.

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if

absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Grading:

- **Participation (30%):** Students are expected to read all required materials, to contribute thoughtfully and intelligently to discussions, and to bring/reference outside materials that are relevant to class discussions. This mark will represent the student's effort in - and contribution to - the module. Students who are late, who miss class, who come unprepared, and/or who do not actively participate will be penalized on their final grade.
- **Group Project –(30%)**
- **Group Project –(40%)**

Other
