Associated Colleges of the South
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Interdisciplinary Modules on COVID-19 and Vulnerable People(s)

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Interdisciplinary Modules on COVID-19 and Vulnerable People(s)

Introduction

The World Health Organization defines vulnerability as "the degree to which a population, individual or organization is unable to anticipate, cope with, resist and recover from the impacts of disasters." Vulnerability to disaster has numerous origins, but "the priority given to varying vulnerabilities, or their neglect, reflects social values." Vulnerability can be located in environmental factors, socially-created inequality, and individual risk factors. The Centers for Disease Control and Prevention describes people at increased risk for COVID-19 but these risk factors don't describe the environments in which these people live that makes them and their communities vulnerable to disease in the first place. COVID-19 is a "moving target" with new information every day, which can be confusing and disorienting. The COVID-19 pandemic has not only illuminated existing health disparities along socioeconomic lines but also exacerbated political divisions worldwide and especially in the United States. Our inspiration for creating these modules comes from an interest in questioning the narrative of similar circumstances, often stated as "We're all in the same boat with regard to COVID-19." Our voices join others that bristle at this phrase; as just one example, see Lisa Bowleg's opinion in the July 2020 *American Journal of Public Health* called "We're Not All in This Together: On COVID-19, Intersectionality, and Structural Inequality." We certainly are all affected by the pandemic, but we are not equally affected; historically marginalized, disenfranchised groups have endured the brunt of COVID-19's impact on human sickness and death. Very often, wealthier, more socially privileged groups have rendered others at increased risk for disease and poor health in general, to the point that one's job or career, an aspect of one's unchangeable identity, one's social status or physical environment, one's physical attributes put people at increased risk for COVID-19 and potentially worse health outcomes.

We present the following modules based on the following pedagogical foundations: anti-racist, trauma-informed, intersectional, universal design for learning. We have chosen these pedagogical styles because they support our collective interest in social justice teaching and our desire to maintain a focus on injustice, inequality, power dynamics, and inclusion in instructional ways that empower students to consider and design equitable solutions. These pedagogies are similar to each other in that they include building empathy, flexibility in course design and assessment, direct address of inequality, concern with access and equity, and recognizing students' multiple identities. We include some links here as brief explanations of these pedagogies if you are unfamiliar with them, not as the seminal publications on these subjects.

As a possible starting point we suggest this short article by Mays Imad discussing trauma-informed pedagogy. Imad's article makes explicit suggestions about teaching during the COVID pandemic, and has a number of links to other sources including Kimberlé Crenshaw's classic article on Intersectionality, "Mapping the Margins." Particularly pertinent to our Modules is Imad's point #6: Pay attention to cultural, historical and gender issues. This includes using an intersectional lens of analysis, acknowledging intergenerational and ongoing trauma in marginalized communities, responding to

microaggressions in the classroom, understanding and acknowledging our own worldview and biases, and implementing accessible, equitable and anti-racist teaching strategies; Imad provides links for each of these topics.

Learning objectives for all six modules:
These 6 Modules are linked thematically as well by topic and focus. They are designed to be used either independently or together. We have included news articles, podcast episodes, and videos supported by scholarly articles that provide theory and argument and may pre-date COVID-19. The topic for all Modules is COVID-19 with a focus on vulnerable peoples. Each Module addresses a specific area within this focus of vulnerable peoples and covid: home, rights, social inequality, care work/ers, disability, and visual representation of marginalized groups. Moreover, specific themes run through the readings and materials we have selected: 1. Care/Aid 2. Capital/Labor/Land 3. Rights/Autonomy 4. (In)Visibility. These themes link our multidisciplinary approaches through a shared commitment to underlying values; they also reflect a shared pedagogical approach centered on social justice. The themes bring in issues of the inequitable distribution of resources, the ways in which policies can protect or undermine civil rights, and questions of representation, especially the ways that subaltern and marginalized groups lack voice and visibility. These core concerns are fundamental to the overarching framework of COVID-19 and vulnerable populations because they connect to how wealthier, more socially privileged groups have rendered others at increased risk for disease and poor health in general.

Upon completion of these Modules, students will:
1. Understand the differential impact of COVID-19 on vulnerable peoples.
2. Be able to articulate how structural inequality creates and exacerbates vulnerabilities.
3. Apply knowledge gained about COVID-19 to identify vulnerabilities and vulnerable people in their own community's response to COVID-19.
4. Evaluate and compare responses to COVID-19.
5. Generate actionable recommendations for vulnerable and non-vulnerable people to address COVID-19 and future disasters.

How to use these Modules:
We're not creating a full syllabus; each Module covers about one week of material. Each Module includes scholarly articles to ground the discussion and define the terms and issues, and a number of news articles, editorials, podcasts, and video clips centered on the specific topic of the Module, e.g., COVID-19 and: home, civil rights, structural vulnerability and the state, care workers, disability, and (in)visibility of marginalized groups. The Modules are not cookie-cutter replicas of one another in terms of structure but are designed to be adapted for the needs of your course. The Modules may be considered like Lego® blocks; they are components that can be used all together, as clusters or pairs within a course, or separately. To contextualize any of the Modules, students should have some background knowledge about structural vulnerability and inequality (see resources provided in general introduction). Other frameworks of analysis could be added such as a focus on rights, on ethics, on global health, and on marginalized populations.

The modules presented here are grounded in anthropology, art, communication, political science, and philosophy, but the modules are applicable to a variety of disciplines and courses. Although each Module was created by someone with a specific disciplinary expertise, they were designed to be used in a range of courses in various disciplines. The content could be used in part or in full in general education courses or in a course within a specific discipline. We have selected sources that are as accessible as possible - for example, choosing audio that has accompanying transcripts and articles that are behind as few paywalls as possible.

Some limitations to these modules:
As the pandemic is ongoing, we include articles as recent as July 2020 with a recognition that knowledge about and attitudes toward COVID-19 may change over time. We also acknowledge that it is one resource among many available in a wide range of disciplines. Like you, we are using intense study of COVID-19 to hopefully perform some sensemaking and go beyond the biology to look at social, political, and economic issues shaping how this disease unfolds in different locations.

Module: COVID-19 & and "Home"

Shan-Estelle Brown, PhD, Department of Anthropology, Rollins College

Introduction

In its explanation of the [Social Determinants of Health](#), the US Office of Disease Prevention and Health Promotion states, "Health starts in our homes, schools, workplaces, neighborhoods, and communities" and then explains how our immediate environments and living conditions including access to social and economic opportunity contribute to good or poor health in the United States. The nature of the COVID-19 pandemic has forced people to stay at home to lessen the curve of increasing cases, but this pandemic has illuminated pre-existing issues of environmental health and who can be safe at home.

Centered around the broader categories of Care/Aid, Capital/Labor/Land, Rights/Autonomy, and (In)Visibility, this module offers a perspective grounded in health and healthcare that shows that the Social Determinants of Health are more important than ever for understanding disproportionate damage done by COVID-19. Resources are organized in chronological order under each subheading with discussion questions. This module provides resources on the following pertinent issues related to home, community, and COVID-19:

- Communities at risk for COVID-19
- Nursing homes
- Housing (in)stability
- Resource use
- Prisons
- Homelessness
- Domestic violence
- "Manipulation" of local health data

Objectives

By the end of this module, you should be able to:

1) Describe specific health issues related to life **within households** that have been exacerbated by the COVID-19 pandemic.
2) Examine health disparities in people's **communities immediately outside their homes** that have been exacerbated by the COVID-19 pandemic.

There are numerous possible directions to extend from a concept of home that are important but outside the scope of this module: The home becoming the central location for all daily activities; Students learning at home; Working from/at home; Telehealth/telemedicine; Protests against shelter-in-place orders; New issues of space negotiation and daily time management between family members; Finding creativity during the pandemic; Adapting to and visualizing a "new normal" about home life and participating as a member of a community.

<u>**Unit 1: Where someone lives can put them at increased risk for COVID-19**</u>

This unit first provides examples of American communities highlighted in the news that experienced disproportionate numbers of cases, hospitalizations, and deaths due to COVID-19. In these communities, people often act as caregivers to their loved ones, often caring for them in their own homes. This unit also highlights nursing homes as a significant location for understanding how COVID-19 has affected older people.

Theme: Care/Aid

Communities at risk for COVID-19

'Who's Going To Help Them?': Caregivers Brace For The Spread Of Coronavirus

https://www.npr.org/2020/03/09/812965518/who-s-going-to-help-them-caregivers-brace-for-the-spread-of-coronavirus

Description: Paid medical caregivers represent an important subpopulation at risk for COVID-19 infection. March 9, 2020

Native American tribe takes trailblazing steps to fight Covid-19 outbreak

https://www.theguardian.com/us-news/2020/mar/18/covidcoronavirus-native-american-lummi-nation-trailblazing-steps

Description: This article focuses on the Lummi Nation located in Washington, USA, and their proactive efforts to address COVID-19 by scaling up medical response. March 18, 2020

The coronavirus is exacerbating vulnerabilities Native communities already face

https://www.vox.com/2020/3/25/21192669/coronavirus-native-americans-indians

Description: This article describes existing vulnerabilities in Indian Country, using Navajo Nation as an example. The article describes federal allocation of funds to tribal nations and the problem of access to water as a significant factor in COVID-19 infection and poor health. March 25, 2020

Under the Blacklight: The Intersectional Failures that COVID Lays Bare

https://www.youtube.com/watch?v=OsBstnmBTaI

Description: This podcast episode (1 hr 20 min) is the first in an on-going conversation between multidisciplinary scholars discussing how COVID-19 has made inequality much more visible. It is a multi-episode collaboration of the African American Policy Forum and Intersectionality Matters, a podcast series hosted by Kimberlé Crenshaw. March 25, 2020

How Multigenerational Families Manage 'Social Distancing' Under One Roof

https://www.npr.org/sections/health-shots/2020/04/05/826485036/how-multigenerational-families-manage-social-distancing-under-one-roof?utm_medium=RSS&utm_campaign=news

Description: According to the Pew Research Center, 64 million Americans are living in multigenerational homes (two or more adult generations in the same household); this article explains how multigenerational households complicate COVID-19 prevention. April 5, 2020

Coronavirus 'could wipe out Brazil's indigenous people'

https://www.bbc.com/news/world-latin-america-52139875

Description: This article brings attention to rising COVID-19 infection rates among indigenous tribes in Brazil, a country that has seen government inaction in response to the COVID-19 pandemic. April 6, 2020

Coronavirus wreaks havoc in African American neighbourhoods

https://www.bbc.com/news/world-us-canada-52194018

Description: Using city-level data from Chicago, Illinois, this article highlights racial disparities in deaths compared to total number of infections. April 7, 2020

COVID-19's Particular Threat to Native American Communities

https://www.youtube.com/watch?v=RAcWQpDOd88

Description: This 14-minute podcast episode from Johns Hopkins Bloomberg School of Public Health describes how Native American communities were vulnerable before COVID-19. April 15, 2020

Protecting Healthcare's Family Caregivers Amidst The COVID-19 Pandemic

https://www.healthaffairs.org/do/10.1377/hblog20200421.666035/full/

Description: This opinion piece highlights issues affecting family (also known as unpaid or informal) caregivers and offers solutions to support them. April 24, 2020

Navajo Nation, hit hard by COVID-19, comes together to protect its most vulnerable

https://www.youtube.com/watch?v=7jh55Zpml4o

Description: Located across three states, the Navajo population is already vulnerable, with a high prevalence of underlying disease, a lack of infrastructure and limited access to care and supplies. (PBS Newshour, 8 min) April 24, 2020

Covering Coronavirus: Indian Country

https://www.pbs.org/wgbh/frontline/podcast/dispatch/covering-coronavirus-indian-country/

Description: This 18-minute podcast episode explains how requests for aid from the US federal government are being ignored. April 24, 2020

What African Nations Are Teaching the West About Fighting the Coronavirus

https://www.newyorker.com/news/news-desk/what-african-nations-are-teaching-the-west-about-fighting-the-coronavirus

Description: This article compares public health responses in African countries to responses in the United States to ask the question "What if some African governments are doing a better job than our own of managing the coronavirus?" May 15, 2020

Discussion Questions about Communities at Risk:
- What similarities do you notice among communities considered at risk for COVID-19? Why?
- What are some characteristics of community resilience?

- How has COVID-19 illuminated existing issues in communities?

Nursing homes

The Coronavirus Outbreak in Washington States

https://www.nytimes.com/2020/03/05/podcasts/the-daily/coronavirus.html

Description: This podcast from "The Daily," the New York Times tells the story of the outbreak of COVID-19 in an adult care facility in Kirkland, Washington. 30 minutes, March 5, 2020

Nursing Homes Are Ground Zero for COVID-19 Pandemic

https://jamanetwork.com/channels/health-forum/fullarticle/2763666

Description: This opinion piece published in the academic journal JAMA Health Forum explains why nursing homes are susceptible locations for COVID-19 infection. March 24, 2020

One-Third of All U.S. Coronavirus Deaths Are Nursing Home Residents or Workers

https://www.nytimes.com/interactive/2020/05/09/us/coronavirus-cases-nursing-homes-us.html

Description: This interactive map of the United States shows nursing homes where deaths have occurred. May 9, 2020

Long-Term Care Policy after Covid-19 — Solving the Nursing Home Crisis

https://www.nejm.org/doi/full/10.1056/NEJMp2014811

Description: This opinion piece published in the New England Journal of Medicine makes the following argument: "Beyond the pandemic, we will have to transform the way we pay for and provide long-term care." May 27, 2020

Nearly 26,000 Nursing Home Residents Have Died From COVID-19, Federal Data Show

https://www.npr.org/sections/coronavirus-live-updates/2020/06/01/867492962/nearly-26-000-nursing-home-residents-have-died-from-covid-19-federal-data-show

Description: To understand a particularly vulnerable population susceptible to COVID-19, the study of nursing homes becomes very important. June 1, 2020

Counting the dead: Nursing home COVID data a 'tangled mess'

https://calmatters.org/health/coronavirus/2020/06/nursing-homes-assisted-living-covid-coronavirus-data-statistics-deaths/

Description: This is a profile on difficulties accounting for California COVID-19 nursing home data. June 17, 2020

Gov. Northam changes position, releases nursing home coronavirus data

https://www.wsls.com/news/2020/06/19/gov-northam-changes-position-releases-nursing-home-coronavirus-data/

Description: Virginia, like other US states, had been hesitant to release information on nursing homes with COVID-19 cases to the public. This brief article states the Governor's original rationale for not releasing this data. June 19, 2020

'They Just Dumped Him Like Trash': Nursing Homes Evict Vulnerable Residents
https://www.nytimes.com/2020/06/21/business/nursing-homes-evictions-discharges-coronavirus.html
Description: Some nursing home residents have become housing-unstable after being evicted from nursing homes during the COVID-19 pandemic. June 21, 2020

Testing Guidelines for Nursing Homes
https://www.cdc.gov/coronavirus/2019-ncov/hcp/nursing-homes-testing.html
Description: This Centers for Disease Control and Prevention website details guidance on testing residents of nursing homes for COVID-19. Date accessed: July 2, 2020

Discussion Questions about Nursing Homes:
- Why are nursing homes a significant site of COVID-19 infection?
- Who are the major stakeholders of nursing homes?
- How is nursing home data generated?

Unit 2: COVID-19 is just as connected to land and real estate as it is to people

This unit demonstrates how COVID-19 exacerbated an already existing affordable housing crisis and problems of access to water in the United States. COVID-19 has also changed how people use land, with a nod to new problems of medical waste in the environment worldwide.

Theme: Capital/Labor/Land

Housing (in)stability
How can we address housing insecurity during the pandemic?
https://www.urban.org/criticalvalue/48-how-can-we-address-housing-insecurity-during-the-pandemic
Description: This 20-minute podcast episode from the Urban Institute explains how the COVID-19 pandemic impacts homelessness. This is the first episode in a series on COVID-19 and vulnerability for the Critical Value podcast. March 19, 2020

COVID-19 And Eviction: Bans Result In Rent Strikes
https://www.forbes.com/sites/rogervaldez/2020/04/01/covid-19-and-eviction-bans-result-in-rent-strikes/#4b788757518f
Description: As COVID-19 caused job losses, renters turned into activists pushing for delays in paying rent to their landlords. This opinion argues against rent strikes. April 1, 2020

Many Struggling Homeowners Not Getting The Mortgage Relief U.S. Promised

https://www.npr.org/2020/04/07/828011892/many-struggling-homeowners-not-getting-the-mortgage-relief-u-s-promised
Description: This article explains forbearance, deferral of mortgage payments, for US homeowners. April 7, 2020

HOW MUCH ASSISTANCE WOULD IT TAKE TO HELP RENTERS AFFECTED BY COVID-19?
https://www.jchs.harvard.edu/blog/how-much-assistance-would-it-take-to-help-renters-affected-by-covid-19/
Description: This report by the Joint Center for Housing Studies at Harvard University describes which demographics of the US population who rent their housing are newly at risk for COVID-19 or whose situation has further worsened due to COVID-19. April 28, 2020

The Uber driver evicted from home and left to die of coronavirus
https://www.bbc.com/news/uk-52413431
Description: A profile describing the sequence of events about an Indian man in London, England, whose landlord evicted him for being a risky tenant because of his driving and by that point, he was already infected with COVID-19. April 28, 2020

The Covid-19 Rent Crisis Is Here
https://www.wired.com/story/covid-19-coronavirus-rent-strikes/
Description: Focusing on New York City, this *Wired* article describes the cascade of job losses and people becoming unable to pay their rents and mortgages and possible responses such as rent strikes and federal bailouts to landlords. May 1, 2020

The US already had a housing crisis. Covid-19 has only made it worse
https://www.cnn.com/2020/05/20/success/rent-housing-crisis-coronavirus-covid-19/index.html
Description: This article describes how the existing affordable housing shortage and high cost of rent is accelerating housing instability because of job losses but is also intensifying the efforts of housing activists. May 20, 2020

A housing 'apocalypse' is coming as coronavirus protections across the country expire
https://www.cnbc.com/2020/06/10/how-to-prevent-the-coming-coronavirus-tsunami-of-evictions.html
Description: Different local, state, and federal moratoriums on evictions expire, prompting discussions about the coming eviction crisis. June 10, 2020

Minnesota COVID-19 Response: Housing Support
https://mn.gov/covid19/for-minnesotans/get-help/housing.jsp
Description: This website describes state resources available for Minnesotans to receive different kinds of support related to housing. Date accessed: July 7, 2020

Discussion Questions about Housing Stability:
- Describe ways that Americans are experiencing housing instability.

- How is housing important to COVID-19?
- What are some proposed solutions to improving or maintaining housing stability during COVID-19?

Resource use, particularly water, in a pandemic

US national parks cause public health concern as visitors flood in

https://www.theguardian.com/environment/2020/mar/17/national-parks-cause-public-health-concern-visitors-flood-in

Description: As businesses closed, people using national parks as a diversion from COVID-19 found the parks crowded, thwarting social distancing efforts. March 17, 2020

Coronavirus Cases Spike In Navajo Nation, Where Water Service Is Often Scarce

https://www.npr.org/sections/coronavirus-live-updates/2020/03/26/822037719/coronavirus-cases-spike-in-navajo-nation-where-water-service-is-often-scarce

Description: Access to water has been a known problem in Navajo Nation that causes people to leave their homes, lessening the effectiveness of stay-at-home orders. March 26, 2020

The COVID-19 pandemic is generating tons of medical waste

https://www.theverge.com/2020/3/26/21194647/the-covid-19-pandemic-is-generating-tons-of-medical-waste

Description: Personal protective equipment has resulted in more medical waste from COVID-19. March 26, 2020

How Do You Wash Your Hands To Fend Off Coronavirus If Water Is Scarce?

https://www.npr.org/sections/goatsandsoda/2020/03/30/819151076/how-do-you-wash-your-hands-to-fend-off-coronavirus-if-water-is-scarce

Description: This article and 3-min audio spot explain how important water is to infectious disease prevention, particularly COVID-19. March 30, 2020

Indigenous in Canada turn to the land to survive coronavirus

https://www.aljazeera.com/indepth/features/indigenous-canada-turn-land-survive-coronavirus-200401073446077.html

Description: This article describes efforts of indigenous people leaving towns to live off the land and practice social distancing. April 4, 2020

'More masks than jellyfish': coronavirus waste ends up in ocean

https://www.theguardian.com/environment/2020/jun/08/more-masks-than-jellyfish-coronavirus-waste-ends-up-in-ocean

Description: Medical waste from COVID-19 represents an emerging environmental issue for global waterways. June 8, 2020

Discussion Questions about Resource Use:
- COVID-19 has placed significant strain on human society, but what demands has COVID-19 placed on the environment?
- Why is water important to fighting COVID-19?
- The increased use of personal protection equipment has meant an increase in medical waste. What solutions do you propose to deal with this new problem?

Unit 3: Sheltering in place is more difficult when you live someplace you don't control

This unit presents news from around the world to indicate similarities in issues affecting homeless and incarcerated populations and the erosion of their rights and autonomy in exchange for public safety. Theme: RIghts/Autonomy

When your home is a prison

Wary of coronavirus, North Carolina to suspend all visits to prisons
https://news.yahoo.com/wary-coronavirus-north-carolina-suspend-210102909.html
Description: To reduce exposure to COVID-19, North Carolina suspended prison visits. March 13, 2020

Prisons 'could see 800 deaths' from coronavirus without protective measures
https://www.theguardian.com/uk-news/2020/mar/21/prisons-could-see-800-deaths-from-coronavirus-without-protective-measures
Description: This article describes concerns about prisoners in the UK dying of COVID-19. March 21, 2020

COVID-19: Why Are Prisons a Particular Risk, and What Can Be Done to Mitigate This?
https://www.socialscienceinaction.org/resources/covid-19-prisons-particular-risk-can-done-mitigate/
Description: This 8-page brief provides key considerations related to COVID-19 in the context of prisons, jails and similar detention facilities (referred to collectively in this brief as "prisons") in low and middle income countries. April 2020

73% Of Inmates At An Ohio Prison Test Positive For Coronavirus
https://www.npr.org/sections/coronavirus-live-updates/2020/04/20/838943211/73-of-inmates-at-an-ohio-prison-test-positive-for-coronavirus
Description: Mass testing of prison inmates in Ohio found a high percentage of positive cases. April 20, 2020

Hand sanitizer is still considered contraband in some prisons around the country
https://www.cnn.com/2020/05/05/us/coronavirus-prison-hand-sanitizer-contraband-invs/index.html
Description: Hand sanitizer and other prevention items for COVID-19 are prohibited in prisons. May 5, 2020

Prison as the Problem, Prison as the Cure

https://culanth.org/fieldsights/prison-as-the-problem-prison-as-the-cure

Description: This opinion addresses prison abolition and asks, "How is it that incarceration has emerged in the present as both a pathogenic hazard and as a public health solution?" May 6, 2020

'I don't deserve to die in here': women in an Ohio prison fear Covid-19 will kill them

https://www.theguardian.com/us-news/commentisfree/2020/jun/24/coronavirus-covid-prison-release

Description: Focusing on Ohio, two women at the Ohio Reformatory for Women (ORW) describe conditions inside the prison and argue in this opinion piece that steps taken to mitigate COVID-19 are minimal. June 24, 2020

Discussion Questions about Prisons:
- How are incarcerated people being affected by COVID-19?
- Why are prisons significant sites of COVID-19 infection?
- What are some ethical issues associated with prisons and COVID-19?

Homelessness

Homeless children at risk in coronavirus outbreak in Iran

https://www.dw.com/en/homeless-children-at-risk-in-coronavirus-outbreak-in-iran/a-52723746

Description: This news article focuses on the lack of services available for homeless children in Tehran, Iran who live near bazaars closed because of COVID-19. March 11, 2020

For People Experiencing Homelessness, 'Stay At Home' Is Impossible

https://www.npr.org/2020/03/26/820999217/for-people-experiencing-homelessness-stay-at-home-is-impossible

Description: Focusing on Los Angeles County, California, the COVID-19 pandemic has altered the movements of homeless people while city, county, and state officials are providing bathroom and water facilities since homeless people have no homes in which to shelter from the virus. March 26, 2020

Wasted time: how San Francisco failed its homeless population amid coronavirus

https://www.theguardian.com/world/2020/apr/08/san-francisco-coronavirus-homeless-shelter

Description: San Francisco has a sizable homeless population. This article is about disrupted communication between different government entities about the response, resulting in what is being called a "failed" response to homelessness and COVID-19. April 8, 2020

For Brazil's homeless, many risks, and now also the coronavirus

https://www.reuters.com/article/us-health-coronavirus-brazil-homeless/for-brazils-homeless-many-risks-and-now-also-the-coronavirus-idUSKBN21Q22T

Description: This article describes Sao Paulo's homeless population and their difficulty getting money for food, whereas organizations that would help this population have shut down. April 8, 2020

Northern California official ousted after saying elderly, ill, homeless should be left to die in pandemic
https://www.latimes.com/california/story/2020-05-01/northern-california-city-official-after-saying
Description: A brief article stating that a Northern California city planning commissioner suggested that certain groups should die in the COVID-19 pandemic. The article could spark discussions about empathy, privilege, and Social Darwinism and whether or not an official should lose their job for their statements on social media. May 1, 2020

Discussion Questions about Homelessness:
- How do homeless people prevent COVID-19 infection?
- How do strategies to prevent COVID-19 differ from housed people when someone is homeless?
- What resources are available to support homeless people?

Unit 4: COVID-19 is bringing to light insidious problems that usually stay hidden

Although there are numerous problems that COVID-19 has illuminated, this unit focuses on only two: the rise in cases of domestic violence worldwide as people attempt to shelter in place to prevent COVID-19 infection and the difficulty in obtaining reliable data on COVID-19. Data on COVID-19 can be difficult to obtain and understand because of its volume, time sensitivity, quality, and the health literacy and numeracy of the reader; another important reason is the reticence of municipalities to release data to the public, resulting in accusations across the United States that the data is being either hidden or manipulated to support municipalities' decision making to lift restrictions. Both issues obscure individuals' suffering from COVID-19.

Theme: (In)Visibility

Domestic violence
For some people, social distancing means being trapped indoors with an abuser
https://www.theguardian.com/commentisfree/2020/mar/21/coronavirus-domestic-violence-week-in-patriarchy
Description: This opinion argues that stay-at-home orders did not account for the reality that some people, particularly women, end up locked in with their abusers. March 21, 2020

Global Lockdowns Resulting In 'Horrifying Surge' In Domestic Violence, U.N. Warns
https://www.npr.org/sections/coronavirus-live-updates/2020/04/06/827908402/global-lockdowns-resulting-in-horrifying-surge-in-domestic-violence-u-n-warns
Description: The United Nations reports a dramatic increase in domestic violence cases during the COVID-19 stay-at-home orders. April 6, 2020

Protecting domestic violence victims in lockdown

https://www.theguardian.com/society/audio/2020/may/06/protecting-domestic-violence-victims-in-lockdown

Description: This 22-minute podcast episode describes domestic violence calls made in Manchester, England during stay-at-home orders. May 5, 2020

Kenya orders probe into rise in violence against women and girls during pandemic

https://news.trust.org/item/20200706165923-pey3m/

Description: The president of Kenya, Uhuru Kenyatta, ordered an investigation into domestic violence cases against women and girls. July 6, 2020

Discussion Questions about Domestic Violence:
- Why is following a stay-at-home order easier said than done?
- What accounts for the increase in violence during the COVID-19 stay-at-home orders?
- How is domestic violence often gendered?

"Manipulation" of local health data

Florida medical examiners were releasing coronavirus death data. The state made them stop.

https://www.tampabay.com/news/health/2020/04/29/florida-medical-examiners-were-releasing-coronavirus-death-data-the-state-made-them-stop/

Description: Differing data on the number of deaths in Florida put the Florida Department of Health at odds with the state's Medical Examiners Commission, and state officials stopped releasing the medical examiners' data to the public. April 29, 2020

State no longer allowed to track processing plant data

https://www.newschannelnebraska.com/story/42102669/state-no-longer-allowed-to-track-processing-plant-data

Description: Nebraska state officials were barred by the governor from disclosing public health data on meat processing plants. May 7, 2020

States accused of fudging or bungling COVID-19 testing data

https://www.pbs.org/newshour/nation/states-accused-of-fudging-or-bungling-covid-19-testing-data

Description: Public health officials are being accused of presenting data in ways that support efforts to lift stay-at-home orders. May 19, 2020

As States Reopen, Concern Grows Over Data Manipulation

https://www.motherjones.com/coronavirus-updates/2020/05/georgia-florida-coronavirus-data/

Description: This article focuses on Georgia's efforts to use data to "reopen" using data that some people question. May 19, 2020

6 states might be manipulating COVID-19 data as they reopen, reports suggest — here's what can skew the numbers

https://www.businessinsider.com/states-manipulate-coronavirus-data-reopen-2020-5

Description: Six states (Texas, Virginia, Vermont, Florida, Georgia, and Arizona) are accused of manipulating their COVID-19 data in different ways to downplay and misrepresent their outbreaks. May 21, 2020

Fired Florida Data Scientist Launches A Coronavirus Dashboard Of Her Own

https://www.npr.org/2020/06/14/876584284/fired-florida-data-scientist-launches-a-coronavirus-dashboard-of-her-own

Description: An epidemiologist fired from the Florida Department of Health alleges that she was asked to manipulate data and created her own dashboard on state COVID-19 cases. June 14, 2020

Disappearance of covid-19 data from CDC website spurs outcry

https://www.washingtonpost.com/health/2020/07/16/coronavirus-hospitalization-data-outcry/

Description: A change in the flow of COVID-19 data from hospitals to the CDC instead to the Department of Health and Human Services incited concerns of politicizing COVID-19, obscuring data from public view, hampering epidemiologists' analytical work and causing many to question the veracity and the transparency of the data.

Discussion Questions about Data "Manipulation":
- Why is COVID-19 data important? Why is COVID-19 confusing?
- Summarize concerns about COVID-19 data.
- Describe the different stakeholders surrounding COVID-19 data. What are their motivations? In what ways might these motivations be in conflict with each other?

Lesson Plan

Community in Context: Navajo Nation

Objective: Students should be able to articulate the pre-existing structural vulnerabilities of Navajo Nation before COVID-19 and strategies tribal leaders are employing to address COVID-19 without blaming the Navajo for their situation. Estimated time: 40 minutes

Foundation material: Social Determinants of Health description at Healthypeople.gov
https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health
This website by the US Department of Health and Human Services explains health as conditions of the physical and social environments where people live, which affects individuals' health behaviors. Students should review the five key determinants and examples of physical and social environmental conditions before looking at a specific community in-depth.

Activities:
Watch "Navajo Nation, hit hard by COVID-19, comes together to protect its most vulnerable" (PBS Newshour, 8 min) https://www.youtube.com/watch?v=7jh55Zpml4o

Listen to either
COVID-19's Particular Threat to Native American Communities (Johns Hopkins Bloomberg School of Public Health, 14 min)
https://www.youtube.com/watch?v=RAcWQpDOd88

Or Covering Coronavirus: Indian Country (Frontline, 18 min)
https://www.pbs.org/wgbh/frontline/podcast/dispatch/covering-coronavirus-indian-country

Discuss the following questions:
1) Before this lesson, how much did you know about Navajo Nation? Why/why not?
2) How has COVID-19 impacted Navajo Nation?
3) Why is potable water access important for addressing COVID-19?
4) Which Social Determinants of Health seem helpful to Navajo Nation in being able to address COVID-19, and which determinants seem harmful to Navajo Nation's efforts?
5) What makes healthcare complicated at Navajo Nation?
6) Describe the relationship between federal entities like the Indian Health Service and tribes.
7) What strategies are Navajo people doing to combat COVID-19?

Module: COVID-19 & and Civil Rights

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Introduction to the Module:

The Coronavirus pandemic has brought new urgency to questions concerning the provision and protection of civil rights. This module encourages students to examine how COVID-19 has impacted the rights of vulnerable populations and to think critically about how we should balance competing rights claims when lives hang in the balance.

This module begins with an introductory unit on the status of civil liberties under COVID-19. The four subsequent units focus primarily on a particular area of contestation over rights that disproportionately impacts vulnerable populations: freedom of assembly, freedom of the press, religious freedom, and the rights of prisoners. While primarily focused on American public law, examples from international cases are integrated where relevant.

This module has been designed with the aim of providing flexibility. While the first unit provides key concepts necessary to examine the relationship of COVID-19 to civil rights and liberties, the following four units can be "mixed and matched." While it is recommended that you begin with unit one, feel free to adopt as many or as few units and to pull texts from across the units as you see fit. Each unit can be taught in-person, on-line, or in a hybrid class and provides roughly the amount of content/work for a 75-minute class. Each activity/assignment is intended to be adaptable to different teaching environments and situational factors.

Module Objectives:

This module encourages students to query the status, robustness, and equity of civil rights protections and think critically about what rights mean in a time of crisis. After completing this module, students should be able to:
- Articulate the status of civil liberties/ a specific right in US law;
- Summarize how COVID-19 has introduced new challenges to the provision of civil liberties/ a specific right in US law;
- Interrogate the commonly held belief that all Americans are "free and equal" and examine the ways in which structural inequalities pervade our system of rights;
- Reflect on how the COVID-19 pandemic, and crises in general, can be used to expand the rights of some while restricting the provision of rights to others.

Unit 1: Civil Liberties Before and During the Age of Covid-19 [General Overview]

Themes: Rights/Autonomy.

Note on the texts: Articles in this unit are relatively short (3-10 pages) and the video is 1 hour and 40 minutes.

Texts:

Civil Liberties
- Description: A succinct definition of civil liberties and rights.

The Bill of Rights
- Description: Link to the full text of the Bill of Rights of the U.S. Constitution

Adam Liptak, "Civil Liberties Today," *The New York Times*, (9/7/2011)
- Description: A retrospective from *The New York Times*, which evaluates the ways in which civil liberty protections were transformed in the aftermath of the September 11th, 2001 terrorist attacks. Writing a decade after the attacks, in 2011, Liptak surveys how civil liberties have been eroded and protections against government surveillance, search and seizure, and detainment without charge have been weakened.

Red and Blue America Agree That Now is the Time to Violate the Constitution, The Atlantic, (3/25/2020)
- Description: Presents the results of a nationally representative survey conducted in March 2020, which found that a majority of Americans supported the government violating basic and foundational civil liberties to curtail the spread of COVID-19.

Rubberstamps in Robes: How Courts Legitimate Government Action during Crises
- Raises concerns that the Courts will be an effective check against an expansion of executive and legislative powers during the pandemic.

Hungary's "coronavirus coup," explained
- Description: International perspective: summarizes how Victor Orban, the prime minister of Hungary, has used the COVID-19 pandemic as an excuse to effectively suspend the constitutional rule of law.

Video: "Civil Liberties and COVID-19," COVID-19 and the Law Conference, The Federalist Society
https://www.youtube.com/watch?v=U8HVaP_YkMM#action=share
- Description: The Federalist Society, a conservative think tank, convened a panel of renowned legal scholars to discuss the status of civil liberties and COVID-19. While the Federalist Society is generally regarded as a highly partisan organization, the panel discussion foregrounds arguments in defense of robust civil liberty protections that are not easily classified as right- or left-wing.

Exercise/Activity:
- Assignment: A research-based 500-word exploratory short essay.

    Directions for students: Navigate to the "Issues" tab on the American Civil Liberty Union's website (https://www.aclu.org/about-aclu). Choose one of the core issues that the organization

defends to research. For example, you may wish to look into "voting rights." Conduct a news search for that issue and COVID-19. Based on your research, write a 500-word response paper that assesses the relationship between the issue area and COVID-19. Pay particular attention to whether the rights of vulnerable populations are being infringed upon to a greater degree than others. Students do not have to endorse the position on the issue adopted by the ACLU and are encouraged to engage critically with the topic and consult other sites to investigate how other organizations approach the defense of civil liberties for comparison.

Unit 2: The Free Press, the Freedom of Information, and COVID-19

Theme: (In)Visibility

Note on the texts: Articles in this unit are fewer in number but the first article is a longer scholarly text that will take students longer to read.

Texts:
RonNell Andersen Jones and Sonja R. West, *The Fragility of the Free American Press*, 112 Nw. U. L. Rev. 567 (2017). https://scholarlycommons.law.northwestern.edu/nulr/vol112/iss3/5
- Description: Evaluates the institutional mechanisms that serve to protect the free press. Argues that the Constitutional and institutional safeguards that ensure the maintenance of a free press are less robust than commonly thought and charge the continued existence of the free press is in danger. (Scholarly source, 30 pages)

Sarah E. Parkinson, "Acting 'as if' during Pandemic: Information and Authoritarian Practice in the White House
- Description: Examines the White House COVID-19 press briefings as an exercise in authoritarian speech practices and a tool for undermining democratic governance. (Scholarly source, 4 pages)

Covid-19 and the First Amendment: A running report (July 9)

- Description: A running report of the impact of COVID-19 on free-speech related issues. Students should read at least two recent articles.

Protecting Journalists, Free Press Key to Thwarting Dangerous Outbreak of COVID-19 Disinformation on Social Media, Secretary-General Warns High-Level Dialogue, United Nations Press Release
- Description: International perspective: United Nations press release warning of public health danger posed by restrictions on the free press.

Exercise/Activity:

Assignment: Social Media "Treasure Hunt"

Directions for students: For this exercise, students are asked to spend some time on social media looking for fake news/disinformation pertaining to COVID-19. They may choose to go to Facebook or Twitter, TikTok or SnapChat, or - if they are feeling particularly brave - Reddit or 4Chan. Students should identify an article, post, or meme that advances a false narrative about the origins, spread, or impact of COVID-19. They then should create a social media response that counters the misinformation with accurate and

correct information. Students are encouraged to be creative. The social media post should be accompanied by a 250-word narrative that explains why they selected this particular post, identifies the danger it poses, and assesses its intended audience.

Unit 3: The Freedom *Of* Versus the Freedom *From* Religion: Free Exercise in a Time of Pandemic

Themes: Rights/Autonomy

Note on the texts: The first article is more substantive, and each subsequent text is short (1-3 pages). The video is one hour and 11 minutes.

Texts:
Drinan, Robert F., and Jennifer I. Huffman. "The Religious Freedom Restoration Act: A Legislative History." *Journal of Law and Religion*, vol. 10, no. 2, 1993, pp. 531–541. *JSTOR*, www.jstor.org/stable/1051146.

- Description: A brief overview of the Supreme Court decision and legislative negotiations that led to the passage of the Religious Freedom Restoration Act, which affirmed the right to religious free exercise exemptions (10 pages).

Berkley Forum: Religious Freedom in the Age of COVID-19

- Description: The Berkley Center convened a forum on religious freedom that includes four editorial responses (linked to from this page) as well as a roundtable discussion (linked below). The editorial responses engage with questions of whether religious services are essential or if public health should trump religious belief. (Four responses, each response is 1-2 pages)

Video: The Covid-19 Crisis and Restrictions on Religious Gatherings, Berkeley Center, Georgetown University: https://youtu.be/c-wUM9DJx5g

- Description: A round-table discussion on the constitutionality of restricting religious gatherings. (One hour and eleven minutes).

Reuters Fact Check: Partly False Claim: It is unconstitutional to shut churches, halt gun sales, and ban assembly, (5/21/2020)

- Description: Fact check of a viral social media claim that it was unconstitutional for shelter-in-place orders to prohibit religious services

CAIR Condemns Trump's 'Divisive and Insulting' Attempt to Target American Muslims During COVID-19 Pandemic

- Description: Press release responding to President Trump's remarks that the government may treat religious groups disparately and allow Christian churches to reopen ahead of Muslim mosques.

[“Will Team Trump Use Coronavirus Crisis to Further Dismantle Church-State Wall?,” Peter Montgomery (4/2/2020)](#)

- Description: Examines proposed pandemic related legislation that will provide monetary aid to churches.

[Government to Pay Pastor Salaries in $350 Billion Small Business Aid Package, (4/7/2020)](#)

- Description: Identifies allocation of government aid to pay for church salaries in CARES Act legislation.

Exercise/Activity:
Assignment: Religious Freedom Fact Sheet

Directions for students: Students are assigned/asked to choose a state and to produce a "religious freedom fact sheet" for that state. They should research: the state's religious demographics; 2) whether the state has a state-level Religious Freedom Restoration Act (RFRA); 3) what kind of shelter-in-place order was enacted and what provisions pertain(ed) to religious gatherings; 4) if there were challenges to prohibitions against religious gatherings in the state and, if so, whether they were successful; 5) if there have been any outbreaks of COVID-19 identified with religious-service attendance.

Unit 4: The Freedom of Assembly

Themes: Capital/Labor/Land

A note on the texts: The first article is quite lengthy and could be omitted to focus solely on recent news articles pertaining to protest if there are student time constraints.

Texts:
Nicholas S. Brod, [Rethinking a Reinvigorated Right To Assemble](#), Legal Note.
- Description: An examination of the constitutional history of the right to assemble and the need for the right to encompass the physical assembly of people in public. (This is a longer scholarly text at 43 pages, but it is written in a fairly accessible and engaging manner.)

[Abrams and Langford, "The Right of the People to Protest Lockdown," NYT, (5/19/2020)](#)

- Description: Opinion piece arguing that the right to protest transcends shelter-in-place orders.

[Protesters Want States To Reopen The Economy Ending Anti-Coronavirus Closures](#)

- Description: News coverage of protests held to "reopen the economy" and rescind shelter-in-place orders.

[The 'Open America' Protests Prove How Real White Privilege Is](#)

- Description: An article highlighting the disparate treatment of armed white protesters by police and public officials.

["Protest Is a Profound Public Health Intervention.' Why So Many Doctors Are Supporting Protests in the Middle of the COVID-19 Pandemic,"](#) *Time*, (6/10/2020)

- Description: This article does a good job of tying together the disparate impact of both COVID-19 and police violence on Black communities and addressing both as public health crises.

[No Coronavirus Spike From Black Lives Matter Protests in Bay Area, Experts Say](#)

- Description: News coverage attesting to the relatively low transmission of COVID-19 during mass protests convened in defense of Black lives.

[See how other countries are protesting police brutality](#)

- Description: International perspective: News coverage of global protests against police brutality.

Exercise/Activity:
Assignment: Plan a Protest!

Directions for students: For this activity, students are asked to plan a protest event during an age of pandemic. Students should identify a reason for their protest, a set of demands, an audience, a recruitment and communication strategy, and - most importantly - envision how to stage a protest safely in the age of COVID-19. Students should submit a document that details the purpose, stated aims, and plan for their protest.

Unit 5: Cruel and Unusual Punishment: The Rights of Incarcerated and Detained Peoples

Themes: Care/Aid

Note on the texts: All of the texts in this unit are relatively short; if a longer reading is desired, I recommend assigning the full text of the Estelle v. Gamble decision.

Texts:
[Estelle v. Gamble 429 US 97 (1976)](#)

- Description: Supreme Court decision holding that prisoners are entitled to medical care and that a prisoner must evidence deliberate indifference on the part of the prison to charge cruel and unusual punishment (case summary)

Dubler, Nancy Neveloff. "Depriving Prisoners of Medical Care: A 'Cruel and Unusual' Punishment." *The Hastings Center Report* 9, no. 5 (1979): 7-10. https://www.jstor.org/stable/3561512

- Description: Short academic article detailing that prisoners have a constitutional right to health care and reviewing the status of health-care rights of incarcerated as compared to non-incarcerated peoples. (4 pages)

"I Begged Them To Let Me Die": How Federal Prisons Became Coronavirus Death Traps.

- Description: Coverage of the spread of COVID-19 in federal prisons and the failure of the prison-industrial system to address the spread of the virus.

John Hudak and Christine Stenglein, "As COVID-19 spreads in ICE detention, oversight is more critical than ever," Brookings Institute, (5/14/2020)

- Description: Coverage of the spread of COVID-19 in immigration detention centers and the fear of its spread to surrounding communities.

Ariane de Vogue, "Covid-19 cases concerning prisoners' rights hit the Supreme Court," CNN (5/21/2020)

- Description: News round-up of the many legal challenges pertaining to prisoners' health and safety during the pandemic that are working their way through the courts.

Judge: US Must Free Migrant Children Detained With Parents

- Description: News coverage of a judicial ruling, citing the spread of the coronavirus in immigration detention centers, that undocumented children who have been detained must either be released with their parents or released to the custody of a family sponsor.

Exercise/Activity:
Assignment: Letter to a local official/governing body

Directions for students: Students are asked to research *local* social justice campaigns pertaining to criminal justice, mass incarceration, police violence, and/or immigration. They are then asked to take a position on the issue and write a 250-500-word letter to the appropriate local political official/institutional office. The letter should explain the student's position and advocate for a specific reform/action.

Module: Structural Vulnerability, the State, and Lived Consequences of COVID-19

Nolan Kline, PhD, MPH, CPH

Rollins College

Introduction:

In this module, students consider the role of social, political, and economic factors in shaping the COVID-19 crisis in the United States. Grounded in medical anthropology and public health literature, this module focuses on the root causes of COVID-19 inequalities. These causes include factors such as the healthcare system, which, like many social institutions in the US, is situated in a capitalist context and operates on market-based logics. Economic inequalities and capitalist frameworks of self-sufficiency operate in concert with complex forms of social marginalization based on race, sex, gender, sexual orientation, immigration status, and other socially-constructed notions of difference. This unit explores those complex connections through units that consider COVID-19 and racial inequality; perceptions of immigrants' "deservingness" to health services; and aggravated inequalities based on gender identity, expression, and sexual orientation. The final unit in the module considers the challenges of balancing the health and wellbeing of the public with individual rights and freedoms while being attentive to the timeliness of Black Lives Matter protests and the inconsistent messages from elected leaders, including the President of the United States.

How to use this module:

This module consists of five units that were designed to be used together or separately. The module was designed with flexibility in mind and can be used for a one week intensive course in which new topics and readings were assigned daily, or for each unit to comprise one week of content for a class that meets twice weekly. Instructors should feel free to adapt the units and the entire module in ways that best suit their needs.

Learning Objectives

At the end of this module, students will be able to:

1. Describe the relationship between COVID-19 and economic vulnerability and explain how the US's market-based medical system contributes to the COVID-19 crisis.
2. Apply an understanding of multiple forms of racism to understand COVID-19 disparities.
3. Explain "structural vulnerability" as a concept and debate notions of "deservingness" to health care for immigrants in the US and whether immigrants have a right to health care
4. Compare and contrast the COVID-19 crisis and limits on individual freedom (such as mask wearing) with other public health concerns such as vaccination and identify the key public health principles behind restricting individual rights to protect the public.
5. Describe how COVID-19 exacerbates existing social and economic inequalities for women and LGBTQ+ populations, and critique forms of blame that otherize sexual and gender minority populations during COVID-19 and other pandemics.

Unit 1. The US's Market-Based Medical System and the Pandemic

Read:

1. Mulligan, Jessica. "Insurance accounts: The cultural logics of health care financing." *Medical Anthropology Quarterly* 30, no. 1 (2016): 37-61.

Description: 25 pages. This article provides a good primer for understanding market-based medicine in the US and the increasing financialization of the US health care system. Ethnographic data focus on Puerto Rico.

2. Unprotected and unprepared: Home health aides who care for sick, elderly brace for covid-19

Description: Short news article from the Washington Post. This article considers how home health workers' low wages and risk for COVID-19 complicate an important component of care delivery in the US.

3. Coronavirus Pandemic Reveals Our Economic Inequality

Description: Medium length editorial from Forbes. This article considers how the "free market" ideology of neoliberal economics ultimately results in underpaying and undervaluing certain employees, which results in greater risks for certain employees, including essential workers.

4. Why inequality could spread COVID-19

Description: Short commentary from The Lancet. This commentary explains gaps in life expectancy depending on income and explains how COVID-19 might worsen that problem.

Watch and Listen:

1. Why the U.S. Is Running Out of Medical Supplies?

Description: 25-minute audio recording about how hospitals are designed around profit and how this complicates a pandemic response.

2. States are competing against each other for ventilators.

Description: 7-minute video about how states must compete with one another for basic medical equipment during the pandemic.

Do:

Play the game Spent at least once and as many times as you like. I encourage you to play it twice. In a 200-word minimum essay, respond to the following questions: How would COVID-19 have impacted the scenario in Spent? What would have happened if the person you played as in Spent got COVID-19? How might income, the US health system, and COVID-19 all work together to shape health-related consequences?

Unit 2. Race, Racism, and COVID-19

Read:

1. Jones, Camara Phyllis. "Levels of racism: a theoretic framework and a gardener's tale." *American journal of public health* 90, no. 8 (2000): 1212.

Description: 4 pages. In this article, Camara Jones explains three kinds of racism: institutionalized, personally mediated, and internalized, as ways to think about health inequality in the US. Jones uses the metaphor of a gardener, soil, and flowers to explain the relationship between the three levels.

2. Why African-Americans may be especially vulnerable to COVID-19

Description: Short article in Science News about COVID-19 and social determinants of health, noting that increased risk of COVID-19 is related to labor, environmental factors, and less access to medical care.

3. Not everybody can work from home Black and Hispanic workers are much less likely to be able to telework.
Description: Short story from the Economic Policy institute about disparities in ability to work from home among black and Latinx employees.

4. Wearing a face mask helps protect me against Covid-19, but not against racism

Description: Short article about a black physician and his concerns about being viewed as "suspicious" because he is a black man and how wearing a mask due to COVID-19 amplifies those concerns.

5. The Antidote to COVID-19 is the Movement for Black Lives Policy Platform of Demands

Description: Short article on medium connecting the COVID-19 crisis, the Black Lives Matter Movement, and the context of racial inequality.

6. Black Lives Matter protests haven't caused spike in coronavirus cases, report finds

Description: Short news article about how Black Lives Matters protests are not responsible for increases in COVID-19 cases.

Watch:

1. Unnatural Causes, Episode 1: In Sickness and in Wealth (56 minutes).

Description: This film in a multi-part series demonstrates the relationship between wealth inequality, race, and health disparities. A shorter film in the series, When the Bough Breaks, focuses on race, and this film ties together themes from units 1 and 2.

Do:

Complete Peggy McIntosh's White Privilege Checklist. In a 200-word minimum response, respond to the following questions: thinking of Jones's "gardener's tale" metaphor, what levels of racism do you see reflected in the checklist? What levels of racism do you see reflected in the rest of the readings for the

unit? How might those levels impact whether someone gets COVID-19, gets treated for it, or dies from it?

Unit 3. Immigration, Deservingness, and COVID-19

Read:

1. Willen, Sarah S. "How is health-related "deservingness" reckoned? Perspectives from unauthorized im/migrants in Tel Aviv." *Social Science & Medicine* 74, no. 6 (2012): 812-821.

Description: 9 pages. As part of a special issue on immigrants' "deservingness" to health services, Willen poses the question "do undoucmented immigrants have a right to health care, and do they deserve health care?" Ethnographic data are from Israel, and the content provides a starting point to question notions of health-related deservingness and how such notions are created.

2. Quesada, James, Laurie Kain Hart, and Philippe Bourgois. "Structural vulnerability and health: Latino migrant laborers in the United States." *Medical anthropology* 30, no. 4 (2011): 339-362.

Description: 25 pages. Merging theoretical perspectives that examine structural factors responsible for health-related inequality with perspectives that focus on lived experiences, Quesada et al. demonstrate how im/migrants in the US are made vulnerable through a number of social, political, and economic processes.

3. Doctors warn of 'tinderbox scenario' if coronavirus spreads in ICE detention

Description: Medium-length CNN article that describes the unsafe conditions and elevated risks for detainees, asserting the need to release detainees from detention centers.

4. At High Risk From Coronavirus, Undocumented Seniors Fear Seeking Medical Care:

Description: This article describes the complexities of COVID-19, undoucmented immigrants' ineligibility to receive most forms of health insurance, and fears of being viewed as a "public charge" that complicate older unndocumented immigrants' ability to seek regular health services.

5. Unmasked: Anti-Asian Violence amid the COVID-19

Description: Short article from Medium that describes anti-Asian expressions of xenophobia related to the pandemic. This piece could accompany: Eichelberger, Laura. "SARS and New York's Chinatown: the politics of risk and blame during an epidemic of fear." Social Science & Medicine 65, no. 6 (2007): 1284-1295.

6. Work Conditions Make Farmworkers Uniquely Vulnerable to COVID-19

Description: This medium length article explains how farmworkers are essential employees but many of them are nevertheless locked out of COVID-19 relief efforts because of their immigration status.

Watch:

Lost in Detention

Description: 53 minutes. This film describes the alarming conditions of immigrant detention centers, which prior to COVID-19 had numerous health-related concerns. Trigger warning: the film describes instances of sexual assault.

Do:

In a short video (2-3 minutes) explain 1: something that surprised you, 2: something you learned, and 3: something you wished you could learn more about from the readings and film. Then, finish your video with the 1 takeaway message or thing you wished others would know based on what you read and watched this week. Think of this as if you were making a Tik Tok, Instagram post, or tweeting the takeaway message.

Unit 4. Gender Inequity in a Pandemic

Read:

1. The Shadow Pandemic: How the Covid-19 Crisis Is Exacerbating Gender Inequality.

Description: Medium length report from the United Nations Foundation. The report focuses on women's economic inequality globally and the longstanding limited access to health services for women on a global scale.

 2. LGBTQ people face higher unemployment amid coronavirus pandemic, survey finds

Description. Short article from NBC news about greater job losses during the pandemic among LGBTQ+ individuals.

3. Covid-19 And The Human Rights Of Lgbti People

Description: Short report from the United Nations Office of the High Commissioner. The report touches on stigma, discrimination, and perceived lack of priority for treating LGBTQ+ people during the pandemic. It concludes with suggested actions for states and stakeholders.

4. Covid-19 Sent LGBTQ Students Back to Unsupportive Homes. That Raises the Risk They Won't Return

Description: Medium-length article about LGBTQ+ students and the potentially hostile environments the pandemic placed them in.

5. UNAIDS and MPact are extremely concerned about reports that LGBTI people are being blamed and abused during the COVID-19 outbreak

Description: Press release linking LGBTQ+ blame for COVID-19 with forms of blame and othering during much of the HIV pandemic.

Watch:

[How to Survive a Plague](#)

Description: 65 minutes. This film follows the HIV/AIDS activist organizations ACT UP and TAG, showing how the HIV epidemic otherized LGBTQ+ populations and that little governmental support existed for addressing HIV and AIDS.

Do:

Think about the activism you saw in "How to Survive a Plague," the stigma and blame LGBTQ+ people have faced regarding HIV and more recently regarding COVID-19, and how COVID-19 may exacerbate existing gender inequalities. In a brief (approximately 300 words) reflection paper, describe what you think needs to happen to address COVID-19 inequalities that aggravate gender inequity? Who needs to be involved? What kinds of activist approach do you think would be successful or unsuccessful based on what you saw in the film, and why?

Optional: Instead of a reflection paper, write a letter (less than 500 words) to an elected official, university leader, or business owner, explaining how COVID-19 is related to inequality based on gender identity or expression, and or sexual orientation. In that letter, explain what you think needs to be done to address this problem or what needs to be fixed.

Unit 5. Rights and Confrontations: Individual Liberty and Public Health

Read:

1. [Gostin, Lawrence O. "Jacobson v Massachusetts at 100 years: Police power and civil liberties in tension."](#) *American Journal of Public Health* 95, no. 4 (2005): 576-581.

Description: 6 pages. On the 100 anniversary of the US Supreme Court Case, Jacobson v Massachusetts that determined the sweeping police powers of the state to protect the health of a population, Gostin argues the Supreme Court would reach the same outcome if it heard the case today, but consider different evidence. Jacobson is often considered the hallmark case for determining the state's authority in regulating the health and welfare of a population.

2. [Colgrove, James, and Ronald Bayer. "Manifold restraints: liberty, public health, and the legacy of Jacobson v Massachusetts."](#) *American Journal of Public Health* 95, no. 4 (2005): 571-576.

Description: 6 pages. Colgrove and Bayer describe the tensions between protecting the health of the population and individual liberties, pointing to contentious examples when actions to protect the health of the population are not always obvious.

3. [Donald Trump: a political determinant of covid-19](#):

Description: short commentary in the British Medical Journal. This article critiques the national response to the pandemic.

4. [Why Are So Many N.Y.P.D. Officers Refusing to Wear Masks at Protests?](#)

Description: Medium length story in the New York Times. This article poses questions about who serves as a role model for public health prevention measures and revists module 2's questions regarding COVID-19 and the Black Lives Matter Movement as a way to thread the conversation during the entire module.

5. [More than 150 people attend protest against mask mandates in Scottsdale](#)

Description: Short article in Arizona Central Newspaper. This article compares the anti-mask protestors assembling in Arizona with people gathering to protest the killing of George Floyd.

6. [Anti-vaccine activists, mask opponents target public health officials — at their homes](#)

Description: Short article from the Los Angeles Times that compares the anti-mask protests to the anti-vaccination movement and specifically shows similarities in tactics among those in these movements: specifically, using forms of intimidation to protest a public health measure.

Do:

Think about the following: in a pandemic, and in other parts of life, is it more important to protect the rights of an individual, or the wellbeing of the public? Are there other examples where these tensions arise? After thinking about this, create a meme that shows the tensions between protecting the rights and wellbeing of the population and respecting individual liberty. Then, in a 500 word response paper, argue the pros and cons of each side and explain which perspective you find more compelling and why.

Module: COVID-19 and Care Workers

Margaret McLaren PhD, Philosophy, Rollins College

Introduction to Module:

In this Module we examine care workers as a vulnerable group. Care work is defined as the work of nurturing and support necessary for the sustainability of life; care work can be paid or unpaid. One of the primary types of unpaid care work is child care by parents, but any type of labor that sustains and supports life counts as care work (also known as social reproduction), such as taking care of sick, disabled, or elderly persons; activities that contribute to sustaining life, such as cooking and cleaning, also counts as care work. Unpaid care work has historically been performed by women and oftentimes viewed as an extension of their social role as "nurturers." Likewise, paid care work is often done by women, particularly women of color. As we shall see, care work falls disproportionately to women, particularly those who are racial and ethnic minorities, and/or immigrants. Care workers constitute a vulnerable group in society because care work is devalued and underpaid and many care workers are members of marginalized and oppressed groups. Coronavirus exacerbates existing inequalities while at the same time drastically increasing the vulnerability of care workers. Not only are care workers a vulnerable group, but those they care for are also members of vulnerable groups: children, the elderly, the disabled, the ill. At some point in our lives we have been the recipient of care work, and most people will engage in some (unpaid) care work in their lives. Given the importance and centrality of care work in everyone's life, especially the most vulnerable members of society, understanding care workers as also vulnerable can help to address the devaluation of care labor and the structural inequalities that both contribute to and are perpetuated by the marginalization of care workers. Care workers have been recognized as "essential workers" due to the coronavirus, and their role on the front lines as health care workers, child care workers, nursing home workers, etc. puts them at a much higher risk of catching the virus. This Module has five units. Each unit includes specific readings, podcasts or videos, and discussion questions or exercises.

Learning Objectives:

You should be able to:
1. Define care work and how it is important to society.
2. Identify how both care workers and care receivers constitute vulnerable groups under normal conditions and especially in the situation of a global pandemic.
3. Articulate the ways that social group membership plays a role in care work, e.g., gender, race, ethnicity, class, immigration status.
4. Explain how structural vulnerabilities affect care workers, and how they were exacerbated during COVID-19.
5. Discuss specific changes that could be made to rectify the ongoing and systemic devaluation and exploitation of care work.

Unit 1 Care Ethics and Vulnerability (Theme: Care/Aid)
Read:

1. Hinman, L. ch. 10: "The Ethics of Diversity: Gender" (PDF, 27 pgs.)
In *Ethics: A Pluralistic Approach to Moral Theory* (Wadsworth Cengage Learning),

2. Internet Encyclopedia of Philosophy, Care Ethics entry (medium length, approx.. 10 pgs.)
https://www.iep.utm.edu/care-eth/

Listen/Watch:

1. Alternative Paradigms: Care Ethics and Feminine Ethics (Amsterdam, 5 mins.)
https://www.youtube.com/watch?v=4iaCpAFypq8

2. Carol Gilligan, "Moral Injury and the Ethics of Care," excerpts from lecture (6 mins.)
https://www.youtube.com/watch?v=Zy-UfHqoN6Q

Do:

1. Draw a mind map of vulnerable peoples. What groups are included? What makes them vulnerable? Are the vulnerabilities related to their individual situation, group membership or both? After drawing mind maps individually pair and share. Look for overlaps and commonalities. Discuss where your maps differed.

2. List the main ethical [or anthropological/sociological/aesthetic/political] concepts and theories that we have covered in this course. Choose 2 central ideas to apply to the idea of vulnerable peoples. For example, how can the concept of rights be used to protect vulnerable peoples? Are there ways that rights can be used to harm vulnerable groups?

Unit 2 What is Care Work? (Theme: Care/Aid)

Read:

1. Armenia A. (2018) Caring as Work: Research and Theory. In: Risman B., Froyum C., Scarborough W. (eds) Handbook of the Sociology of Gender. Handbooks of Sociology and Social Research. Springer. (PDF, 9 pgs.) DOI link: https://doi.org/10.1007/978-3-319-76333-0_34

This reading provides an overview of care work including the background of care work theory and research, the definition of care, social and economic impact of care, exploration of paid and unpaid care work, and global dimensions of care. Addressing care work from a feminism perspective the article cites a wide range of literature and includes attention to the social inequalities exacerbated by care work in terms of gender, race, ethnicity, and immigration status.

2. M. Duffy, A. Armenia, C. Stacey, "On the Clock, Off the Radar" ch. 1 in Duffy, M., Armenia, A., & Stacey, C. L. (2015). *Caring on the clock: The complexities and contradictions of paid care work. Families in Focus*. New Brunswick, New Jersey: Rutgers University Press. (PDF, 13 pgs.)

This chapter defines paid care work and discusses the various types of paid care work (in fields such as health care, education, child care, mental health and social services) in these fields both those who provide direct care, and those who provide support for such care such as cafeteria workers and janitors are paid care workers. Sections include: Why care? (about care work); Conceptualizing Care--history, emotional labor, dependency; Devaluation and Inequalities; Paid Care Work and Labor Law.

3. America Never Valued Care Workers. Then a Pandemic Hit, *The Nation*, June 15, 2020.
https://www.thenation.com/article/society/coronavirus-child-care-nurses-essential/

Medium length article from the Nation, June 15, 2020. Provides an excellent introduction and overview to care work, focusing on child care. Article discusses gendered and racialized aspects of care work, quotes academics Nancy Folbre and Tithi Bhattacharya. Discusses the importance of a living wage, and organizing/unionization as one strategy to achieve this.

4. 'Global Care Crisis' set to affect 2.3 billion people warns UN labour agency
https://news.un.org/en/story/2018/06/1013372

Very short report from the UN June 28, 2018 describing the global crisis in care. Discusses the gender gap in care work, and the impact of unpaid care work on the formal economy (paid work).

5. Caring in the time of COVID-19: Gender, unpaid care work and social protection
https://blogs.unicef.org/evidence-for-action/caring-in-the-time-of-covid-19-gender-unpaid-care-work-and-social-protection/

Short UNICEF Report on the impact of coronavirus on women's informal (in the home) care work. Argues that covid-19 increases women's gender inequality and that we need social remedies to address the gender inequalities that result from women's disproportionate share of care work. Provides global perspective; refers to multiple countries.

Listen/Watch:
1. How to ethically navigate the pandemic's new normal as restrictions begin to lift
https://www.cbc.ca/radio/tapestry/navigating-the-moral-maze-of-the-pandemic-music-for-the-soul-1.5628445/how-to-ethically-navigate-the-pandemic-s-new-normal-as-restrictions-begin-to-lift-1.5628453
Podcast (with very short written introduction) about the ethical issues and questions that arise out of the pandemic. A philosopher and a moral psychologist discuss how each of us faces life and death choices going about our ordinary lives during the pandemic. The crisis of the pandemic may make us re-think our moral hierarchies and start to put the vulnerable at the center of our ethics. Podcast mentions care for the elderly, sick, immune-compromised near the end. (50 minutes)

2. A Discussion of Care - Interview with Prof. Joan C. Tronto
https://www.youtube.com/watch?time_continue=147&v=H-utAjZ_obc&feature=emb_logo
Interview with Joan Tronto about care work. (9 minutes)

Do:

1. Think-Pair-Share Activity (10 minutes in person or virtually)
Write a list of the types of care workers that you depend on currently. (3 minutes) Now expand the list to all care workers who have provided care to you up until this point in your life. (3 minutes) Compare your list with one other person in class, discuss overlaps, omissions. What surprised you?

2. Based on the readings and the interview with Joan Tronto come up with your own definition of care work (350-500 words). Think about the role care work has played in your life, and the role it plays in maintaining and reproducing society.

3. Find three recent news articles (published after August 2020) on one type of care worker, e.g., nurses, child care workers, nursing home staff. Read the articles and write down three ways that the situation of these care workers has changed since the coronavirus pandemic. Post the links to the articles in our Discussion Forum, and bring your list to class.

Unit 3 Structural Vulnerability: Care and Capitalism (Theme: Capital/Labor/Land)

Read:

1. Anti-Capitalist Politics in the Time of COVID-19 (Short 2 page news magazine article)
https://jacobinmag.com/2020/03/david-harvey-coronavirus-political-economy-disruptions

David Harvey, Marxist geographer, looks at the way that two levels of capitalism intersect: one model looks at production and sees capitalism as a system of endless expansion and growth; the other level is social reproduction and economic capitalism as embedded in particular historical, social, cultural and political contexts. Discusses how the coronavirus pandemic is also an economic crisis and how natural crises such as the pandemic are shaped by social circumstances.

2. A crisis like no other: social reproduction and the regeneration of capitalist life during the COVID-19 pandemic by Alessandro Mezzadri (short 2-page essay)

https://developingeconomics.org/2020/04/20/a-crisis-like-no-other-social-reproduction-and-the-regeneration-of-capitalist-life-during-the-covid-19-pandemic/

Provides an excellent overview of the ways that capitalism cannot overcome the challenges that the global pandemic brings on. Capitalism relies on a workforce and labor but the coronavirus presents a paradox: "as in order to protect life we basically need to undermine its very economic base."

3. Social Reproduction Theory and Why We Need it to Make Sense of the Coronavirus Virus Crisis
https://www.tithibhattacharya.net/new-blog/2020/4/2/social-reproduction-theory-and-why-we-need-it-to-make-sense-of-the-corona-virus-crisis

Very short article/blog post (2 pages with images). Discusses capitalism's "reluctant dependence" on life sustaining care work (social reproduction). Looks at the ways that capitalism in its pursuit of profit comes into conflict with the goal of sustaining life, and how this is exacerbated during a global pandemic.

4. Social Reproduction and the Pandemic, interview with Tithi Bhattacharya
https://www.dissentmagazine.org/online_articles/social-reproduction-and-the-pandemic-with-tithi-bhattacharya

In this interview Tithi Battacharya explains social reproduction theory. Social reproduction theory examines the way that society depends upon "life-sustaining work," in other words care work. She discusses why care workers are essential workers and the effect of the pandemic on essential care.

5. "We are on our own": How the coronavirus pandemic is hurting child care workers Vox, April 6, 2020

https://www.vox.com/2020/4/4/21203464/coronavirus-child-care-workers-pandemic-unemployment-cares-act

Short news article focusing on child care workers and those who run and own child care centers.

6. Will the Coronavirus Create a More Progressive Society or a More Dystopian One? New Yorker, May 1, 2020

https://www.newyorker.com/news/our-columnists/will-the-coronavirus-create-a-more-progressive-society-or-a-more-dystopian-one

Short news article (3 pgs.) discussing how tech giants have benefited from the coronavirus while many other types of workers have been harmed. In order to remedy the increasingly economic inequality the US will need to adopt policies that provide a social safety net.

7. Covid-19 and the Need for Health Care Reform, Jaime S. King, J.D., Ph.D. in New England Journal Of Medicine June 25, 2020.
https://www.nejm.org/doi/full/10.1056/NEJMp2000821

Short two page essay on the need for universal access to affordable health and the connection between health care, employment, and addressing the pandemic as a public health issue.

8. COVID-19 Renews the Struggle for Anti-Capitalist Care Models, Jean Handy, May 5, 2020.
https://canadiandimension.com/articles/view/covid-19-renews-the-struggle-for-anti-capitalist-care-models

This news article from Canadian Dimension (news source) discusses the need for re-thinking care outside of capitalist terms. It shows that COVID-19 reveals structural inequalities in terms of race, class, gender, age and immigration status in both the giving and receiving of care work.

"Under capitalism, there is a terrifying and disturbing history of "caring" for people who are not productive in normative ways, or who have experienced first-hand criminalization, hyper-exploitation, eugenics and genocide. This history shows us that capitalism always values profit over people and is thus at odds with the forms of economic, social and political organization that are necessary to adequately address the current crisis of care."…"The people who live and work in long-term care are canaries in a coalmine. The acute crisis they currently face is emblematic of the gaping and life-threatening social inequalities in many sectors and communities. Drug users and harm reduction workers, racialized and Indigenous peoples, people with chronic disabilities, trans people, criminalized and migrant workers are just a few groups that are deemed, effectively, disposable in a crisis. Each of these communities have experienced long histories of violent care practices under capitalism, where poor women, disabled, stigmatized and racialized people have been institutionalized in a variety of residential formations ranging from almshouses, workhouses, asylums and prisons."… "care workers as a class of workers subject to 'institutionalised humiliation' by their treatment in law and their virtual invisibility in policy and political discourse. In the pre-virus era, they have been constantly and consistently judged to be inferior labour market participants on grounds of their class, their femaleness or their ethnicity."

Listen/Watch:

1. Why Do Some Health Care Workers Live in Poverty? | NYT Opinion (4 min. 26 sec. video)
https://www.youtube.com/watch?v=JqCKPWEZfAE

A home care worker describes her job caring for others at low wages.

2. Why home care workers struggle with low wages: PBS looks at long term care (7 mins.)

https://www.youtube.com/watch?v=t2tG1HN77Zw

PBS segment includes personal stories, legislation information, and information about the average wage of care workers which is usually not enough to live on. Compares two company models, one is worker owned. Challenge is bridging the gap between reasonable wages and affordable care.

3. Who Cares: Unpaid care work, poverty and women's / girl's human rights, Institute of Development Studies, animated video (4 mins.)

https://www.youtube.com/watch?v=VVW858gQHoE

Animated video provides a global perspective on care work including child care and gathering water, and shows how the burdens of unpaid care can be overwhelming. Looks at public, social solutions to privatized care.

4. Life-Making, Capitalism and the Pandemic, Radical May [Pluto Press] Talks by Titha Battacharya and Susan Ferguson (1hr. 20 mins., 55 min. talk then Q & A)
https://www.youtube.com/watch?v=Xg5ASSAjMCc

In this talk Tithi Battacharya and Susan Ferguson discuss why some people are more vulnerable to the pandemic than others. She also discusses social reproduction theory and women and work, care work, and capitalism. The work of social reproduction (care work) is structured

through colonial, racial, and gendered ways. In the current crisis, care workers have a special role in social change.

Do:

1. Play the game Spent http://playspent.org/ What did you learn? (200 word discussion post)

Or

2. Create a one month budget for yourself based on an $10 an hour (before taxes) wage. Deduct your taxes. Assume you are working full time (40 hours per week) and living in Orlando, Florida or the city in which you reside. Find an apartment, subtract your rent, budget your weekly groceries, if you have a car include the cost of your gas and insurance, if not include the cost of public transport. List your other expenses. How much money do you have left at the end of the month?

These links may help you estimate costs and your budget:

https://us.thetaxcalculator.net/hourly-wage-tax-calculator

https://www.kiplinger.com/kiplinger-tools/spending/t007-s001-budgeting-worksheet-a-household-budget-for-today-a/index.php

https://www.moneygeek.com/cost-of-living-calculator/

Unit 4 Structural Vulnerability: Race, Class, Gender (Themes: Rights/Autonomy, (In)Visibility)

Read:

1. Oppression, Marilyn Frye (PDF, 7 pgs.)
http://www.filosoficas.unam.mx/docs/327/files/Marilyn%20Frye,%20Oppression.pdf
A classic essay on Oppression by philosopher Marilyn Frye in which she explains the systemic nature of oppression and uses the often-repeated birdcage analogy to describe the way that what may seem like individual forces and barriers work together to cause oppression.

2. "A Structural Analysis of Oppression," Sandra Hinson and Alexa Bradley (Grassroots Policy Project) (PDF, 5 pgs.)
https://www.racialequitytools.org/resourcefiles/structural_analysis_oppression.pdf

Article discussing the aspects of oppression using Iris Marion Young's five-fold framework of exploitation, marginalization, powerlessness, cultural dominance, and violence. The article acknowledges the intersections of oppressions and gives examples of each aspect of oppression.

3. They Don't Really Care About the Carers
https://tribunemag.co.uk/2020/03/they-don't-really-care-about-our-carers

News article March 27, 2020 discusses the devaluation of care workers in the UK including the lack of PPE and hand sanitizer during the coronavirus pandemic, and also the general devaluation of care workers. The main point is that the care system (also called social care/care work) has been constructed in exploitative ways that diminish the value of care work, and that reinforce systemic inequalities based on gender, race and ethnicity, and immigration status.

"Despite the existence of public duties and the availability of public funding to finance the care of those most in need, the social care market is built on private arrangements; private contracts, private contractors and private agreements. In the social care sector, there are unknown thousands of purportedly self-employed, live-in and directly employed care workers providing essential services to older people and those with disabilities. The state has constructed the care system to be this way: amorphous, hidden, fragmented, exploitative and cheap."…"Accounting for differences in age, sex and geography, the IFS found deaths of British black Africans background to be 3.5 times those of the white British population and British Pakistani deaths to be 2.7 times as high. Examining the possible reasons, it says that a third of all working-age Black Africans are employed in key worker roles, 50% more than the share of the White British population. Additionally it says Pakistani, Indian and Black African men are respectively 90%, 150% and 310% more likely to work in healthcare than white British men."

5. British BAME Covid-19 death rate 'more than twice that of whites'
https://www.theguardian.com/world/2020/may/01/british-bame-covid-19-death-rate-more-than-twice-that-of-whites

News article includes 5 min. video. Discusses the disproportionate numbers of Black, Asian and Minority Ethnic (BAME) deaths and cases of covid-19 compared to white Britons. Makes links to occupations in health care, to economic status, and to underlying health conditions.

6. "Similar to Times of War": The Staggering Toll of COVID-19 on Filipino Health Care Workers
https://www.propublica.org/article/similar-to-times-of-war-the-staggering-toll-of-covid-19-on-filipino-health-care-workers
ProPublica May 3, 2020 medium length news article about the disproportionate effect of the coronavirus on Filipino health care workers, includes personal stories as well numbers, such as Filipinos are on the front lines in the New York and New Jersey area and across the country; they are four times more likely to be nurses than any other ethnic group in the U.S. Article discusses immigration, and history of colonization.

7. On movement, human rights and Covid-19

https://www.newframe.com/on-movement-human-rights-and-covid-19/

Short magazine news article. Written from a first person perspective this article discusses the situation in South Africa and how restrictions on movement affect people differently depending on their race and class, specifically domestic workers did not have the luxury of "working from home." Links freedom of movement and lack of freedom of movement to Apartheid.

8. A Global Crisis in Care?
https://globaldialogue.isa-sociology.org/a-global-crisis-in-care/

This very short essay from Global Dialogue the magazine of the International Sociology Association discusses care as a global and transnational issue as immigrants from the Global South to the Global North often end up working as care workers.

Listen/Watch:

1. The urgency of intersectionality, Kimberlé Crenshaw (19 min. TED Talk)
https://www.youtube.com/watch?v=akOe5-UsQ2o

2. What is intersectionality? (3 mins. Animated video produced by Peter Hopkins)

https://www.youtube.com/watch?v=O1islM0ytkE

3. What is intersectionality? Kimberlé Crenshaw (2 mins. Excerpt from National Association of Independent Schools talk, Focus on education):
https://www.youtube.com/watch?v=ViDtnfQ9FHc

4. 'Who's Going To Help Them?': Caregivers Brace For The Spread Of Coronavirus
https://www.npr.org/2020/03/09/812965518/who-s-going-to-help-them-caregivers-brace-for-the-spread-of-coronavirus?utm_medium=RSS&utm_campaign=news
NPR 3 minutes podcast summarizing article and short news article. Discussing the situation of care workers through the perspective of a care worker from Washington. Mentions that care workers often do not have health insurance, paid time off, and definitely cannot work remotely.

Do:

1. Exploring Your Privilege
https://edge.psu.edu/workshops/mc/power/page_04.shtml
Complete the exploring your privilege exercise (link above). After completing the exercise which consists of answering a series of questions, write brief responses to the questions on page 5 (link below)
https://edge.psu.edu/workshops/mc/power/page_05.shtml

2. Interview a care worker; limit your interview to 20 minutes. Start by reaching out to people you know, perhaps a family member or friend. Ask them to describe a typical day. How did the coronavirus change their job? Why do they do this work? And, what is the biggest reward and the biggest challenge of care work? Take notes, or record or video the interview. If taping or recording ask permission; do not share the recording without written permission from the interviewee. Relate what you discovered in this interview to what we have learned so far in either a 500 word post or a 1-2 minute video.

Unit 5. Re-imagining Care, Revaluing Care work (Themes: Care/Aid, Rights/Autonomy)

Read:

1. Coronavirus Creates an Opening for Progressivism — Also Barbarism. New York, April 1, 2020.
https://nymag.com/intelligencer/2020/04/coronavirus-undocumented-nationalism-socialism-climate-progressives.html
Short article links the ecological crisis with the coronavirus pandemic and discusses the ways that the current economic system has failed. Points out two different possibilities moving forward—sustainable solutions that prioritize people's well-being, or conflict over scarce resources. Looks both at the US and globally Holds that sustainable solutions involve recognizing that: "Coronavirus has provided an object lesson in humanity's interdependence, which is to say, in the ways that the deprivation of some threatens the well-being of all."

2. From corporate carewashing to genuine care?
https://www.opendemocracy.net/en/opendemocracyuk/corporate-carewashing-genuine-care/
Very short news article that argues for the collectivization and re-nationalization of care. Article argues that the coronavirus has made us put people before profits and that we can learn from this moment to develop new systems that are based in radical democracy and solidarity economies.

3. Health inequalities, social justice and international ethics in the time of coronavirus
https://www.ghe.law.ed.ac.uk/health-inequalities-social-justice-and-international-ethics-in-the-time-of-coronavirus-by-ryoa-chung/
Blog post by Ryoa Chung (philosopher) about the ways that covid-19 exacerbated existing inequalities, and that a global justice perspective is needed emphasizing: social, international and intergenerational justice. Raises questions about: What is the link between social disparities, health inequities, and the coronavirus pandemic? What are the main pitfalls and challenges to be addressed from the perspective of international ethics?

Listen/Watch:

1. From Inequality to Solidarity: Co-Creating A New Economics for the 21st Century
https://www.youtube.com/watch?v=UhYtI27CEMc&feature=youtu.be
Julie Matthaei, SEN Boardmember and Professor Emerita of Economics, Wellesley College

We are in the midst of an epoch paradigm shift, from inequality to solidarity. Capitalism's contradictions have birthed four great, increasingly interconnected social movements – anti-classist, anti-racist, feminist, and ecology. We are deconstructing inequality and creating new, solidarity economy values, practices, and institutions, based on love, cooperation, equity, and sustainability. There are many ways that each of us can participate in this epoch shift. (33 minute talk, plus questions 1hr. 45 mins total)

2. Coronavirus Cases Surge As Nurses Demand States Close Until They Can Reopen Safely

https://therealnews.com/stories/coronavirus-case-surge-nurses-demand-states-close-until-safe-reopen
In this podcast a nurse from CA urges states to shut down until the virus is under control (11 mins.)

3. Rights in A Time of Quarantine
https://www.listennotes.com/podcasts/law-pod-uk/ep-105-rights-in-a-time-of-L-uEOjipRMo/
16 minute podcast on Human Rights and Coronavirus.
Interesting because at the end he says that vulnerable populations have been left behind in some of the initial restrictions for covid-19. Also, discusses the tensions among freedom of movement, property rights, and the possible abuses by governments when human rights are restricted for public health/the public good.

4. Interview with David Graeber
https://www.college-de-france.fr/site/evenements-culturels/22-mars-2018-David-Graeber.htm
Short interview with David Graeber on the idea of care workers as leaders of the revolution and re-imagining of work. (4mins. 38 secs.) To get to the interview, click on the link then click on the right arrow until the video appears.

Do:

1. Group activity: groups of 4. Each member of the group will assume the role of a specific type of care worker (same role for the whole group). Develop a plan for collective action by care workers for fair wages and better conditions. What would you ask for? Discuss possible strategies for getting these demands met.
2. Find three websites on Mutual Aid or Solidarity groups that have arisen out of the pandemic. Name each group and describe the activities that they engage in. How do these mutual aid groups relate to care and care work? What possibilities do they offer for a future that values and centers care?
3. Write a letter to your Senator or Congressional representative recommending a change in policy for care work. Choose a type of care work, e.g., child care, nursing, aid in nursing home, teacher, and so on. Provide at least two concrete suggestions for change based on what you have learned from this Module. How will your recommendations help during the pandemic? How will they contribute to long term change?

Closing Activity for Care Work Module:

Discussion Questions:

1. Explain what care work is and who does it.
2. How and why are care workers a vulnerable group? How did COVID-19 make them more vulnerable?
3. How do the concepts of intersectionality and systemic inequality apply to care work?
4. What specific actions (individual, social, political, policy) could be taken to remediate the vulnerability of care workers?
5. How would adopting an ethics of care change our relationships to each other? How would it change society?

Module: COVID-19 as A Threat to Disability Rights

Sarah Parsloe, Assistant Professor in the Department of Communication at Rollins College

Introduction

In this module, we examine disability as a source of vulnerability during the COVID-19 pandemic. In it, we learn about the ways in which deeply-held prejudices against people with disabilities have informed policy-making during the coronavirus pandemic, producing inequities in care. We also learn how advocates and activists organize to provide resources within the disability community and to protest discriminatory practices. Finally, we consider the ways in which the pandemic might catalyze systemic changes that increase accessibility for people with disabilities.

This module includes five units, designed to provide instructors with flexibility to adapt to the structure of a particular class. For instance, an instructor might assign one unit per day for a week-long mini class, or assign a few units per day for a class that meets three times per week. Instructors might also decide to assign only some of the units, depending on the goal(s) of their class. Instructors can expand or streamline this module by adding or subtracting suggested readings and activities.

Learning Objectives

After completing this module, you should:

1. Understand the social model of disability and the ways in which "disability" is socially constructed
2. Be able to define ableism and recognize the ways in which ableism has contributed to disparities in health policy and practice during the COVID-19 pandemic
3. Recognize the ways in which COVID-19 has rendered existing barriers to access more visible/apparent
4. Be able to articulate the concepts of interdependence and mutual aid and their importance for supporting collective resilience during the COVID-19 pandemic
5. Be familiar with strategies disability advocates/activists use to demand disability justice during the COVID-19 pandemic

Unit 1: Understanding Ableism and the Social Model of Disability

Theme: (In)Visibility

This unit is designed to assist students in understanding the socially-constructed nature of "disability," and to recognize the ways in which ableism is produced and reinforced in language use and in representational practices. Students will be encouraged to reflect on some of their own ableist assumptions.

Read:
1. **Shakespeare, T. The Social Model of Disability (8 pages)**

   This book chapter defines and critiques the social model of disability, which differentiates between impairment and disability and describes the disabling nature of oppressive social systems.

2. **Cherney, J. L. (2011). The rhetoric of ableism. Disability Studies Quarterly, 31 (3) (12 pages)**

   This essay argues that rhetoric is both the means by which ableist culture perpetuates itself and the basis of successful strategies for challenging its practices. Public demonstrations, countercultural performances, autobiography, transformative histories, and critiques of ableist films and novels all apply rhetorical solutions to the problem of ableism. The study employs Kenneth Burke's theory of identification and Stuart Hall's configuration of ideology to uncover those commonplace "languages of practical thought" that generate and sustain ableist perspectives and ideas. Focusing on the rhetoric of ableism at the level of the warrants used to interpret disability, this article closely examines the way Aristotle's Generation of Animals *relies on the equivocation "normal is natural."*

3. **Garland-Thomson, R. (2016). Becoming disabled. New York Times (2 pages)**

   In this opinion piece, disability studies scholar, Rosemarie Garland-Thomson, writes about how she developed a "disabled consciousness," coming to think about a disability identity as a source of pride and recognizing herself as a member of a larger disability community.

Watch:
1. **Jeremy the Dud: https://www.youtube.com/watch?v=qFcFpWzIQNk&t=600s (20 minutes)**

   Jeremy the Dud is a comedy set in a world where everyone has a disability, and those that don't are treated with the same prejudice, stigma and condescending attitudes people with disabilities face in our own society.

2. **Stella Young's TED talk: I'm not your inspiration, thank you very much: https://www.youtube.com/watch?v=8K9Gg164Bsw&t=401s (9 minutes)**

   Stella Young is a comedian and journalist who happens to go about her day in a wheelchair — a fact that doesn't, she'd like to make clear, automatically turn her into a noble inspiration to all humanity. In this very funny talk, Young breaks down society's habit of turning disabled people into "inspiration porn."

Do:
1. After watching *Jeremy the Dud*, answering following:

a. How did this video cause you to reconsider your own assumptions about disabled people, or your past behaviors toward disabled people?
b. What ableist beliefs were highlighted in this film?
c. How is ableism communicated by the characters in this film, both verbally and nonverbally?

2. After watching Stella Young's TED Talk, complete the following:
   a. **Part 1: Cultural Artifact Discussion:**

      Find a cultural artifact that attempts to represent what it's like to be disabled/a person with a disability. This might be a television episode, a movie, a blog post, or an opinion article in a newspaper/magazine. **Include a link to the article/blog post or to an episode/movie description in your assignment.**

      Summary: Write a summary of the cultural artifact, describing key aspects of the ways in which disability was represented. Your goal is to offer a "cliff notes" version of the artifact to describe it clearly to members of your discussion group. (This should be just 2-3 paragraphs in length—no longer than one double-spaced page).

      Discussion questions: Write 3-5 discussion questions that you will use to facilitate a conversation with your peers about the ways in which disability is (mis)represented in popular culture.

      Note for instructors: You might choose to have students actually host these small group discussions synchronously or asynchronously

   b. **Part 2**: **Writing a Persuasive Argument**

      You will write a persuasive argument analyzing your cultural artifact (**maximum** length, 2 double-spaced pages).

      You should respond to the following prompt: **Does this cultural artifact offer a fair, non-ableist depiction of what it means to live with a disability/as a disabled person? Why or why not?**

      Your persuasive argument should be written in **paragraph format**. Follow this structure for writing persuasively:

      State a thesis: This is a one-sentence summary of your position (your quick answer to the above prompt)

      Argument 1: State the first reason you adopted this position

      > **Evidence:** Give an example of an aspect of the cultural artifact that illustrates your argument.

      Argument 2: State the second reason you adopted this position

      > **Evidence:** Give an example of an aspect of the cultural artifact that

illustrates your argument.

Note: you can offer additional arguments supported by evidence, but your paper must include AT LEAST two arguments.

Additional Resources:
- Pulrang, A. (2019) How to avoid inspiration porn: https://www.forbes.com/sites/andrewpulrang/2019/11/29/how-to-avoid-inspiration-porn/#54b18e2a5b3d
- Netflix film--Crip Camp: A Disability Revolution: https://www.netflix.com/title/81001496
  - *A groundbreaking summer camp galvanizes a group of teens with disabilities to help build a movement, forging a new path toward greater equality.*

Unit 2: Ableism and Disability (In)Justice During the COVID-19 Pandemic
Themes: Care/Aid; Rights/Autonomy

This unit is designed to help students recognize the ways in which ableism has infused problematic policies and practices in response to the pandemic, threatening disability rights.

Read:
1. **Singh, S. (2020) Disability ethics in the coronavirus crisis. *J Family Med Prim Care, 9*, 2167-71. Available from: http://www.jfmpc.com/text.asp?2020/9/5/2167/285140 (4 pages)**
    The disability viewpoint is fundamental for understanding and advancing social justice for everyone in the population. Despite this fact, it is regularly dismissed by public health experts and policymakers. Understanding of disability rights is central in an all-inclusive COVID-19 preparedness. This paper attempts to explore disability ethics in understanding structural discrimination, equitable practices, respect for disability culture and ways to safeguard health care professionals with disabilities in the coronavirus pandemic.

2. **Harris, J. (2020 forthcoming). The frailty of disability rights (April 20, 2020). *University of Pennsylvania Law Review Online*, 169. Available at SSRN: https://ssrn.com/abstract=3590561 (28 pages)**
    In this essay, Harris provides examples of how disability rights have been threatened via COVID-related policies, and explores why disability rights remain so vulnerable

3. **Pulrang, A. (2020). The disability community fights deadly discrimination amid the COVID-19 pandemic https://www.forbes.com/sites/andrewpulrang/2020/04/14/the-disability-community-fights-deadly-discrimination-amid-the-covid-19-pandemic/#31affba8309c (10 pages)**
    This article outlines types of discrimination experienced by disabled people

during the pandemic, as well as the ways in which these discriminatory practices are justified by those who defend them.

4. **Alexiou, G. (2020).** Doctors Issuing Unlawful 'Do Not Resuscitate' Orders For Disabled Covid Patients 'Outrageous.' https://www.forbes.com/sites/gusalexiou/2020/06/23/unlawful-do-not-resuscitate-orders-for-disabled-covid-patients-outrageous/#14d752c76cf1

   The article reports on findings from disability advocacy organizations, suggesting that healthcare providers are de-prioritizing treatment for patients with disabilities and illegally making the choice not to treat patients with disabilities. It connects these practices to the history of eugenics.

Listen:

1. **The Disability Rights Movement, 30 years after the ADA:** https://www.npr.org/2020/07/02/886686992/the-disability-rights-movement-30-years-after-the-ada **(35 minutes total, but can focus on segment starting at 22 minutes to cut this to a 15 minute segment)**
   a. **Transcript: https://the1a.org/segments/the-americans-with-disabilities-act-at-30/**
      Disability activists Alice Wong, Judy Heumann, and Britney Wilson speak about the current state of the Disability Rights Movement and the successes and failures of the Americans with Disabilities Act. Starting at minute 22, the speakers discuss current threats to disability rights posed by the pandemic.

Do: Ethical Dilemma Debate

1. **Debate context:** Limited resources during the COVID-19 has caused some medical professionals to grapple with decisions about who should get priority in accessing life-saving equipment like ventilators. Pulrang (2020) summarized the resulting ethical dilemma in his *Forbes* article, writing "When the number of people needing ventilators to treat COVID-19 is greater than the number of ventilators available, how do doctors and hospitals decide who gets a ventilator and who doesn't?" Many hospitals have implemented scarcity policies that directly or indirectly exclude people with disabilities. For this assignment, you and a classmate will take opposite, pro/con stances to debate the question: **"Should disability be used as a reason to deny or delay access to ventilators to treat COVID-19?"**

2. **Debate prep:**
   a. As you read through the assigned reading, generate a list of arguments that could be used to support your side of the debate.
   b. Then, read this article outlining the ways in which two ethical frameworks--deontology and utilitarianism--are frequently applied in medicine: Mandal, J., Ponnambath, D. K., & Parija, S. C. (2016). Utilitarian and deontological ethics in medicine. *Tropical parasitology*, *6*(1), 5–7. https://doi.org/10.4103/2229-5070.175024; Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4778182/. You might also watch this 3

minute video from 8-Bit Philosophy:
https://www.youtube.com/watch?v=Ngp1Qd8D2PQ

3. **Debate Point-Counterpoint:**
   a. Each partner should take turns sharing one reason/argument to justify their stance. On your turn, do your best to respond to and refute your partner's argument.
   b. **Note to instructors:** this debate might occur synchronously through video/chat or asynchronously through a discussion board.

4. **Debate Debrief:**
   a. What ethical framework--utilitarianism or deontology--did your argument most closely align with? How do you know?
   b. What ableist beliefs or assumptions are embedded in arguments that support using disability as a reason to deny or delay access to ventilators?
   c. Drawing on what you learned from Harris' (2020) article, what are some reasons that disability rights are so "frail?"

Additional Resources:

- Qi, F. & Hu, L. (2020) Including people with disability in the COVID-19 outbreak emergency preparedness and response in China, *Disability & Society, 35* (5), 848-853, DOI: 10.1080/09687599.2020.1752622
- WHO: Disability consideration during the COVID-19 outbreak
  - https://apps.who.int/iris/bitstream/handle/10665/332015/WHO-2019-nCov-Disability-2020.1-eng.pdf
- Whose Life is Worth Saving? In Washington State, People with Disabilities are Afraid they Won't Make the Cut
  - https://www.nytimes.com/2020/03/23/us/coronavirus-washington-triage-disabled-handicapped.html
- I will not apologize for my needs
  - https://www.nytimes.com/2020/03/23/opinion/coronavirus-ventilators-triage-disability.html

Unit 3: Revealing and Addressing Inaccessibility During the COVID-19 Pandemic
Theme: (In)visibility

This unit is designed to help students frame the disruptions caused by the pandemic as opportunities to re-evaluate and re-imagine systems and environments that have always been inaccessible to people with disabilities. Students will be invited to consider how the concept of universal design has or has not been applied to their online learning experiences.

Read:

1. **Katz, S. (2020). The inaccessible internet. https://slate.com/technology/2020/05/disabled-digital-accessibility-pandemic.html (5 pages)**

This article describes the ways in which COVID-19 and the demands of social distancing and working from home have brought greater attention to the fact that much of the internet is still not accessible to disabled people. The author conjectures that the pandemic may act as a catalyst to re-design websites so that they are ADA-compliant.

2. **Bruschi, A. (2020) What pandemic can teach us about universal design.** **https://uxdesign.cc/covid-19-what-it-can-teach-us-about-universal-design-fc54c0426ecb (7 pages)**

    This article describes best practices associated with universal design, which involves making digital spaces accessible for all users. It explores how these principles might be employed to address gaps in digital accessibility highlighted by the pandemic.

3. **Bloem, B. R., Dorsey, E. R., Okun, M. S. (2020). The coronavirus disease 2019 Crisis as Catalyst for Telemedicine for Chronic Neurological Disorders.** *JAMA Neurol.***doi:10.1001/jamaneurol.2020.1452.** **https://jamanetwork.com/journals/jamaneurology/article-abstract/2765073 (4 pages)**

    This article reviews the benefits of telemedicine, particularly for patients with chronic conditions. It frames the pandemic as an opportunity to explore the utility of telemedicine and expand its use.

4. **Pineda, V. S., & Corburn, J. (2020). Disability, Urban Health Equity, and the Coronavirus Pandemic: Promoting Cities for All.** *Journal of Urban Health, 97*(**3), 336–341.** **doi:10.1007/s11524-020-00437-7. Retrieved from** **https://link.springer.com/content/pdf/10.1007/s11524-020-00437-7.pdf (4 pages)**

    Persons with disabilities (PWDs) living in cities during the COVID-19 pandemic response may be four times more likely to be injured or die than non-disabled persons, not because of their "vulnerable" position but because urban health policy, planning and practice has not considered their needs. In this article, the adverse health impacts on PWDs during the COVID-19 pandemic reveals the "everyday emergencies" in cities for PWDs and that these can be avoided through more inclusive community planning, a whole-of-government commitment to equal access, and implementation of universal design strategies.

Watch:

1. **Disability Advocates Are Fighting for Accessibility Beyond The Coronavirus (Now This News):** **https://www.youtube.com/watch?v=S6u7MhZ404M (5 minutes)**

    This short clip features interviews with disabled students, who are recognizing access-related hypocrisies highlighted by the rapid switch to online learning. Disability advocates note that accommodations which were labeled "impossible" or "unreasonable" for disabled students are now being provided to all students.

Do: Accessibility Audit

The rapid spread of COVID-19 forced teachers and professors to make the shift to online teaching. For this assignment, you'll analyze your own experience of online learning to consider the ways in which this transition made education more or less accessible for students with disabilities.

1. Pick one class that you are currently taking online, or that you have already taken and still have access to online.
2. **Reflection:** In 200-500 words, respond to the following prompt:
   a. In what ways did the online nature of your course make this learning experience more or less accessible, particularly for students who are blind/have low vision or Deaf/are hard of hearing? Consider:
      i. The way the professor used digital tools
      ii. The policies the professor put in place addressing attendance, participation, late work, etc.
3. **Digital Accessibility "Scavenger Hunt":**
   a. Website accessibility
      i. Review this basic checklist on what makes a website more or less accessible: https://webaccess.msu.edu/Help_and_Resources/checklist.html
      ii. Using the WAVE web accessibility tool (available here: https://wave.webaim.org/), test out one school-related website.
         1. What are some features that make this website accessible?
         2. What are some features that make this website more difficult to access for some users?
   b. Screen reader technology
      i. Watch this short video about the free screen reader technology, NVDA: https://youtu.be/Ks7AwV_uxO0
      ii. Download NVDA https://www.nvaccess.org/download/ and use it to try to read a syllabus from one of your classes. Reflect on your experience with the screen reader.
4. **Recommendations:**
   a. Using what you noted in your reflection and scavenger hunt findings, as well as the guidance on implementing universal design provided in the Bruschi (2020) article, consider what advice you might give to a professor, teacher, or administrator to improve accessibility in online teaching. Offer at least 3 recommendations.

Unit 4: Interdependence and Mutual Aid: Community Resilience During the COVID-19 Pandemic
Theme: Care/Aid

This unit is designed to introduce students to the concept of mutual-aid, and to explore how mutual-aid organizing allows vulnerable populations to crowdsource vital resources not provided by the government.

Read:

1. **Green, M. (2020). How these disability activists are taking matters into their own (Sanitized) hands: https://www.kqed.org/news/11806414/coronavirus-how-these-disabled-activists-are-taking-matters-into-their-own-sanitized-hands (2 pages)**

   This article spotlights the work being done by one mutual-aid organization, founded by San Francisco Bay activist Stacey Milbern and the Disability Justice Culture Club.
   Note: Stacey Milbern died soon after contributing to this article. Here is a profile of her life and work, published in the *New York Times*: https://www.nytimes.com/2020/06/06/us/stacey-milbern-dead.html

2. **Tolentino, J. (2020) What mutual aid can do during a pandemic: https://www.newyorker.com/magazine/2020/05/18/what-mutual-aid-can-do-during-a-pandemic (14 pages; audio reading of article is also available--34 minutes)**

   This article profiles mutual-aid organizations designed to meet the needs of a wide variety of vulnerable populations across the United States. It discusses the history of mutual-aid organizing as a radical response to inadequate government programs. The author explores how the uncertain, long-term nature of the pandemic has meant that approaches to mutual-aid organizing have been designed to be more sustainable from the start, highlighting opportunities to re-imagine the social safety net post-COVID.

Watch:

1. **Epicenter New York: Mutual-aid vs. COVID-19 (Redfish):**
   https://www.youtube.com/watch?v=dS6F6tzqRPk (13 minutes)

   This short documentary follows organizers and volunteers as they engage in mutual-aid care work in New York City during the height of the region's coronavirus spike.

Do: How Can You Help?

- Identify a mutual-aid organization in your area (city/town, county, or state). While this module focuses on disability, the mutual-aid organization you find does not have to focus on disability. Answer the following:
    - What vulnerable populations is the organization designed to serve, and what type of aid us it designed to provide?
    - Who created this mutual-aid organization?
    - What strategies does this mutual-aid organization use to connect individuals/families with the resources they need?
    - How might you contribute to an organization like this one?
- In 200-500 words, respond to the following prompt: What are the pros and cons of relying on mutual-aid organizations, rather than official, government-sponsored programs, to provide assistance to members of vulnerable populations?

Additional Resources:

- Coronavirus shows care work isn't just for disabled communities anymore: https://www.bitchmedia.org/article/care-work-disability-framework-becomes-coronavirus-response
- How to Help People During the Pandemic, One Google Spreadsheet at a Time (Mutual Aid)
  - **https://www.vox.com/future-perfect/2020/3/24/21188779/mutual-aid-coronavirus-covid-19-volunteering**
- Lessons from Mutual Aid During the Coronavirus Crisis:
  - https://ssir.org/articles/entry/lessons_from_mutual_aid_during_the_coronavirus_crisis

Unit 5: Disability (Cyber)Activism During the COVID-19 Pandemic
Theme: Rights/Autonomy

Now more than ever, disabled activists are fighting to defend their access to healthcare. COVID-19, as well as accessibility challenges, make it difficult for activists to participate in in-person protests. However, disabled activists have cultivated a robust presence on social media and engage in cyberactivism as they advocate for more inclusive policies in healthcare. In this unit, you will explore two emerging hashtag campaigns and consider how disabled activists use social media strategically.

Read:
1. **Kirschner, K. L. (2020). Commentary on 'All Bodies': US perspective. *Research & Humanities in Medical Education*, *7*, 108-111. Retrieved from https://www.rhime.in/ojs/index.php/rhime/article/view/349 (3 pages)**
     Written from a physician's perspective, this article articulates how the grassroots movement facilitated by the hashtag, #NoBodyIsDisposable, challenges policymakers to consider disabled perspectives in their decision-making processes.
2. **McBride, S. (2020). Advocates urge Congress to listen to our COVID-19 #DisabilityDemands. Retrieved from https://www.newmobility.com/2020/03/advocates-congress-covid-19-disabilitydemands/ (2 pages)**
     This article describes how disability activists have collaborated to launch the hashtag, #disabilitydemands, to pressure lawmakers to take disabled perspectives into account in their responses to the pandemic.

Explore:
1. https://nobodyisdisposable.org/
2. https://www.disabilitydemands.org/

Do:
1. **#nobodyisdisposable:** After visiting the website for this hashtag campaign against discrimination in triage, respond to the following prompts:

a. How do these campaign planners encourage supporters to participate? What strategies do they use to make participation easy and effective?

b. These campaign planners included a "Know Your Rights Guide" as part of their website. Focus on the sections entitled "Create a Connection Kit" (https://nobodyisdisposable.org/know-your-rights/#connection) and "Potential Survival Strategies" (https://nobodyisdisposable.org/know-your-rights/#strategies). Select **three** strategies/recommendations that you think would be most effective for disabled patients to employ to advocate for themselves in hospital situations. Explain why you believe that these strategies are likely to be effective.

2. **#disabilitydemands Policy Statement:**

   a. This website includes a list of 15 "demands." Select the demand that you believe to be the most vital or interesting. You will craft a policy statement in support of this demand. Policy statements are written to convey the health advocacy team's general stance on the issue, and are often designed to be referenced by the media. In contrast, policy letters are targeted at a specific person or small group of persons (i.e., the members of a Senate committee). You can find some examples of each by going to the National Organization for Rare Disorder's repository of policy statements: https://rarediseases.org/advocate/policy-priorities/policy-statements/

   b. Conduct background research on the nature of this demand. Focus on finding evidence to support the fact that this issue is a particularly challenging one for people with disabilities. The following questions can guide your research: How can you demonstrate that this issue exists? How prevalent is this issue? In what ways does this issue affect patients with disabilities? Can you find research published in academic journals or by public health organizations that provides statistical evidence that this issue is significant? Can you find examples of personal narratives attesting to the significance of this issue?

   c. Your policy statement should be **1-2 single-spaced pages**. It should the following key components:

      i. Start the letter with your policy position statement. **"*We, supporters of the #disabilitydemands campaign, believe that [Target stakeholder(s)] should [support/oppose/propose] [policy description] because [justification].***

         1. Target stakeholder: this is the person or group of people that you hope to influence. For instance, you might appeal directly to voters, to the Winter Park City Council, to members of the Florida Senate or Congress, to a specific committee or lawmaker etc.

         2. Support/oppose/propose: specifies your goal for this policy.

         3. Policy description: provide either the name of a specific piece of legislation (i.e., S. 910: The Disability Integration Act of 2017) or a brief summary of what the policy will be designed to do (i.e., we propose a policy designed to ensure that people with disabilities receive equal pay for equal work).

4. Justification: a brief summary of the reason why you are taking this stance.

ii. Continue the letter by drawing from your research to articulate a clear rationale for your policy position statement. Why should this demand be addressed? In addition to drawing on statistical evidence, your rationale should also include narrative evidence (i.e., the story of an individual directly impacted by the proposed policy change)

iii. Your letter should address and **eliminate any internal barriers** (uncertainty, fear, misperceptions/incorrect beliefs) that might cause the key stakeholder(s) to reject your policy position statement (i.e., "you may have heard _____, but really _____" ; "you might believe _____, but actually_____").

iv. Close with a **call to action**. What, specifically, do you want your key stakeholder(s) to do? (i.e., vote a certain way, sign a petition, sponsor a new policy proposal, contact senators/representatives, etc.)

Additional resources:
- Freedom for Some is Not Freedom for All: https://disabilityvisibilityproject.com/2020/06/07/freedom-for-some-is-not-freedom-for-all/

- 'This Is Really Life or Death.' For People With Disabilities, Coronavirus Is Making It Harder Than Ever to Receive Care: https://time.com/5826098/coronavirus-people-with-disabilities/
- Investigating pre-mature deaths of people with intellectual disabilities: Who is protecting whom? (Disability & Society): https://www.tandfonline.com/doi/full/10.1080/09687599.2020.1775554
- Personalization and Pandemic: An unforeseen collision course? (Disability & Society): https://www.tandfonline.com/doi/full/10.1080/09687599.2020.1772201
- COVID-19 Social Distancing: A Snippet View of the Autistic Social World: https://www.tandfonline.com/doi/full/10.1080/09687599.2020.1774866
- Disability (In)Visibility and Risk (Rhetoric Society Quarterly): https://www.tandfonline.com/doi/pdf/10.1080/02773945.2020.1752126
- Accessible Campus Action Alliance: https://sites.google.com/view/accesscampusalliance?fbclid=IwAR09Puql7GWPeYITIlwUZZvAvIrcaRoDvudPnlBsDXuQNenJuWWAigjEd2w

Module: COVID-19 and the Photograph as a Site of Vulnerability

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Introduction

This module was designed using Studio Art methodologies. Although the resources are inherently interdisciplinary in nature, the associated exercise is best suited for students holding a basic understanding of the relationship between form and content in visual art practice as well as an introductory-level familiarity with digital design processes.

This module will consider how inadequate or exploitive forms of photo-based representation have contributed to misperceptions and problematic imaging of marginalized populations, exacerbating inequalities over time. We will consider how photographs have been and continue to be employed for scientific, historic, artistic and personal use and how these depictions have left at-risk communities vulnerable to structural issues corresponding with susceptibility to a higher likelihood of COVID-19 contraction and complications. Looking to our own communities, we will discuss where these aspects intersect with the impact of systemic racism on land use and gentrification, problems arising from lack of basic, municipal resources directed to already underfunded communities, and health concerns specific to an overburdened labor force unduly employed in sectors of care work. Through close analysis of photo-based materials, we will locate where these aspects are made visible in historic and contemporary image-based archives including present-day Internet platforms, with a special focus on collections and sources associated with health, land, and environment.

Objectives

At the end of this module you will have developed an initial understanding of how photo-media representations have contributed to the disproportionate impact of COVID-19 on vulnerable populations. The module activity will help you learn to ethically produce, source, and synthesize photo-media content in a manner that dismantles rather than reinforces future inequities by exploring methods for producing visual artworks using photographs to restructure private and public archives.

Suggested Structure for 2, 75-minute Class Sessions

There are no distinct units for this module, as it is centered around the activity designed to introduce and reinforce learning outcomes. Assuming students will engage in an average of 7.5 hours of work outside of class time, assigning all readings in advance of the first session will allow discussion to immediately begin followed by initial in-class engagement with the

module exercise. Considering this activity as a research-informed exploratory exercise necessitates thoughtful engagement with all assigned materials and mindful participation in class discussions. Understanding the need for social-distancing is likely, all work can be completed online if necessary.

Details of a possible timeline/workflow follow the module activity description. The reading list comprises the final pages of the module document.

Module Activity | In This Moment: Re-Assembling an Archive

This activity asks that we explore public and private photo-based archives as an orchestrated site of power shaped by institutional structures. Our goal as a class will be to work individually or in groups to create an exploratory, collage-based study juxtaposing modern and contemporary archival photographs with current images of the COVID-19 pandemic depicting issues impacting our communities.* Our efforts to reclaim and reposition selected photographs should disrupt dominant narratives, deliberately amplifying and centering the voice and image of vulnerable populations that are too often unheard and unseen.

In a time of social distancing preventing direct engagement, how might we find ways to be with and hear voices of the most vulnerable within our communities to ensure their lived experience is prioritized in future archives? Can we transfer knowledge gained from researching local advocacy groups and public health organizations to an intentional, image-based articulation of/for/with at-risk populations? How might our re-framing and re-purposing of modern and contemporary archival photographs be used to highlight omissions that exacerbate vulnerabilities while leaving space for alternatives? What narratives have been concealed over time that can be revealed through a re-contextualization of existing imagery? How can we re-assemble the archival as a means of speaking to our current moment?

Bringing these considerations to the form of the visual artworks we will produce, how can we deliberately transform our materials into particular shapes/structures that serve to reduce future vulnerabilities? Can our studies highlight structural inequalities so they become visible, identifiable, and changeable? And/or, how can visualizing *in*visibility be leveraged as a means of calling attention to that which is lacking, or where gaps are in need of filling? This exercise requires us to learn a bit about our communities - what kind of archive might be useful for vulnerable populations in the face of a future pandemic?

Archival image sets include institutional online repositories, but images included in current and recent local and international news stories and social media posts can and should also be considered. Understanding local and/or regional specific stories and images may be limited,

photographs from a variety of sources can be incorporated in relation to your own community concerns, where necessary.

Suggested Timeline/Workflow for 2, 75-minute class sessions

- Assign readings to be completed before the first class session. Discuss readings. What content does the class connect with most strongly? Determine how you can use these connections as a point of departure for the exercise, possibly assigning individual students or small groups to particular themes/populations.

- Engage in a group discussion reflecting upon the populations in your community that are most vulnerable, and why. Do some basic research to determine whether there are organizations within your community that serve these populations, and find out what their mission statements are (community centers, history museums, housing organizations, health care services, state and local agencies, etc.). If possible, make phone calls to learn more.

- Work individually or in small groups to determine how COVID-19 has exacerbated or revealed vulnerabilities for populations in your community. Develop a concept for your digital collage that will reframe rather than reinforce these vulnerabilities, amplifying the voice of local advocacy organizations and residents.

- Review and reflect upon artworks included in the Resources slideshow to see examples of work by contemporary artists working with archival material, and to help you consider what tone and style will most appropriately align with your intentions.

- Review the suggested links to archival content in the Resources slideshow and begin amassing imagery from print and on-line resources that connect with your framework. For current images, consider using photographs included in the assigned articles and Further Reading list as well as browsing local and national newspapers and print magazines, public social media platforms, etc. Save the largest version of the image available. Organize your images in a desktop folder by subject or source. Make a screenshot of each source for attribution purposes.* Plan to acquire at least 20-30 images to provide you with enough material to design your study. (If your concept necessitates a larger mass of images placed in relation as a means of producing a visual cacophony, for instance, you would likely need to acquire more than 20-30).

- When viewing archival image sets, ask yourselves: What individuals and community spaces are represented, and how do the depictions vary? What individuals and community spaces have been left out, and what do those gaps reveal about social inequities?

- Edit down your images to those that are most appropriate to your content, and are visually impactful. Use basic Photoshop tools to cut and paste individual images into a single file with pixel dimensions of 1920 (w) x 1080 (h). **

- Although these works are intended to function as studies rather than refined works, you should plan to spend a significant amount of time arranging your images to produce a coherent design that deliberately re-contextualizes your appropriated imagery in relation to your content. Be mindful of how juxtaposition can serve as a tool to make unseen relationships visible, and how negative space(s) can be used to formally suggest *in*visibility.

- Save two versions of the file, one as a Photoshop file with all layers intact (for potential future use) and another as a flattened JPEG file. (One option is to have students produce an initial draft of the study in advance of the 2nd session to be discussed during class, with the final study refined and turned in by a predetermined deadline, allowing for non-synchronous discussion of works).

- Produce a separate, written document articulating your approach and how it connects with the premise of the exercise (200-300 words). This document should conclude with a listing of your image sources.

- View and discuss individual images via projection during class time or on computer screens as part of an on-line, non-synchronous closing discussion. BONUS: Consider submitting your work to one of the many crowd-sourced archives dedicated to the COVID-19 pandemic.

* Although the images obtained for this exercise will be ethically appropriated under Fair Use, we nonetheless find attribution important as a means of providing transparency as well as amplifying voices of under-recognized organizations, publications, and citizens.
** Basic Photoshop tutorials can be found here: https://helpx.adobe.com/photoshop/tutorials.html

Resources

A single PDF document has been produced including visual resources related to collage and archival appropriation. The document concludes with slides providing direct links to archival images and database resources. - Link to PDF slideshow

Foundational Readings on Citizens, Artists, and the Archive

"Archive Fever: Photography Between History and the Monument" in: Archive Fever: Uses of the Document in Contemporary Art, Okwui Enwezor (33 pages)
"Archive Fever explores the ways in which artists have appropriated, interpreted, reconfigured, and interrogated archival structures and archival materials. The principal vehicles of these artistic practices - photography and film - are also preeminent forms of archival material."
https://www.dropbox.com/s/fwpg9oytq9kylst/ENWEZOR_ARCHIVE_FEVER.pdf?dl=0

Excerpt also available (6 pages)
https://www.dropbox.com/s/1tcsqz72lvesx7r/archivefever_EXCERPT.pdf?dl=0

Historical Archives Once Silenced Marginalized Voices. Now Pandemic Archivists Want Them to Be Heard, Marc Parry (6 pages)
"Historical archives often distort the past, magnifying privileged voices and silencing others. So historians and archivists are mobilizing social media and other technologies to build new archives that capture how diverse Americans are experiencing this moment. […] The collections that emerge […] will shape the questions that future scholars, students, and citizens can answer when they seek to understand this pandemic. How was the outbreak felt differently across lines of race, class, gender, and geography? How did it change higher education? How can the decisions Americans are making today inform their response to the next pandemic?"
https://www.chronicle.com/article/Historical-Archives-Once/248693

The Role of Online Archives in Contemporary Art and Activism, Rachel Heidenry (3 pages)
"Many archival projects come out of communities that are attempting to define their history or are looking to create spaces in which that history may be communicated. While online archives have flaws, they more importantly have capabilities. And when an archive is constructed through the eyes of an artist, it has the potential to reveal, engage, and educate differently."
https://art21.org/read/the-role-of-online-archives-in-contemporary-art-and-activism/

Photography and the Politics of Representation

Pandemic, photography, and psychological distance, Amanda Darrach (4 pages)
"Decisions made by photojournalists and their editors define traumatic events in the cultural consciousness. Throughout coverage of COVID-19, many news outlets have

published photographs that reiterate racist tropes, suggest a false gap between "East" and "West," and fail to engage a fuller range of human efforts to respond to a pandemic."
https://www.cjr.org/opinion/covid-19-photos-distance-bias.php

Contested Images: The challenges of visualizing a pandemic, Colin Dickey (7 pages)
"In the absence of marks on the body itself, the Spanish flu photographs show the marks on the body politic. These images can only show the scope of the pandemic to the extent that it has overwhelmed existing infrastructure, and in as much as they document the Spanish influenza, they also document the public health and policy failures that exacerbated the crisis."
https://reallifemag.com/contested-images/

Why Does Every Coronavirus Story Show An Image Of Chinatown? Racism.
By Leah Carroll (4 pages)
"Imagery matters in our very visual, fast-paced world. And careful consideration of how imagery affects the messaging around a potential pandemic is necessary to keep people informed. Photography, even stock photography, is so important because it is meant to convey the heart of a story instantly. Photos can change the course of history – think of Vietnam War imagery, or the photos from Abu Ghraib prison. Photos can stand as the ultimate truth. They also have the power to manipulate a narrative, for instance, a narrative that says coronavirus is an exotic disease brought here by scary, bat-eating, diseased strangers."
https://www.refinery29.com/en-us/2020/03/9496462/coronavirus-racism-asian-photos-nyc-chinatown

Care Work & Aid

Wake Work and the Coronavirus Pandemic, Beverly Bain (2 pages)
"In this time when the nation chooses to refer to the pandemic as the "great equalizer," vast populations of Black, Indigenous, and racialized people globally have already been managed through death across decades of racist, white, settler-colonial, and neoliberal capitalist policies and practices. Those who have been witnessing, accounting, and writing of Black lives in peril here in Canada during this pandemic are performing a form of wake work, care for those on the frontlines, at risk and/or left to die."
https://www.blackwoodgallery.ca/sduk/tilting-2/wake-work-and-the-coronavirus-pandemic

Breaking with the Past: The Radical Possibilities of Collective Vulnerability,
Jarrett Robert Rose (3 pages)
"The lessons of COVID-19 force us to take seriously the claims of the sociologist C. Wright Mills, who in The Sociological Imagination wrote that "personal troubles" are "public issues." In this moment of united vulnerability, let us seize the radical possibilities entailed in envisioning a new collective nature for humanity."

History & (In)Visibility

International Chinese Fine Arts Council
Dim Sum Dialogues: Addressing the Impact of COVID-19 Racism in the Creative Community
"The COVID-19 pandemic has made clear that the fear of contracting disease has an ugly cousin: racism. As the coronavirus has spread through the United States, discrimination against Asian – along with Black and Latinx – communities have followed closely behind. Furthermore, the details of the pandemic's impact has brought to light the striking wider economic disparities in various industries. Among those made vulnerable are members of the creative community – whose livelihoods are threatened by the disappearance of the gig and performance economy.
WATCH: From 25:00 to 43:00 (Appx. 18 minutes total)
https://www.facebook.com/watch/live/?v=288665825626864

How Racism Is Shaping the Coronavirus Pandemic, Isaac Chotiner (6 pages)
"It's a subtext in the sense that, when the news came out that African-Americans were disproportionately affected by the coronavirus, immediately some observers said it is because, you know, black people have these pre-existing conditions, like high rates of hypertension and high rates of diabetes and high rates of obesity […] rather than observers looking directly at the social conditions that, in fact, have produced higher rates of obesity and hypertension and other comorbidities that seem to have an impact on who's more susceptible to the coronavirus. So, again, a narrative of black bodies being different, and deficits in black people's behavior being responsible for them being more vulnerable to disease, harkens back to some of the themes of the earlier epidemics."
https://www.newyorker.com/news/q-and-a/how-racism-is-shaping-the-coronavirus-pandemic

Land & Capital & Labor

Is Your Neighborhood Raising Your Coronavirus Risk? Redlining Decades Ago Set Communities Up For Greater Danger, Jeremy Németh and Sarah Rowan (5 pages)
"America is at a crossroads, and cities can embrace this opportunity to address health disparities. Health care officials and urban planning professionals are beginning to work together to help lift communities from the legacy of discriminatory policies. By employing interventions that acknowledge the power of place, the country can mitigate harm from the current epidemic and help create more just, healthy and resilient communities that are better prepared for future challenges."

https://theconversation.com/is-your-neighborhood-raising-your-coronavirus-risk-redlining-decades-ago-set-communities-up-for-greater-danger-138256

The Coronavirus Crisis Is Worsening Racial Inequality, Connor Maxwell (4 pages)
"Data demonstrate that the coronavirus is not the "great equalizer" that some politicians and pundits have purported it to be. On the contrary, inequality has only worsened during the current national hardship. Without bold, prompt policy action, families of color will struggle to recover and be in an even more precarious position when the next crisis arises."
https://www.americanprogress.org/issues/race/news/2020/06/10/486095/coronavirus-crisis-worsening-racial-inequality/

Rights & Autonomy

Confronting Racist Eugenics in the Pandemic, Pete Shanks (3 pages)
"The pandemic has revealed continuing discrimination against racial and sexual minorities, poor people, and others regarded as less important by the power structure of our world."
https://www.geneticsandsociety.org/biopolitical-times/confronting-racist-eugenics-pandemic

I'm disabled and need a ventilator to live. Am I expendable during this pandemic?
Alice Wong (2 pages)
 "Eugenics isn't a relic from World War II; it's alive today, embedded in our culture, policies, and practices. It is imperative that experts and decision-makers include and collaborate with communities disproportionately impacted by systemic medical racism, ageism, and ableism, among other biases."
https://www.vox.com/first-person/2020/4/4/21204261/coronavirus-covid-19-disabled-people-disabilities-triage

COVID-19 and Healthy Neighborhoods Study Communities, Healthy Neighborhoods Study (8 pages)
"What follows is an open letter offered by the investigators and partners of the Healthy Neighborhoods Study (HNS) on March 23, 2020. In it, we provide data and recommendations from communities in the study to guide decision-makers and communities as they work together to respond to the threat and impact of COVID-19 in ways that equitably and effectively meet the needs of vulnerable populations and places."
https://www.clf.org/covid-19-and-healthy-neighborhoods-study-communities/

Coronavirus Hits Home: How the Pandemic Impacts Housing and Health, Roshanak Mehdipanah (10+ minute podcast)
"In this episode, Roshanak Mehdipanah, an assistant professor of Health Behavior and Health Educations at the University of Michigan School of Public Health, explains how the devastation caused by the coronavirus pandemic is spreading further than the disease is

transmitted and how federal aid for housing support may not be enough to prevent negative outcomes in housing for years to come."

https://sph.umich.edu/podcast/coronavirus/how-the-pandemic-impacts-housing-and-health.html

Further Reading

Syracuse University Artist in Residence Carrie Mae Weems Launches Project Addressing the Impact of COVID-19 on Black, Latino and Native Communities, Kevin Morrow
"A new project by Syracuse University Artist in Residence Carrie Mae Weems is raising public awareness about COVID-19 among people of color—who have been disproportionately impacted by the deadly virus—by promoting preventative measures and dispelling harmful falsehoods, while also paying homage to front-line and essential workers who have placed themselves in harm's way."

https://news.syr.edu/blog/2020/05/26/syracuse-university-artist-in-residence-carrie-mae-weems-launches-project-addressing-the-impact-of-covid-19-on-black-latino-and-native-communities/

Archive-based art: Destabilizing the power of the archive while declaring its victory Mohammad Shawky Hassan
"Because appropriating archives in works of art implies treating the traces of the past as malleable raw material for manipulating and recycling dominant historical narratives, the practice is recognized for its critical subversive potential."

https://madamasr.com/en/2017/05/16/feature/culture/archive-based-art-destabilizing-the-power-of-the-archive-while-declaring-its-victory/

Stephanie Syjuco Recalibrated Her Practice To Provide Aid For Essential Workers On The Front Lines Of A Global Pandemic, Daniel Brock
"I've talked a lot about masks because part of the [CITIZENS] exhibition dealt with the protests that happened after the 2016 Presidential Election. At that time, masks were seen as a dangerous symbol. It's so ironic that it went from a symbol of protest or anti-governmental resistance to now, being a form of safety that everyone has to adopt. I think [the photographs] will be seen in a different light, because the automatic association with [masks] won't necessarily be of a dangerous individual. But again, that's complicated; it's still a symbol of alarm and this notion of an unwell society or a sickness."

https://art21.org/read/in-the-studio-stephanie-syjuco/

Documenting Crossroads: The Coronavirus In Poor, Minority Communities, Camilo José Vergara with Chrysanthe Broikos

"These crossroads are social condensers and amplifiers, yet they are barely mentioned in media depictions of the virus and its impact. They are teeming with people: street vendors, evangelists, shoppers, security guards, school children, people on their way to work or going home, those who come to observe the crowd, and to be observed—as well as the police. Density and diversity render these spots prime locations for observing a host of interactions and behaviors, from shopping habits and fashion trends to familial interactions and health practices. In short, these hubs reveal the precautions residents of these segregated communities are, or are not, taking to avoid being infected by, and spreading, the coronavirus."
https://www.nbm.org/exhibition/documenting-crossroads/

Systemic racism and coronavirus are killing people of color. Protesting isn't enough
After the protests end and the pandemic passes, will anything change for America's communities of color? - Story and photographs by Ruddy Roye as told to Nina Strochlic
"In many ways, we're not in this together in America. […] The white community's engagement often ends at holding a piece of cardboard and marching in the street for a few days. […] Politicians don't listen to people of color until they need their vote. When there isn't a pandemic, who's advocating on their behalf?"
https://www.nationalgeographic.com/history/2020/06/racism-and-coronavirus-are-killing-people-of-color-protesting-is-not-enough/

Opinion: Where Are the Photos of People Dying of Covid? In Times of Crisis, Stark Images of Sacrifice or Consequence Have Often Moved Masses to Act, Sarah Elizabeth Lewis
"Images force us to contend with the unspeakable. They help humanize clinical statistics, to make them comprehensible. They step unto the breach."
https://www.nytimes.com/2020/05/01/opinion/coronavirus-photography.html

Could COVID-19 speed up gentrification in certain neighborhoods? Andrea Lopez-Villafaña
"Residents question pandemic's impact on neighborhoods grappling with gentrification."
https://www.sandiegouniontribune.com/communities/san-diego/story/2020-04-12/could-covid-19-speed-up-gentrification-in-certain-neighborhoods

Racial Disparities and COVID-19, Jeremy Brooks
Overview of impact on vulnerable communities and policies and systems resulting in the inequality leading to vulnerabilities.
https://ncdp.columbia.edu/ncdp-perspectives/racial-disparities-and-covid-19/

How 'vaccine nationalism' could block vulnerable populations' access to COVID-19 vaccines, Ana Santos Rutschman
"If COVID-19 vaccines are not made available affordably to those who need them, the consequences will likely be disproportionately severe for poorer or otherwise vulnerable and marginalized populations. COVID-19 has already taken a higher toll on black and Latino

populations. Without broad access to a vaccine, these populations will likely continue to suffer more than others, leading to unnecessary disease burden, continued economic problems and potential loss of life."

https://theconversation.com/how-vaccine-nationalism-could-block-vulnerable-populations-access-to-covid-19-vaccines-140689

COVID-19's Unequal Toll on Black Americans: A Q&A with Tina Sacks, By Gretchen Kell
"Black residents have been hardest hit in several U.S. cities, including New York City, Milwaukee and New Orleans. In another, Chicago, the city's public health agency reported this week that African Americans accounted for 72% of deaths from COVID-19 complications and 52% of positive tests for the coronavirus, despite making up only 30% of the city's population. Addressing this will require short- and long-term interventions, and some of the most major ones are to finally address structural inequality — to provide reparations and to work toward a fully-developed safety net that includes health insurance and paid sick leave."

https://news.berkeley.edu/2020/04/10/qa-with-tina-sacks/

Neighborhood Inequality in Shelter-in-Place Burden: Impacts of COVID-19 in Los Angeles, Paul Ong, Jonathan Ong, Elena Ong, and Andrés Carrasquillo
"The COVID-19 crisis, extraordinary in its scope and scale, has exposed and deepened the lived inequalities of our cities and regions. It is evident that the prolonged disaster which will follow the immediacy of the public health emergency will be devastating for communities

that have long experienced the everyday crisis that is racial capitalism."

https://ucla.app.box.com/s/ihyb5sfqbgjrkp8jvmwiwv7bsb0u83c4

Eight Ways to Advance Societal Equity in Battling Coronavirus
Professors Chandra L. Ford (UCLA), Bita Amani (Charles Drew University), Keith Norris (UCLA), Kia Skrine Jeffers (UCLA), and Randall Akee (UCLA), wrote the following open letter that outlines eight recommendations to prioritize equity in policy responses to the COVID-19 pandemic.

https://luskin.ucla.edu/eight-ways-to-advance-societal-equity-in-battling-coronavirus