

BIOLOGY 318, HEALTH AND THE DEVELOPING WORLD

SYLLABUS, FALL, 2023

WHAT IS THIS COURSE ABOUT?

COURSE DESCRIPTION

Students in this course will examine the biology of health and disease by focusing on public health in Africa, Asia, Latin America and the Caribbean. This course will explore the biology of infectious diseases and their influences on history and culture in these regions as well as the social and economic impact of public health for contemporary societies. Topics addressed also include global change and the global shift to non-communicable disease. Topics addressed will also include prospects for change through collaborative scientific research. Prerequisites: BIOL 117 and BIOL 119. Offered every fall. Credits: 3

WHAT DOES THIS MEAN?

Our goal for this course is to examine biological issues relevant to global health in context in various regions of the world. Solving the great challenges in global health will require a scientific community that is interested in questions outside of their personal experience and able to collaborate with international teams. Through examining crises and challenges in public health, we will become familiar with many of the global challenges ahead in a world undergoing rapid environmental and social change. Along the way, we will read contemporary science from scientific communities in these regions, explore some non-Western scientific traditions and discuss the impact of colonization on global health, and the decolonization movement. We will also look forward to emerging challenges related to climate change.

WHO WILL BE TEACHING YOU?

Dr. Susan Bandoni Muench
ISC 332A (inside the Biology Department Office)
bandoni@geneseo.edu
585-245-5309

OFFICE HOURS:

- Drop in hours: Mondays 3:30-4:20, Wednesday 10:30-11:20, Thursday 1:00-2:50. Drop in hours are in person. Sometimes I have to change office hours because of conflicting meetings. Watch for announcements, and generally I reschedule rather than canceling them altogether.
- Appointment slots: Appointments at additional but varying times throughout the week will be available through [my personal availability link](#).

WHAT DO YOU NEED FOR THIS COURSE?

REQUIRED TEXT: Jacobsen, K H. Introduction to Global Health, fourth edition. Sudbury, MA: Jones & Bartlett. 2023. Any format is acceptable. Use of earlier editions is not advised because of extensive organizational changes. We will not use the online supplements.

LEARNING MANAGEMENT SYSTEM: Additional articles, case studies, links to videos and other valuable resources, and lecture notes will be available on Brightspace. In addition to the syllabus, a weekly announcement provides specific information about readings required each week including any updates or changes. You will need to bring copies (either electronic or paper) of some of these with you to class. In addition, you may have some printing and copying costs for the writing assignments.

WHAT WILL YOU LEARN?

LEARNING OUTCOMES:

STUDENTS WHO ARE ACTIVE PARTICIPANTS AND COMPLETE ALL COURSE REQUIREMENTS WILL BE ABLE TO:

1. Define health, and describe and explain multiple models of health and disease.
2. Describe and compare health outcomes across populations using appropriate statistics, and understand limitations in estimating and representing these data.
3. Demonstrate an understanding of the biology of infectious and non-communicable diseases.
4. Describe and explain the interrelationships among biological, historical, social and cultural factors affecting transmission, treatment and prevention of infectious diseases.
5. Demonstrate understanding of the biological basis of aging and its relationship to health transitions across societies.
6. Describe the interrelationship of health with culture and human rights, particularly pertaining to issues of ethical scientific inquiry and equitable access to the products of scientific inquiry.
7. Describe some non-western models of inquiry, and efforts to integrate western and non-western understandings of particular issues, and explore scientific discourse communities in non-western contexts.
8. Describe and explain interrelationships among science, culture and policy including responses to global change and transnational threats.

TENTATIVE SCHEDULE OF TOPICS WITH READINGS

The overall organization will consist of short blocks of one to four weeks. These will each be organized a public health crisis or challenge. Most weeks, you will have a reading assignment that consists of most or all of one chapter of the text, plus outside readings or portions of another chapter. Homework assignments will generally call for you to watch videos related to the content or to the context we are working in, and answer questions. More detail about the readings and videos can be found in the weekly Brightspace modules.

2010 EARTHQUAKE AND CHOLERA OUTBREAK IN HAITI 8/28-9/13

Readings: Chapters 1 and 2, 5.1, 5.7; [2010: A Year of Health Challenges for Haiti; What is birth registration and why does it matter?](#)

Case Study: [The Mystery of the Blue Death](#); Four Lives

Topics: basic terminology and statistics in public health; human rights and global health; the importance of context.

EBOLA OUTBREAK IN WEST AFRICA 9/18-27

Readings: Chapter 3, 5.2 and 5.6; [Factors that contributed to undetected spread of the Ebola virus and impeded rapid containment](#); Case study: The 1918 Flu Pandemic.

Topics: the impact of poverty on health, emergence of new pandemics, interconnections among health challenges.

PREGNANT WHILE BLACK: 10/2-10/11

Readings: Chapter 11; [Maternal Mortality Rates in the United States, 2021](#); [Working Together to Reduce Black Maternal Mortality](#); ['Father Of Gynecology,' Who Experimented On Slaves, No Longer On Pedestal In NYC](#); [Reproductive Rights are Human Rights](#)

Case study: Bad Blood

Topics: reproductive health, maternal mortality, racism, reproductive rights as human rights.

DIFFICULT PLACES TO BE A CHILD: 10/16-25

Readings: Chapter 4, 9 plus 10.1-5; [The Hardest Places to Be a Child](#)
[Nigeria has Africa's highest malaria death rate - progress is being made, but it's not enough](#)
[Nigeria: Ensuring Water, Sanitation and Hygiene for All](#)

Case studies: [A Fatal Bite](#); [Buzz Off!](#)

Topics: Environmental health; major killers of children, vaccination.

HIV AND TUBERCULOSIS IN SOUTHERN AFRICA 10/30-11/22

Readings: chapter 8, 5.3, 5.5; A Case for Evolutionary Thinking.

Case studies: Beetroot, garlic and African potato: HIV denialism in South Africa. [Take a Deep Breath](#); [Chimpanzee Droppings Lead Scientists to Evolutionary Discovery](#)

Topics: HIV and tuberculosis; emergence of new diseases; HIV denialism, antibiotic resistance.

DISEASES OLD AND NEW IN A CHANGING LANDSCAPE 11/27-12/11

Reading: Chapter 10; [Impact of climate change on public health in Brazil](#); [Next pandemic? Amazon deforestation may spark new diseases](#); [How Europeans brought sickness to the New World](#); [Introduction to the Neglected Tropical Diseases](#)

Case studies: [The Case of a Tropical Disease and its Treatment](#); [Dengue and the Landscape](#); [The Path of a Pathogen](#)

Topics: Neglected tropical diseases; disease emergence; disease eradication; ecological change.

AGING ON A HOT CROWDED PLANET: SOUTHEAST ASIA

Readings: Chapter 13; chapter 14.1-5; Chapter 15.1-3, 15.5; Chapter 19; [Evolution of Aging](#); [How Economic Inequality Inflicts Real Biological Harm](#); [Uninhabitable Earth](#); [The world is getting older: Health systems should prepare now](#); [Aging is the real population bomb](#).

Dates	Monday	Wednesday
8/28, 30	Introductions	Defining and describing health (chapter 1)
9/4,6	Labor Day – no class	Defining and describing health (Mystery of the Blue Death)
9/11,13	Defining and describing health (Chapter 2)	Defining and describing health (Chapter 2)
9/18,20	Social determinants of health (Chapter 3)	1918 Outbreak Influenza TEST
9/25, 27	Nutrition and infection (Chapter 12)	Causes of the ebola outbreak
10/2,4	Maternal Mortality and Reproductive health (Chapter 11)	Tuskegee Syphilis project and its legacies
10/9,11	Fall Break – no classes	TEST
10/16,18	Environmental health (Chapter 4)	Infectious diseases (Chapter 9) and children's health
10/23, 25	Malaria (10)	Disease eradication
10/30, 11/1	HIV: Beetroot, Lemon and Garlic	TEST
11/13, 15	Neglected Tropical Diseases (10)	Emerging Infections
11/20, 22	TEST	Thanksgiving Break – no classes
11/27, 29	CVD	Climate change, air quality
12/4, 6	Aging (Chapter 19)	Cancer, COPD, CKDu, diabetes
12/11, 12/13	TEST	12/13 FINAL EXAM (presentations) 12-230

IMPORTANT NOTES:

This schedule is tentative and subject to change. A weekly Brightspace announcement and the introduction to each Brightspace module will provide additional and updated information. Quiz dates will not change but content covered on a test may change with any schedule changes. Note that test dates do not align with the ends of units, and quizzes may require that you connect topics across units.

HOW WILL YOU KNOW YOU'RE LEARNING?

OVERVIEW

Below is a brief description of the quizzes, homework, participation assignments and tests that contribute to your grade.

25%: Day-to-day (quizzes, engagement assignments)

60%: Tests (5; drop lowest)

15%: Project and presentation

DAY-TO-DAY: (25%)

Small assignments provide an essential foundation for success on both the tests and the project. You will typically have a weekly quiz and an engagement assignment each week. Engagement activities may include items to prepare for subsequent classes, but also closely match class activities; most of the assignment can be completed in class while working in small groups. Engagement activities can also be completed asynchronously and are generally required even when you miss class. Each unit will have a final assignment that may be individual or group that can be done primarily in class. These day-to-day activities are designed to deepen your understanding of topics from the reading and class discussion.

TESTS: (60%)

There will be 5 small tests, occurring every 3 weeks. One test will be dropped. These will consist of multiple choice, justified true/false, short answer and short essay questions. Most questions will test your ability to apply concepts learned in a context of specific public health crises or challenges. Some of these scenarios will be those discussed in class, but others may be new and related but different. Some questions will require you to analyze information provided or evaluate evidence. Some questions or structuring scenarios may be given in advance. Tests may be on paper or online. For some quizzes, you may repeat the quiz with your group to increase learning. Tests will take only part of a class.

PROJECT (15%)

There will be a project related to another challenge in global health that will allow you to explore and apply a particular topic in greater depth. You will work with a partner for this. There will be assignments building toward this project, and it will culminate in a paper and a presentation during the final exam period.

FINAL EXAM WEEK SESSIONS:

Each course section has a time block scheduled during our final examination week that counts as part of total semester instructional time. All classes are to be held during their respective final examination sessions as noted on the Final Examination schedule on the [Academic Calendar web site](#).

APPEALING GRADES:

Any graded work may be submitted for re-evaluation along with a written appeal. Appeals must be submitted promptly, within one week of when the work is returned to you. The appeal should contain a brief written explanation of your concerns, including your understanding of the test question or assignment directions and why you believe your work meets the requirements. At the time that you turn in the work for appeal, we will schedule a conference to go over my response.

EXPLANATION OF FINAL GRADES:

Grades are determined using the scale presented below almost always without any adjustment or curve. There are no quotas for particular letter grades. Helping others can only help you, and cannot hurt your grade in any way. Scores will be rounded up or down to the nearest whole number. The point distribution is the standard Geneseo distribution; Brightspace is set to display this. The distribution is as follows: A: (>=93%), A- (90-92%), B+ (87-89%), B (83-86%), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D (60-69), E (<60%).

WHAT TO DO WHEN LIFE HAPPENS:

MISSING TESTS:

For tests during the semester, contact me as soon as you realize that you will miss the in-class test so we can plan a response together. Depending on how long you must delay, the plan will vary. Options may include a modified test time, a modified test (allowing me to return other tests) or a reweighting of your assignments for calculation of your grade.

MISSING DAY-TO-DAY ASSIGNMENTS:

The day-to-day assignments function to help you keep up with the reading and process class work in preparation for the tests, final and project. The benefits of completing the assignments are greatest if you complete them by the due date. If you will be unable to attend class for a week or more, please contact me along with the [Dean of Students, Dr. Leonard Sancilio](#). Under these circumstances, adjustments in the assignments required are possible. Similarly, if you are working with the [Accessibility Services Office](#) and have accommodations related to due dates, please meet with me early in the semester to discuss your accommodations, and notify me if you need additional flexibility.

HOW DO I GET HELP WITH MY COURSES?

ACADEMIC SUPPORT SERVICES

[Academic Peer Mentors in the Office of Academic Planning and Advising](#) provide students with promising study strategies and can host on-going appointments with students seeking an "accountability buddy".

The ONYX Academic Success workshop series sponsored by the GOLD Leadership Program introduces students to a variety of study skills, time management techniques, and instruction on how to access campus resources for academic and career guidance. A [full list of GOLD workshops](#) can be accessed at online.

ACCESSIBILITY

SUNY Geneseo is dedicated to providing an equitable and inclusive educational experience for all students. [The Office of Accessibility](#) (OAS) will coordinate reasonable accommodations for persons with disabilities to ensure equal access to academic programs, activities, and services at Geneseo. Students with approved accommodations may submit a [Semester Request](#) to renew their academic accommodations. Please visit the OAS website for information on the process for [requesting](#) academic accommodations or [email the Office of Accessibility Services](#)

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

<https://www.geneseo.edu/esl>

LIBRARY RESEARCH HELP

Fraser Hall Library has an award-winning staff trained in finding the best information using library resources and advanced search strategies. Students may ask questions about using library services, locating materials, or conducting research projects. There is a librarian who specializes in the subject matter for each major. Students can book a research help meeting during the librarians' office hours or [email their questions](#). Learn more at the [Library's website](#).

BRIGHTSPACE SUPPORT

CIT has developed a number of resources that can help you learn how to use our new learning management system, Brightspace. All students are automatically enrolled in "[Geneseo's Introduction to Brightspace for Students](#)" course, a course intended to introduce learners to Brightspace and review its basic functionality. Following successful completion of this course, learners will receive a digital certificate of completion that can be provided to faculty members, upon request. There is also the [Student Guide for Brightspace at Geneseo](#) self-help article, which includes links to video tutorials for common tasks. For TECHNICAL ASSISTANCE with Brightspace, please [email the Brightspace Support Team](#). For questions about a course and its content, please contact the instructor directly.

TECHNOLOGY SUPPORT

[CIT provides a range of technology support resources.](#) For assistance with your computer or mobile device, visit the CIT HelpDesk in Fraser. Geneseo students, faculty and staff have free access to the entire [LinkedIn Learning training library](#) (over 7,500 courses, including tutorials for software, digital tools, web development, programming, and design) through Geneseo's site license.

SUPPORTS FOR SPEAKERS OF OTHER LANGUAGES

Students who are English language learners can obtain support and assistance through the [ESOL Office](#), including formal classes, workshops, speech buddies, and tutoring.

WHAT ARE OUR SHARED RESPONSIBILITIES TO OUR LEARNING COMMUNITY?

RESPONSIBILITIES FOR PROMOTING LEARNING FOR SELF AND OTHERS:

COMMUNICATION:

Set up Brightspace to provide daily updates via email or text message in order to ensure that you receive any updates or changes to the schedule. Check the announcements section regularly.

ATTENDANCE:

This class is face-to-face, and attendance at class sessions is generally expected. Discussion plays an important role in helping you to construct a deeper understanding of the subject. The unique mix of experiences and knowledge that you bring contributes to what others learn, and you benefit from hearing from others whose experiences differ from your own. These experiences are not easily replaced with individual study. Missing class is sometimes necessary, and you can and should complete the day-to-day assignments that allow you to remain engaged with the subject even when you can't be with the rest of the class. Please note that the classroom layout and technology do not support synchronous remote participation.

PREPARATION:

Our class format is discussion-based rather than lecture-based. Taking part in discussion requires that you complete preparation assignments ahead of time so everyone can contribute to the discussion in a meaningful way. You will learn most from the discussion if you are prepared. This course is designed based on the College expectations of six to nine hours per week outside of class. Because of the nature of college life, you may sometimes be unable to prepare thoroughly. In these cases, do your best to spend a few minutes preparing; some

preparation is always better than none. Weekly announcements will indicate what should be done before class.

ACCOMMODATIONS FOR ENGLISH LANGUAGE LEARNERS:

Individuals who have been using English as a primary language of instruction for 6 years or fewer and are actively working to improve English fluency may receive extra time on in-class tests and online quizzes. Please see me for assistance early in the semester if this applies.

MILITARY OBLIGATIONS AND CLASS ATTENDANCE

Federal and New York State law requires institutions of higher education to provide an excused leave of absence from classes without penalty to students enrolled in the National Guard or armed forces reserves who are called to active duty. If you are called to active military duty and need to miss classes, please let me know and consult as soon as possible with the Dean of Students.

RESPONSIBILITIES FOR MAINTAINING A RESPECTFUL WORK ENVIRONMENT :

COMMUNICATION:

Besides office hours, the fastest way to get in touch with me is via e-mail. In my role as Chair, I receive hundreds of emails each day, so to help me, please include your name (not just your Geneseo email address) and the course name or number in all e-mails. Note that Brightspace emails remain within the learning management system, so an external email is likely to be faster. To preserve my work-life balance, I may delay answering emails sent after 5 pm or on the weekends until the start of the next business day. Similarly, I do not expect you to reply outside of business hours.

INCLUSIVE LANGUAGE

Global health is about people as well as about diseases, and the use of inclusive language contributes to creating an environment conducive to learning for everyone. This will include use of individuals' preferred names and pronouns, use of group descriptors preferred by members of that group, and using language that is people-centered, non-judgmental and nondiscriminatory. Inclusive language is dynamic and socially constructed, and requires communication and living with tension as individuals learn from each other. Mistakes happen, and learning both to apologize and to forgive will help us learn together. If you feel uncomfortable in our class, please speak with me.

DIVERSITY, EQUITY AND INCLUSION AND ANTI-RACIST CONTENT

This course has significant anti-racist content. Of the crises in global health that we will be studying, several involve countries with a significant history of structural racism that contributed

to both the origin and magnitude of the public health challenge. This course also contains anti-racist pedagogy. A particular area of focus will be ethical research on human subjects, especially where there are asymmetries of wealth and power as well as cultural differences. Preventing and responding to future crises in global health will require a scientific community committed to equity and justice.

ABSENCES FOR RELIGIOUS OBSERVATION

New York State Education Law 224-a stipulates that “any student in an institution of higher education who is unable, because of [their] religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements” (see [General Classroom Policies for more information](#)). SUNY Geneseo has a commitment to inclusion and belonging, and I want to stress my respect for the diverse identities and faith traditions of students in my class. If you anticipate an absence due to religious observations, please contact me as soon as possible in advance to discuss your needs and arrange make up plans. The New York State Department of Civil Service maintains a calendar of major religious observations for [2023](#).

BIAS-RELATED INCIDENTS

“We are here to listen, to learn, to teach, to debate, to change, to grow. We should all be safe to pursue these goals at SUNY Geneseo while being who we are. Together, we commit ourselves to pluralism, cultivating a community that respects difference and promotes a sense of inclusion and belonging.”

As this excerpt from our Community Commitment to Diversity, Equity, and Inclusion states, here at SUNY Geneseo, we want to provide a space where everyone feels welcome to learn and grow in their identities as well as in their role as students, faculty, and staff. If in the unfortunate instance you experience an incident of bias, we encourage you to reach out to the [Chief Diversity Officer](#), [Director of Multicultural Affairs](#), and/or our University Police Department. In trying to create an environment that facilitates growth through diverse thoughts and ideas, reporting incidents of bias - including threats, vandalism, and microaggressive behaviors - can help bring a better understanding of our campus climate as well as provide opportunities for learning and restoring harm

ACADEMIC INTEGRITY:

Breaches of academic integrity devalue the work of other students. Cheating on exams is a serious breach of trust and will be treated accordingly. In this class, you are often free to bring information with you or to look up information during tests, and some tests will have collaborative components. Academic integrity requires that you work within the rules for each individual test. Cheating will result in a failing grade for the test or assignment, and may result in a failing grade for the course. Claiming ignorance of the policy or of the definitions of cheating

will not serve as an excuse. Similarly, plagiarism is the misrepresentation of the originality of work that you submit. Plagiarism can take many forms beyond direct copying of text including making minimal changes or paraphrasing. Plagiarism will also result in a failing grade for the test or assignment, and may result in a failing grade for the course. Cheating or plagiarism will also be reported to the Dean of Students and may result in disciplinary action that can affect your future plans. See the [College policies on Academic Dishonesty](#).

COPYRIGHTED MATERIALS:

Many of the materials that are provided to students in this course have been created by your instructor, by the textbook publisher, or by authors of published sources excerpted under educational fair use. You should assume that all course materials are protected by legal copyright, and that reproduction of this material is prohibited without the author's consent. Thus, you are prohibited from sharing or posting copyrighted material to any websites outside our course Brightspace site. Students are also prohibited from reproducing material to be shared with other more limited groups (e.g., sorority/fraternity test bank). Be aware that UUP (Union of University Professionals, the union representing faculty on this campus) is seeking to take legal action against sites that provide instructor materials, and that posting or selling copies of materials to such sites may put you in legal jeopardy.

RESPONSIBILITY TO HEALTH AND WELL-BEING

Prioritizing well-being can support the achievement of academic goals and alleviate stress. Eating nutritious foods, getting enough sleep, exercising, avoiding drugs and alcohol, maintaining healthy relationships, and building in time to relax all help promote a healthy lifestyle and general well-being.

The changes brought on by COVID-19 have impacted us all in a number of ways, and will continue to do so at various times and to varying degrees during the upcoming semester. Your health and wellbeing are foundational to your ability to learn, and if you find that you are feeling unwell (physically or mentally) and it is impacting your ability to complete your coursework, please reach out. In a similar way, I will occasionally ask for some patience and flexibility on your part. The pandemic is affecting faculty as well as students and creating demands that would not be present in an ordinary semester. If I am slow responding to an email, if I take some time to grade an assignment, or if I am a bit late posting course materials, please be patient (and feel free to send me a 'nudge'; I will not be offended). You will never suffer any disadvantage in the course because of delays on my part. Remember that we are all in this together.

Concerns about academic performance, health situations, family health and wellness (including the loss of a loved one), interpersonal relationships and commitments, and

other factors can contribute to stress. Students are strongly encouraged to communicate their needs to faculty and staff and seek support if they are experiencing unmanageable stress or are having difficulties with daily functioning. The Dean of Students (585-245-5706) can assist and provide direction to appropriate campus resources. For more information, visit the [Dean of Students Office website](#).

MENTAL HEALTH

As a student, you may experience a range of challenges that can impact your mental health and thus impact your learning; common examples include increased anxiety, shifts in mood, strained relationships, difficulties related to substance use, trouble concentrating, and lack of motivation, among many others. These experiences may reduce your ability to participate fully in daily activities and affect your academic performance.

SUNY Geneseo offers free, confidential counseling for students through Student Health and Counseling, and seeking support for your mental health can be key to your success at college. You can learn more about the [various mental health services available on campus online](#). To request a counseling appointment, please [complete the online form](#).

GUIDELINES FOR ATTENDANCE AND PUBLIC HEALTH

As we continue to deal with variants of the COVID-19 virus well into the future, I share these expectations for classroom attendance and protecting public health. SUNY Geneseo is a residential liberal arts college where we all learn together in a shared space. This classroom community is vital for engaging in discussions, solving problems, and answering questions together. Learning is an active process, and it requires engagement - on my part and yours. I promise to create an interactive and collaborative classroom space, and in return I expect you to attend and engage in the activities.

We know that COVID is shifting from a pandemic to endemic stage, and it's possible that some of you may get infected over the course of the semester. Because we want you to be successful and because we value your contribution to the course, we expect you to prioritize attendance. If you are experiencing [symptoms associated with COVID*](#) on a day we have class, please take a COVID test. Testing is available through the Health Center, or you may take a self-test if you have one. If you test negative and feel well enough to attend (no fever without fever-reducing medication), put on a well-fitting mask, come to class, and maintain physical distance as much as possible. If your symptoms do not allow you to attend class, stay home (except to go to the health center), rest, and take care of yourself. I expect you to communicate with me directly about your absences. I can support you to keep up with class if you are out for COVID-related reasons, but I need you to take responsibility for being transparent and clear in letting me know when you are out and why. Although I can work with you on keeping up, you may miss some course content and extended absences may impact your ability to realize your full

potential in this class. For extended absences (i.e., more than a couple of days of classes), you should contact the Dean of Students who can assist with reaching out to your faculty.

Finally, I want you to succeed and learn in this class, and I want to protect our community from COVID as best as I can.

*Examples of common symptoms include:

fever or chills, cough, difficulty breathing, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting/diarrhea

FOOD SECURITY FOR SUNY GENESEO STUDENTS

There are resources available for students who are food insecure. If you're unfamiliar with the phrase "food insecurity," you can learn more at the following link on Feeding America's website: [Understanding Food Insecurity](#).

The Pantry at Geneseo, our on campus food pantry, works in partnership with the Geneseo-Groveland Emergency Food Pantry (GGEFP) and is facilitated by interns and volunteers working out of the Office of Student Volunteerism and Community Engagement as well as the School of Business, and the GOLD Leadership and Student Athlete Mentors programs.

Any student who is food insecure [can submit a request here](#), to receive a bag of food that will provide them with items that will last a few days, including nonperishables and when available fresh fruits, vegetables, meat, and dairy. Once submitted, interns will connect directly with the student to communicate next steps and the time of your pick up. Pickups will take place in the MacVittie College Union, Room 114 - the GOLD Leadership Center.

This program will provide individuals with a bag of food up to once a month. We will do our utmost to ensure anonymity, while also working to destigmatize food insecurity in our community.

Students are also able to access the [Geneseo-Groveland Emergency Food Pantry](#) on their own if that is their preference. It is located at 31 Center St. and is open Tuesdays and Thursdays 10 AM - 2 PM and Wednesdays 4 - 6:30 PM.

If you have any questions about this process or anything relating to food insecurity, or have a need beyond what is outlined above, please refer to our website or contact us [directly by email](#) or phone at 585-245-5893 or the Dean of Students at 585-245-5706.

EMERGENCY FUNDING

The college has three sources of emergency funding for students experiencing short-term financial crises. The [Camiolo Student Emergency Loan Fund \(SELF\)](#) provides short-term loans to students for situations both temporary and beyond their control. The SELF was established with the expectation that students who use the fund seek to “pay it forward” as soon as they are able by contributing to the fund so other students can be helped, too. While there is not a legal obligation, the donors hope that student loan recipients respect and honor the value of community and helping others in their time of crisis. The [One Knight Student Aid Emergency Fund](#) assists Geneseo students who are facing financial emergencies mainly related to the COVID-19 pandemic. The fund offers grants (one-time award) depending on a student's documented financial need. For those students expecting a refund from financial aid, a Temple Hill loan of up to \$500 can be offered prior to the approved loan dispersal. If you are experiencing financial hardship, please contact the Dean of Students (585-245-5706), who can assist and provide direction to appropriate campus resources.