

THINK

CRITICAL

Social and Behavioral Sciences

Community in Crisis

Coping with Disasters



**A Crisis of Community:
Psychosocial Fallout from the Gulf Oil Spill**
by Dr. David Liebert

Dr. Anne Marie Keyes
Faculty Spotlight

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FROM THE DESK OF THE DEAN

It's a Great Day for Teaching and Learning!



I am pleased to welcome you to the first bimonthly E-Newsletter of the 2010-2011 academic year. It continues our commitment to promoting excellent teaching and learning through the exploration of great national and global issues. This edition of *THINK Critical* addresses the social changes occurring in communities.

Social Scientists have long studied the concept of community. An analysis of communities revealed the development of a number of distinct patterns throughout the nation. Although Social Science literature includes several types of communities, there are similar patterns developing in each type. The developing patterns raise interesting questions. How and to what extent do neighbors relate to each other today versus fifty years ago? People in communities appear to communicate less and less with each other, socialize together less, and help each other less. Furthermore, an analysis of communities shows that people relate to each other in more distant and less personal ways. Indeed, it raises a more probing question: do we need our neighbors? Given the benefits derived from community, the clear answer should be yes, but the way we relate to each other socially suggests that neighbors have very little need for each other.

When a community is truly at its best, reflecting close social networks, there are benefits that make it more resilient. Social Scientists have found that, among other things, close communities tend to be healthier and are less likely to have crime. Given the benefits of close social relationships in communities, understanding two questions is critical to helping students better understand their roles in communities. First, what has caused the decline in social interaction in communities contributing to some crisis conditions? And second, what can be done to improve communities?

This issue of *THINK Critical* explores and provides resources for the study of communities in various forms. Use this issue to help students understand how we relate to each other within communities and the importance of civic involvement. All courses in the Social Sciences can play a pivotal role in helping to develop student understanding of the changing nature of communities and the implications of such changes. As Social Science faculty, I encourage you to engage in greater exploration of this important topic.

Dr. Joseph Smiley



Joe Leopold
Academic Department Chair
Clearwater Campus




Dr. David Liebert
Academic Department Chair
Tarpon Springs Campus



Sheryl Peterson
Academic Department Chair
Seminole Campus



Evelyn Finklea
Academic Department Chair
St. Pete. Gibbs Campus



Dr. David T. Liebert
Academic Department Chair
Social & Behavioral Science
Tarpon Spring Campus



A Crisis of Community

Psychosocial Fallout from the Gulf Oil Spill

When oil began to spew out deep from the floor of the Gulf of Mexico earlier this summer, it was just the start to what has now become arguably the single worst environmental disaster the United States has experienced. The ecological implications from this devastation are only beginning to be explored and are far from being fully understood. Yet, just as the force of the tides has pushed the oil into the pores of a delicate ecosystem, a similar force of ebb and flow has moved the oil into just as fragile of a human social system. The Gulf Oil Spill is clearly an environmental disaster, but it is also a traumatic event to the people and communities along the Gulf Coast; it has possible far reaching adverse implications on both folks' psychological and sociological well being.

The study of community trauma is not a new field of study. Perhaps one of the first sociologists to formally study the psychosocial implications of environmental disaster (whether brought about by God or man) was Kia Erikson. The son of famed psychologist Erik Erikson, Kia began his academic career by studying the sociological fallout on the inhabitants of Bikini Island following the United States's nuclear testing beginning in the late 1940s (Erikson, 1994), and his research followed subsequent disasters such as the 1972 flood destroying the small West Virginia town of Buffalo Creek and Three Mile Island. Erikson's efforts to better understand people's reaction to disaster has helped to establish the subfield of community trauma within sociology. Today, most sociologists seeking to assess and understand community trauma will direct their focus on a six stage model that identifies: Specific psychological problems, social stressors, health concerns, chronic problems in living, psychosocial resource depletion, and problems specific to children and

(continued on the next page)

youth (Norris, Friedman, Easton, Byrne, Diaz, & Kaniasty, 2002). This model provides the social scientist with a lens to assess, interpret, and predict many possible psychosocial implications stemming from the Gulf Oil Spill.

The focus for the first category, specific psychological problems, is on identifying the presence of psychopathology that follows a traumatic event (Norris et al., 2002). Examples might include Major Depressive Disorder, Panic Attack Disorder, and Posttraumatic Stress Disorder. Detailed descriptions for these, as well as other mental illnesses, can be found in the *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision* published by the American Psychiatric Association. It is too soon to be able to say with clarity how many residents of the Gulf Coast will be diagnosed with a mental illness as a result of the oil spill. Currently the Department of Psychiatry at Louisiana State University is studying 1,500 residents at random to get a better idea on incidence rate (*Gainesville Sun*, 2010). Nevertheless, British Petroleum (BP) has provided the state of Louisiana \$15 million and Mississippi \$12 million for direct mental health care that includes clinical counseling and psychotropic medications along with other social services (*Miami Herald*, 2010).

Social stressors refer to general symptoms, rather than specific syndromes. In this case, the symptoms are not debilitating; one is still able to carry out their day-to-day functioning and meet most of the demands within their social relationships (Norris et al., 2002). Examples can include elevated levels of stress, restlessness, agitation, and grief. For any of us who have witnessed the many interviews on television or over the internet of fisherman, oil workers, or those in the tourist industry expressing their fears and uncertainty over survival, we know at a human level the devastating toll this disaster has had on their lives. Their stress flows untamed much like the oil had.

Social scientists may spend little time identifying possible health concerns stemming for the oil spill such as consuming tainted seafood. Nonetheless, they are concerned with changes in health related behaviors following such a crisis (Norris et al., 2002). Already there is evidence suggesting a spike in reported cases of domestic violence (*National Public Radio*, 2010). Alcohol consumption has increased for those along the Louisiana Coast. As Zuilich reports, "People are reporting not only that people are drinking more ... but some who've never drank before are beginning to drink" (2010, n.p.). Moreover, these comments play directly into the fourth category, chronic problems of living. Victims of disasters are "more likely than non-victims to experience hassles of life events that serve as stressors in their own right" such as unemployment, educational challenges, and financial worries (Norris et al., 2002, p. 217).

Disasters can significantly disrupt and permanently disable social support systems, access to friends, social recreation, formal and informal social services are vulnerable to psychological resource loss in the aftermath of a disaster (Norris et al., 2004). This may occur in at least three ways. First, disasters devastate the essence of one's self concept in relation to his or her community. As Erikson explains, trauma "gives victims the feeling that they have been set apart and made special" (1994, p. 231). One is now a *victim* or *survivor* of the oil spill. This new status, in turn, alters one's social relationship with the rest of us. Additionally, trauma damages

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the connective elements that transform a group of people into a cohesive community. Community is more than a people's collective norms, values, beliefs, and traditions. Community provides a context to interpret and understand our personal life, experience intimacy, and provide meaning (Erikson, 1994). Can one, for instance, still be considered a community leader if all of the decisions effecting the community are being made by BP or the federal government? Finally, disasters don't necessarily forge a stronger community post trauma. Rather, trauma tends to divide communities "into divisive fragments [resulting in] ...corrosive communities" (Erikson, 1994, p. 236). Will we see a division develop between those in the fishing industry versus those who work in the oil industry versus those who work in the hospitality industry?

The final stage of the model addresses those problems specific to children and youth. Because the available developmental resources and abilities of children differ from other age groups, the psychosocial implications of disaster on children need to be looked at separately. Following a disaster, problems witnessed in children may include "clinginess, [over] dependence, refusing to sleep alone, temper tantrums, aggressive behavior, incontinence, hyperactivity, and separation anxiety" (Norris et al., 2004, p. 217).

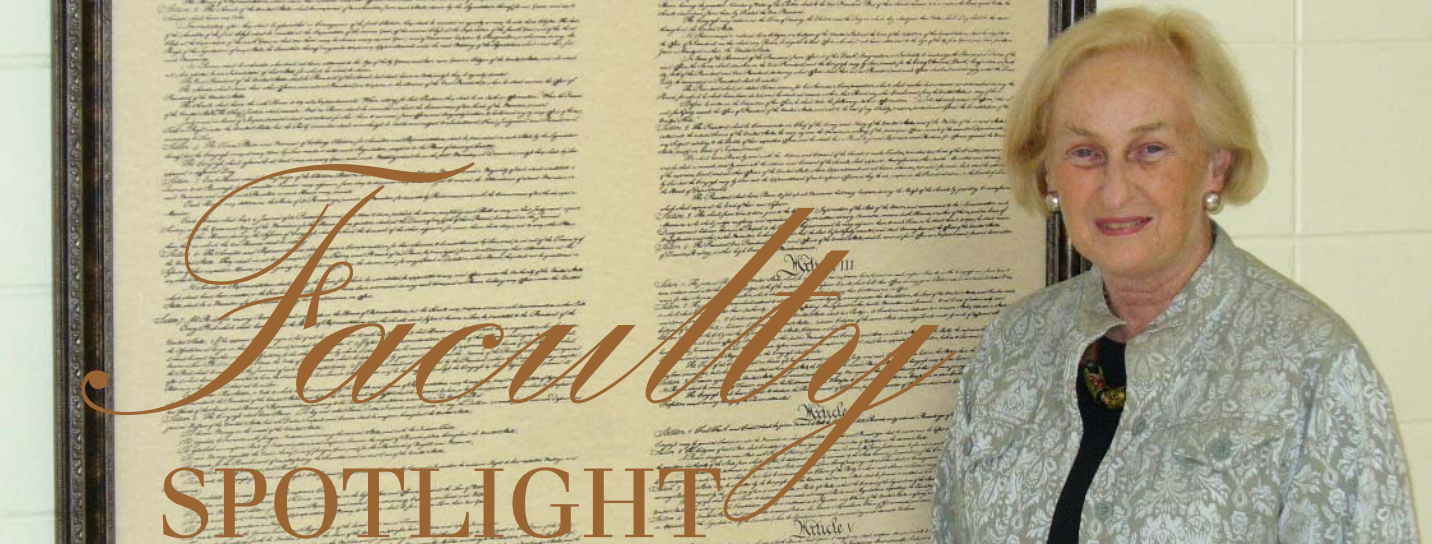
In conclusion, it is clear the impact that disasters, such as the Gulf Oil Spill, has on a community is not only traumatic but multifaceted. At this time, the oil no longer spews out of control. However, the effects of the oil spill continue to ripple well beyond a delicate ecosystem now at risk. Like the ecosystem, the impact the oil will have on an as fragile human social system weaved together by families, neighbors, and communities also remains uncertain at this time. Yet, there is a common theme across the many accounts of community trauma, resiliency. It was five years ago this August that Hurricane Katrina devastated the Gulf Coast's of Louisiana and Mississippi and these communities tapped into such resiliency; we can hope the same can be said five years from now.

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Dr. Anne Marie Keyes



Anne Marie Keyes has been teaching at SPC for five years in areas of SLS, The College Experience and in Philosophy, Intro to Philosophy. Before coming to SPC, Professor Keyes taught in New York full time at Marymount Manhattan College and as occasional adjunct at New York University. Her undergraduate degree in Math is from Marymount College, Tarrytown, NY and her M.A. and Ph.D. in Philosophy are from Marquette University in Milwaukee, Wisconsin.

“I really love teaching and learning. The wonder of teaching for me is in the excitement that can be generated in the process of learning, whether in classroom or any other place in the world. I see the value of schooling and of SPC in providing the opportunity for students to become independent learners, to discover the tools and practice the skills that can be applied to all areas of life and work,” Keyes said. “In this way education is part of the process of developing and living our lives, and when this takes place, when we find ourselves in new ways, that’s exciting for any of us.”

Research for Keyes has focused in two areas: the history of philosophy and social/political questions. During the nineties, she explored the changes affecting women in Nicaragua during the revolutionary times of the eighties. She interviewed women and men over a three year period on how their lives were changed during that time. Keyes also focused on the early modern period in Philosophy, the 17th and 18th centuries. She is currently working on publication in modern form of two books written by Damaris Masham, a 17th century woman whose work had not been reprinted since the early 1800’s.

Her interests in community and service have focused on international education and exchange, working with the Lisle Fellowship to support exchange of students, in the form of living and working with communities and families in different countries, and with various groups and boards working to establish dialogue in neighborhood communities, as well as internationally.

“To me, teaching at SPC is a rich and enlivening experience; students, faculty and staff are clearly focused and dedicated to the challenge of keeping education new and alive and there’s always a buzz on the campus, a sense of the excitement that new insight and learning create,” Keyes said.

“For students and for each of us, education is about moving forward in life; so when it seems difficult, it helps to think about where we’ll be or where /how we want to be two years, five years from now... Keep on moving...YOU CAN DO IT, BE IT!”



ONLINE SOURCES



Both rural and urban U.S. communities have their challenges from homelessness and poverty, to sustainable living. Natural disasters add huge challenges to communities as many occur without warning. When natural disasters happen, it is important for communities to be prepared and able to assist their residents before, during, and after a disaster strikes. The following web sources serve as resources for community leaders, residents, students, and scholars.

Green Communities Natural Disasters Action Plan

http://www.epa.gov/greenkit/g5_disas.htm

“Green Communities is a web-based toolkit and planning guide designed to help communities access the tools and information to help them become more sustainable, Green Communities.”

Natural Hazards Center

<http://www.colorado.edu/hazards/>

“The mission of the Natural Hazards Center at the University of Colorado at Boulder is to advance and communicate knowledge on hazards mitigation and disaster preparedness, response, and recovery. Using an all-hazards and interdisciplinary framework, the Center fosters information sharing and integration of activities among researchers, practitioners, and policy makers from around the world.”

Disaster Assistance.gov

<http://www.disasterassistance.gov>

Access to Disaster Help and Resources. This site assists you to “get the latest information on declared disasters, wild fires, hurricanes and earthquakes. Find information about emergency services such as evacuating, locating loved ones, clean water, food, shelter and medical attention. Recover and rebuild the areas of your life that were impacted by the disaster, such as Locate resources in your community that can help you move forward.”

Storm Ready Communities.

From the NOAA website, “StormReady communities are better prepared to save lives from the onslaught of severe weather through advanced planning, education and awareness. No community is storm proof, but StormReady can help communities save lives.” <http://www.stormready.noaa.gov/>

Database Highlight: [Demographics Now](#)

*For access use your Faculty ID as Borrower ID and Last 4 digits of your SSN as pin number.

SPC Libraries now have a subscription to Demographics Now from Gale Publishing. “With demographic information including income, housing, race, age, education, consumer expenditures and more, users have immediate access to untapped opportunities that can significantly enhance their current business intelligence.”

“DemographicsNow offers a variety of simple, ready-to-use demographic data reports. Users may customize them by geography, choosing the area that best suits their needs. In addition, users may also run an unlimited number of reports in summary, comparison or ranking formats from population and Census data to housing expenditures.”

Social and Behavioral Science DIVISION NEWS

Early Childhood Educator's Network meeting

The Florida Community College Early Childhood Educator's Network held their annual fall meeting on September 21-25 at the SPC Downtown Center. Representatives from Florida community colleges with A.S. degrees in Early Childhood Education met with members of state agencies involved in the Early Childhood Education field. Speakers from the Florida Department of Education, the Agency for Workforce Innovation and the Department of Children and Families provided updates on current and pending legislation affecting the profession.



Larry Griffin

Early Childhood Conference

On Saturday, August 28, the St. Pete/Gibbs Campus hosted the annual Early Childhood Conference. The conference theme was: Teaching Everyone's Child: Yours, Mine and Ours. Over 300 attendees enjoyed a keynote presentation from Larry Griffin in the Music Center. Griffin is a national education consultant with Kaplan Learning. Conference attendees then participated in 10 breakout sessions covering a wide range of topics related to early childhood care and education.

Sullivan appointed to chair Program Development Committee

On September 16, Anne Sullivan, lead instructor for the college's Early Childhood Education Program, was appointed Chair of the new Program Development Committee of the Early Learning Coalition of Pinellas. The Early Learning Coalition of Pinellas County, Inc. is one of 31 Coalitions around the state of Florida. The Florida Legislature created Coalitions in 1999 to provide local oversight and local control over the early education services for children from birth to 5 years of age, with after school support for children through 12 years of age.



Anne Sullivan

For more information on Early Learning Coalition of Florida, visit <http://www.elcpinellas.net/>

Clearwater Campus Social Science Government Lecture Series

On Wednesday, September 28, Pinellas County Commissioner Kenneth Welch spoke on the role of county government and the importance of citizen involvement in government. During the presentation he discussed some of the top issues facing Pinellas County. More than 80 students and staff attended the lecture. Welch was elected to the County Commission in November 2000, and reelected in 2004 and 2008.



Kenneth Welch



Social & Behavioral Science Division News

Liebert Presents at PCS Professional Development Day

Dr. David Liebert presented at the Pinellas County Schools' *Professional Development Day* on August 20. "PCS made a request to our Department looking for presenters on topics specific to either sociology or psychology," Liebert said. He responded by providing a presentation entitled *Why Freud Matters*. The presentation looked at (or in psychodynamic terms, *analyzed*) the tremendous influence Freud's theory has had on the field of contemporary psychology, especially outside of psychoanalytic circles. Actually, "Sigmund Freud's greatest legacy may just be the visceral reaction to his ideas throughout the 20th Century," Liebert said. Specifically, Liebert looked at folks such as Harry Harlow, who conducted research on attachment, thereby, calling into question psychodynamic notions of *drive reduction theory*. Additionally, the juxtaposition Carl Roger's *Person Centered Theory* and ideas of the *fully functioning person* were discussed against Freud's ideas on *id, ego, and super ego* development. And Liebert discussed Elizabeth Loftus' research that demonstrates the malleable nature of our memories and ease that false memories can be created. Loftus' research was contrasted against Freud's ideas of repression.



Dr. David Liebert



Bill Klein

Klein appointed to Planning and Vision Commission

Bill Klein has been reappointed to a three-year term as a Commissioner on the Planning and Vision Commission for the city of St. Petersburg. He was appointed by the mayor of St. Petersburg and confirmed by the city council. Klein is professor of Political Science at the Gibbs Campus.

Social Science professors elected to CETL Board of Directors

Kim Molinaro, Clearwater Campus, and Earl Fratus, Seminole Campus, have been elected to serve on the Center of Excellence for Teaching and Learning Board of Directors. Molinaro is an assistant professor of Psychology and Fratus is an associate professor of Political Science.



Kim Molinaro



Earl Fratus



Gibbs Campus to host conference in January

In January, the St. Pete/Gibbs Campus will once again host the Infant/Toddler Conference, which provides a wonderful professional development opportunity for those caring for young children.

For more information, contact Anne Sullivan at 727-341-4632.

Division News



Earl Fratus, Seminole Campus



Celebration Cake, Seminole Campus



Left to right: Joseph Leopold, Clearwater Campus Social Science Department Chair; Suzanne Preston, Government Professor; and Robert O'Neill.

Constitution Day

Constitution Day Activities

The Constitution of the United States was written during the summer of 1787 and adopted by the Constitutional Convention on September 17, 1787. In 2004, Senator Robert Byrd inserted an amendment to establish Constitution Day into the Omnibus Spending Bill. The amendment requires all public schools and colleges receiving federal funds to provide educational programs on the Constitution on or around September 17.

Student Life and Leadership along with Social and Behavioral Science professors organized and participated in a number of activities across the college.

Clearwater Campus

On Wednesday, September 15, attorney Robert O'Neill discussed the Constitution and the role of the Office of United States Attorney. O'Neill discussed the importance of the liberties contained in the Bill of Rights and the role of the judiciary in protecting those liberties. O'Neill has been nominated by President Obama to be the United States Attorney for the Middle District of Florida. His nomination is pending Senate approval.

Seminole Campus

Students at Seminole enjoyed patriotic cake while they recited together the preamble to the Constitution. They also discussed the importance of the document to Americans and our government, and ended with a trivia contest. Prizes were awarded for correct answers.

St. Pete/Gibbs Campus

The St. Pete Gibbs Campus had their Constitution Day activity on September 16. Student Government had a large quad event where barbecue lunch was served and flyers with the Constitution printed on it were passed out. Campus student clubs participated in the event.

Tarpon Springs Campus

There were several events on the Tarpon campus.

- On Wednesday, September 15, the campus hosted an Old Time Patriotic Picnic from 12:00 pm to 2:00 pm. Chicken barbecue lunch was served to over 400 students. During this time there was a student clubs/organizations showcase and Student Government Association elections were held.
- On Thursday, September 16, there was a showing of The Patriot and a discussion on the movie.
- There was a Colonial Fife and Drums performance by SPC Student on Thursday, September 16. This performance was sponsored by the Music Department at Tarpon.



2010 Constitution Week Events
SPC - Tarpon Springs Campus



Constitution Week "Old-time Patriotic Picnic"
Wednesday, September 15, 2010
The Student Center Courtyard
12:00 Noon to 2:00 PM

- Complimentary Chicken BBQ Lunch (white supplies last)
- Student Government Association Elections
- Student Club/Organization Showcase
- Community Drum Circle

(aka food, fellowship and fun!)



THE PATRIOT
SPC - Tarpon Springs Campus
Constitution Week
"Old-time Patriotic Picnic"
"The Patriot"
Thursday, September 16, 2010
Showtimes: 12:00 Noon and 8:30 PM
Free Admission to All

MPAA Rating: PG-13
Parents Strongly Cautioned
Some Material May Be Inappropriate for Children Under 13

After showing based on the total of ratings in the Parents and Children sections, the following rating is given:
R: Restricted. Under 17 requires accompanying parent or guardian. But when the accompanying parent or guardian is not present, the film may be shown only to the accompanying parent or guardian, and the family unit may be shown only to the accompanying parent or guardian.

SPECIAL: Pre-Movie DEMONSTRATION!
"Colonial Fife and Drums"
SPC Student Government
12:00 Noon to 12:30 PM
Free Fife Licks!





Student

Peggy Olivia Neal

SPOTLIGHT

Peggy Neal is a sophomore attending classes on the Clearwater Campus. A native of Brooklyn, New York, her East-Indian and Afro-Caribbean heritage led to her love of culture, languages, world history and religion. After an early career in Fashion Design and Illustration, Peggy decided to switch gears and pursue a career in the field of Anthropology.

Upon graduating from SPC in spring 2011 with her Associate in Arts degree, she will double major in Archeology and Middle Eastern & Asian Studies at the University of South Florida or Eckerd College. She plans to pursue a doctorate in Theology and Religious Studies at New York University. Neal said she would love to travel to Asia and Africa to study ancient languages and religions through field research, surveys and museum studies. She also plans to pursue additional degrees in World Missions, Philanthropy and Non-Profit Management and is currently in the process of creating a charity organization that will aide recovery in impoverished countries like Haiti. "In my International Relations class, Peggy often expressed interest in international issues and her desire to work toward helping to solve protracted global problems," said Roy Slater, Clearwater Campus Political Science Professor. "She has compassion for humanity."

Peggy Neal is a very active student at the college. She works as a student assistant as well as the Service-Learning Coordinator for the Honors College program. She also serves as President of the Student Government Association on the Clearwater Campus, Vice President of the Honors College Consortium, and Scholarship Coordinator for the Phi Theta Kappa International Honors Society's Tau Zeta Chapter. She has accumulated over 100 volunteer hours with many organizations on campus including the Environmental Club and the SPC Volunteer Program.

"Peggy is truly extraordinary, talented and a very generous person," said Nadia Yevstigneyeva, director of SPC's Honors College. One of her many talents and passions is writing short stories and poems. "This year I have nominated Peggy Neal's research essay, *The Coming of Age Ceremony*, for the prestigious NCHC (National Collegiate Honors Council) Portz Scholars Award. Peggy is passionate about world cultures and traditions. She is a model student of the Honors education at SPC and I am very proud of her," Yevstigneyeva said.

When asked what she likes most about SPC, Peggy said, "St. Petersburg College offers so many great opportunities on and off campus to prepare students for the real world. Aside from the affordable and convenient academic curriculums, the various clubs and organizations on campus helped me to exercise my communication and leadership skills and to become much more involved in my community." In the future, Peggy would like to return to SPC as a professor of World Religions or Anthropology.

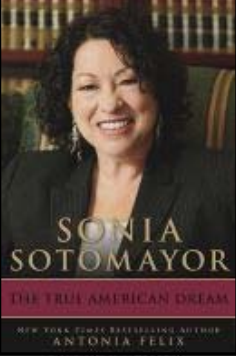
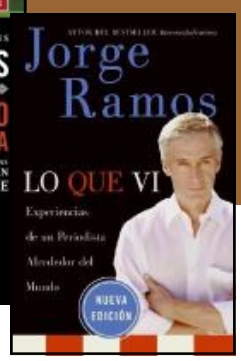
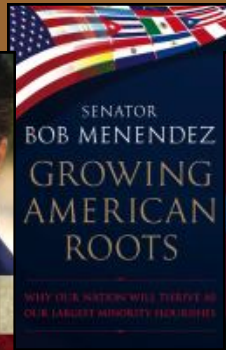
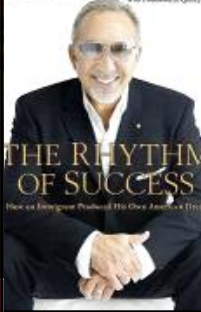
Celebra



Jorge Perez
Faculty Librarian
Tarpon Springs Campus

Hispanic Heritage Month

EMILIO ESTEFAN



"So many people have come to this country looking for a better way of life. Others, like me, have come here looking for freedom. The new generation coming to this country – especially the Latinos coming here – have so much to offer and so much to be proud of." Emilio Estefan

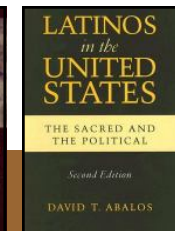
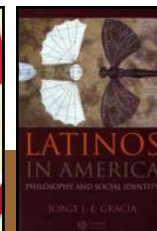
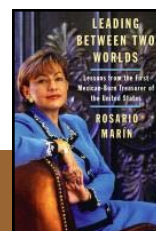
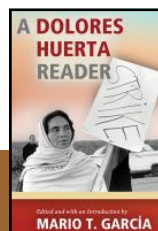
We can say the general definition of *minority* is a small group of people compared to a larger dominant group of a population. Even though this might imply small or non-significant at first, minority communities are transforming America's cultural and political landscape. *National Hispanic Heritage Month*, celebrated from September 15 to October 15, is a great time to highlight minorities in leadership roles. Latino or Hispanic is a very broad term meaning individuals from Spain, South America, and the Caribbean islands, each having their distinct cultural traditions. In America, we have generations of Latinos that balance between two cultures, while making positive contributions to American society. This month provides a great opportunity to celebrate the multitude of rich traditions of the Latino community.

As a Latino, it is extremely gratifying to see *Latino Americano* leaders in many career fields. I try to share with my *SLS: The College Experience* students the contributions that many have made to the development and growth of this country. Regardless of a student's background, it is important that they understand that their goals are attainable. I felt proud when I discovered that one of Amazon.com's masterminds, Jeff Bezos, is Cuban-American. Latino success stories are powerful examples that we can share with students on how they can create their own paths to success while overcoming obstacles to their success. The challenges that students encounter today are no different than those that Jeff Bezos encountered and overcame.

There are definitely abundant *Latino Americano* success stories out there, but rarely do we hear about leaders in government, anthropology, education, psychology or other similar fields. For instance in the field of psychology, *Chicana* writer and Jungian analyst, Clarissa Pinkola Estés, is known for her publication titled *Women Who Run with Wolves: Myths and Stories of the Wild Woman Archetype*. In the field of government, Cuban-born congresswoman Ileana Ros-Lehtinen has been involved with improving key issues that are significant to her district and for the nation. In the field of Anthropology, Mayan-Guatemalan Victor Montejo has contributed a wealth of information on Mayan culture and myths through education. Mr. Montejo has established a library in his native Guatemala and collaborated with The Library of Congress for the creation of an archive of indigenous artifacts that help to make the history come alive.

Other Latinos who have achieved success are Sonia Sotomayor, US Supreme Court associate justice; Rosario Marin, Treasurer of the US; Eduardo Padron, president of Miami-Dade College; Consuelo Nieto, California State University Education Professor; Linda and Loretta Sanchez, California congresswomen; Senator Bob Menendez, New Jersey; Alberto Gonzales, former Attorney General; Carlos Noriega and Ellen Ochoa, US astronauts; Antonia Novello, former US Surgeon General; and Vicente Martinez Ybor, Tampa's Ybor Cigar entrepreneur. These individuals and countless others have contributed enormously to America and provide powerful examples for young people to emulate.

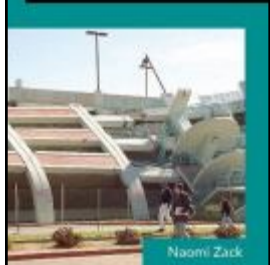
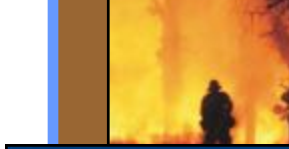
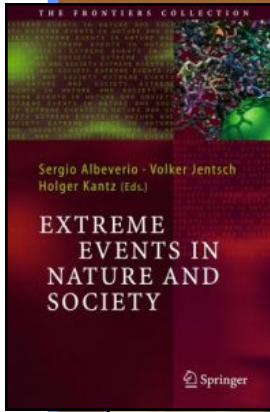
During this month, celebrate this rich tradition of leadership and service. And of course, don't forget Hispanic Heritage Month is also a great time to dance and eat some really good food.



Herencia Hispana

Hazards

NATURAL DISASTERS



Titles listed below are available at St. Petersburg College campus libraries or accessible online. Click on item citation for more information.

Albeverio, S., Jentsch, V. and Kantz, H. (eds.). Extreme events in nature and society. New York, NY: Springer. Retrieved from <http://www.netlibrary.com>

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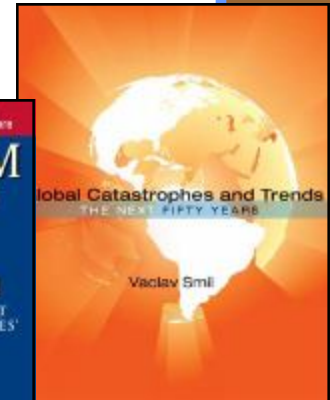
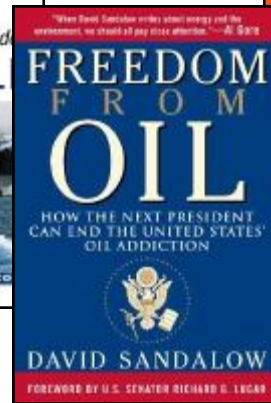
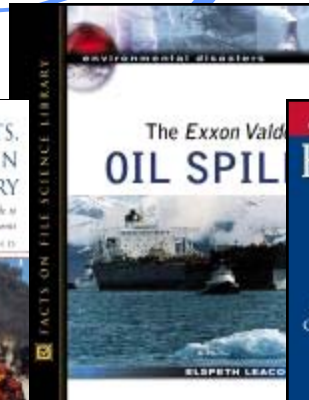
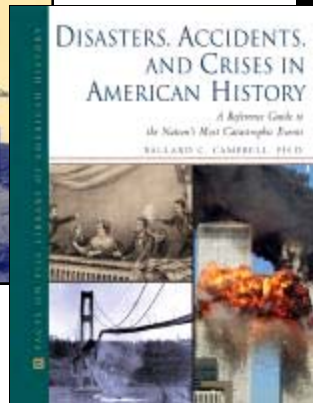
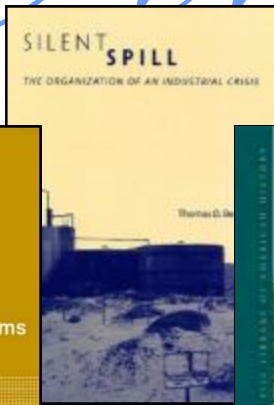
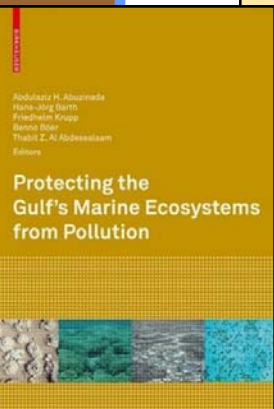
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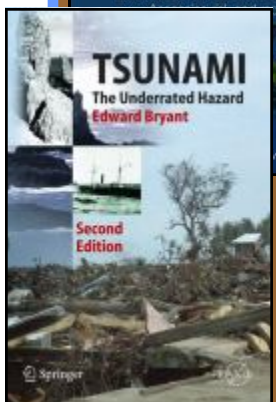
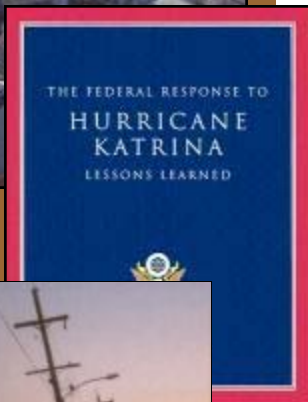
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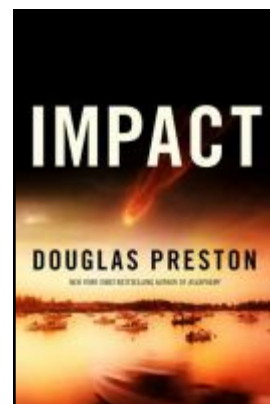
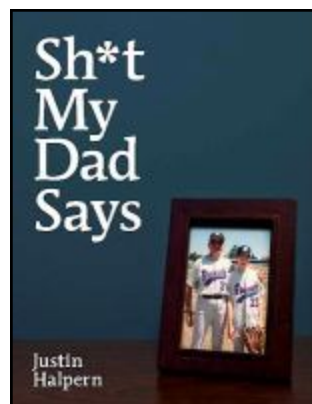
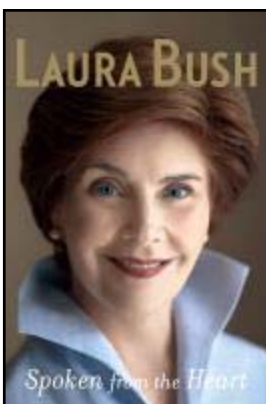
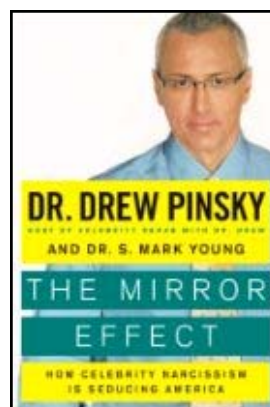
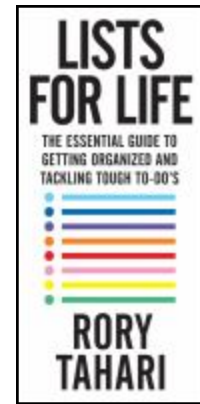
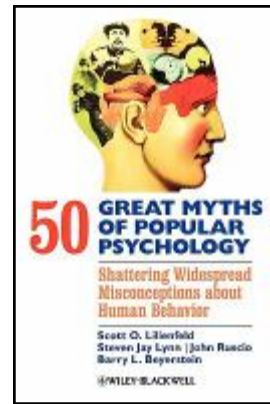
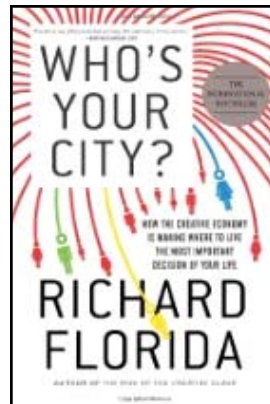
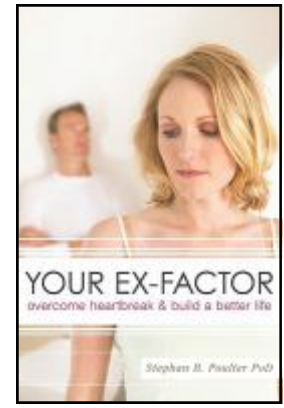
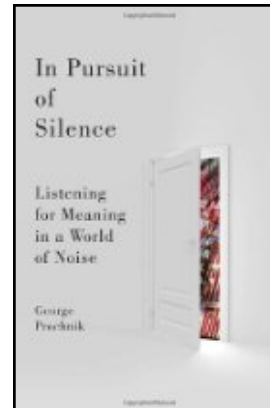
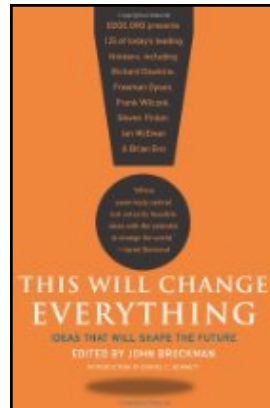
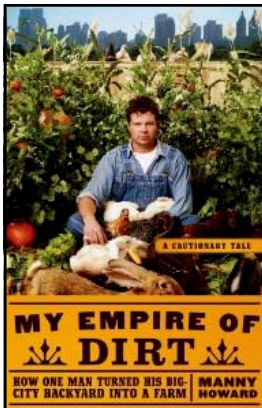
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