



Special Topics Course Department of Sociology
LAKEHEAD UNIVERSITY

SOCI 4113 ADE / SOCJ - Social Justice 5011 ADE

Sociology of Pandemics

ON-LINE: Saturday July 3 to Friday July 23, 2021

Course Facilitator: **Kevin Willison**, B.A. (Hon.), M.A., Ph.D.

URL: https://www.researchgate.net/profile/Kevin_Willison/

Course Credit Weight = 0.5

Instructor's Email Information and Office Hours: During the course, I may best be reached by email (kdwillis@lakeheadu.ca) Monday to Friday from 8:30 am to 5 PM. For this course, only use your LU e-mail account. Also, please do not use the D2L e-mail system. I usually do not check this.

Prerequisite(s): [Sociology 1100](#) or permission of the instructor. Please note that this is a fourth-year university level course.

Use of Zoom: All registered Lakehead University students have free access to Zoom, but you must download onto your computer (version 5.0). Go to: <https://zoom.us/download>

As an online student, you should:

- Be actively involved in your own learning. For example, you are to complete assigned course assessment strategies on time.
- As a three-week intensive senior-level course, plan / expect to spend 12–15 hours per week on coursework. Online courses are comparable with face-to-face courses in terms of time commitment. As with a face-to-face course, the time spent on the course will vary due to personal learning requirements.
- Read this course outline carefully, noting due dates of assignments. You are responsible for knowing when assignments are due and for handing them in on time.
- Check your Lakehead institutional email frequently for any course notices or updates.
- Notify your instructor immediately with any concerns or issues you may have; please do not leave it until too late. Suggestions? I am open to such. Please email me.

As a three-week intensive (credit) course, those registered are urged to <u>set aside at least 12 to 15 hours per week</u> to do the required assignments.	IMPORTANT REMINDER
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TWO MAIN TEXT READINGS: (added readings – as posted in D2L)

[1] Theory-Related Reading – (as posted / provided in D2L): Chapter 2 of the book **Staying Alive – Critical Perspectives on Health, Illness and Health Care – Third Edition.** Our focus for this course: “Sociological Perspectives on Health and Health Care” 2019. By: Dr. Ivy Lynn Bourgeault (U. of Ottawa). Pages 38-60.

[2] “Text” Reading(s) (as posted / provided in D2L at start of course):
 ASA (2020). Special Issue – *Sociologists and Sociology During COVID-19*. American Sociological Association, May/June. Volume 48 Number 3. 46 pages.
<https://www.asanet.org/news-events/footnotes/may-jun-2020/features/sociologists-and-sociology-during-covid-19>

- In so far as the above “Text” is USA oriented, the issues presented are (very) similar to that of Canada and indeed, worldwide. Such will be revealed / evidenced by additional and updated readings as provided throughout this course, as posted within D2L.

Course Evaluation Strategy (Summer 2021)

Week One (July 3 – July 09)	Week Two (July 10 – July 16)	Week Three (July 17 – July 23)
[1] Question – Response (Discussion) – Value = 5 %	[1] Question – Response (Discussion) – Value = 5 %	[1] Question – Response (Discussion) – Value = 5 %
[2] Article Review 1 Value = 10 %	[2] Article Review 2 Value = 10 %	[2b] Information Pamphlet Value = 10 %
[3] Electronic Poster Value = 15 %	[3a] 1 page Abstract Value = 6 %	[3b] 8-page essay (plus, a title page and cited sources page – for a total of 10 pages). Value = 20 % * Your essay is due: July 20
	[4] Pre-recorded Zoom Presentation – based on abstract. (10 minutes) Value = 14 %	
Total course value = 30 % For week one, all the above is due on or before July 10.	Total course value = 35 % For week two, all the above due on or before July 17.	Total course value = 35 % For week three, all the above except the essay is due on or before July 24.

- See brief details bellow regarding **[1]** / **[2]** / **[2b]** / **[3]** / **[3a]** / **[3b]** / **[4]**
- Only if you are registered with Student Accessibility Services (SAS) at Lakehead University, and if part of your accommodation(s), you must indicate to the course Instructor in advance (for example, not on the due date) that you require extra time to complete each assignment. Please keep in mind that final course grades should be submitted by the Instructor shortly after the course completion date.
- With the exception of your discussion response and Zoom pre-recording, please send completed assignments to: kdwillis@lakeheadu.ca Please do not use the course D2L email system (I will not be checking there).

- There are no tests nor a final exam for this course. As a senior level course, grading is assignment based only.

Brief Details: (note: further requirements per each assignment denoted above and below *may* also be found in a grading rubric or within a note as posted [in a folder entitled “Assignment Details”] within your D2L course site. Be sure to review and follow said instructions carefully. Doing so will likely positively impact your evaluated grades per assignment).

[1] Within the discussion section of your D2L course site, respond to a question as posed by your course instructor. Each student is to respond on your own (there should no duplicate answers).

[2] Here, you are provided an article from the course instructor. You are then to locate on your own ONE journal article (not an Internet article) with a similar topic / issue discussed (as the paper provided) then → compare and contrast both articles within a typed document, using approximately 600 words. Separate from this word limit, be sure to include the source of your article, using the following order → authors name(s) (using last name then initials) [do not include author credentials], year of publication (use only an article that has been published no more than 10 years since June 2021); article title; journal title; volume and/or issue number; and page numbers). No need to include DOI / http / https / URL link.

[2b] Pamphlet: using a template provided (as found within your D2L course site) – you are to develop a public “communication tool” on a topic / issue directly-related to this course. Pretend you will be handing this out / sending out to individuals aged fifteen and over. Avoid complex jargon. Make use of bullet points. Avoid excessive use of public-domain pictures. Be sure such is easy to read (with little crowding of words). Avoid too much empty “white spaces”. Use a regular font size. Note: check the folder in your D2L course site entitled “Assignment Details” for further guidance / direction on this assignment.

[3] Develop an electronic poster suitable for presentation at a professional conference. Significantly modify (only) the template provided (as found within your D2L course site). Be creative. Your poster should address one highly specific topic directly-related to this course.

[3a] You are to develop a one full page abstract as if submitting for consideration to present at a professional conference. This should directly-relate to one specific issue/topic associated with this course. Here, provide a preliminary title and summarize the main question/purpose of what will be on your Zoom presentation (see [4] below). Indicate as well here your key / final conclusions. Further instructions may be found within the “Assignment Details” folder of your D2L course site.

[3b] Detailed instructions on what is expected for this short academic essay assignment is denoted later in this outline.

[4] Upload a personal (free) Zoom account onto your computer (go to: <https://zoom.us/download>). Pre-record a ten-minute oral presentation as if presenting at a professional conference. Further instructions to be found in “Assignment Details” within your D2L course site. Note: the completed file size will be exceptionally large, so e-mail your Zoom assignment file (only) when completed to: kdwillison7@gmail.com Questions on this assignment? Email kdwillis@lakeheadu.ca

TIPS: Do a practice run first. Be sure to test audio and your mick first; press record, avoid long pauses at start and finish (pause recording if needed), have a file folder in your computer ready before hand to move the recorded file to when done (caution: Zoom only allows a short amount of time to transfer your Zoom recorded file to your created file folder so be sure to be ready once it is 100 percent uploaded onto your computer – not the cloud). Do not incorporate into your talk a brief video. Feel free to incorporate a PowerPoint presentation. The key is to be informative, and speak within your required ten-minute time limit.

Please Note: ↓

In the email subject line, when you submit assignments, please provide your last name: course number: assignment (for example: Kopec:3113:Poster).

- **Once graded, marks will then be posted in Lakehead's D2L computer system, which all registered students have access to.**
- **For formatting purposes, please complete assignments using Microsoft Word software. If using a MAC computer, be sure a person using a non-MAC computer can open your file.**
- **Never send a zip file for this course. It is best to NOT covert files to a PDF (for purposes of grading).**
- **Grades will be posted in D2L *after* each scheduled due date.**

Selected Added Details: ↓

[1] Electronic POSTER: You are to develop an electronic poster, as if you were going to present such at a professional conference or seminar.

- **Your e-poster assignment is to be sent to the Instructor for grading on or by the due date. Send to: kdwillis@lakeheadu.ca Do not use the D2L e-mail system.**

[a] A poster template will be provided for you to work from. A grading rubric for this assignment will also be provided. Both will be posted in D2L, in your course site (see under "Assignment Details".)

[b] Find on your own ONE course related journal article. Then, summarize the specific journal article by using a poster format.

[c] → Use only the following headings in your poster: Background / Key Words / Methodology / Results / Limitations / Conclusions. Do not include an abstract for your poster.

[*] Regarding "key words" – these are one to two words (not sentences). Use a maximum of three to five key words that are highly unique to the article reviewed. Do not use very general (too broad) terms and concepts as key words. Key words are intended to help people find specific articles on whatever topic your poster is covering (note: use of very general key words can be extremely limited if not useless – please avoid). Do not define the key words on the poster, but such words should be found under one or more headings of your poster.

* Further, avoid as much as possible highly technical terms that the public would not understand.

* Avoid acronyms / short-forms as much as possible.

[d] **At the top of your poster:** (i) provide your own (unique) poster title (using ten words or less); (ii) under this, provide your full name; and (iii) then under your name provide the FULL citation of the ONE article you have based your poster on. Do not use et al. – indicate all authors. Also, do not indicate the credentials of the authors in the citation. Note: since there is your only citation to be used for your poster, and is already at the top of your poster, you do not need to add a separate reference section heading on your poster (avoid repetition).

[e] Make use of color.

[f] Use a limited number of public domain pictures. Your poster should not be dominated by pictures. At most, pictures should represent only 20 percent of your poster.

[g] Avoid dark colors with inserted wording. Also, there should be no wording within public domain pictures used (as you will want to avoid adding material that is not specifically addressed in the article reviewed).

[h] Be sure not to crowd in too much information (nor have too little information) onto your poster. Avoid too much or too little white space. Also, be sure to continually review the poster grading rubric as a guide.

[i] Once done, please email your completed work to your course instructor, on or by the due date (to: kdwillis@lakeheadu.ca). **In the email subject line**, provide your last name: course number: assignment (for example: Kopec:3113:Poster).

[2] TAPED ZOOM PRESENTATION ASSIGNMENT:

- **Your recorded Zoom assignment is be sent to the Instructor for grading on or by the due date. Send this completed assignment (and only this assignment) to: kdwillison7@gmail.com Do not use the D2L e-mail system.**

[-] Create a timed ten-minute (no more/no less) presentation, using Zoom. See page one of this outline on how to create a free Zoom account.

[-] The subject of your talk should directly relate to the course. Pretend this is a pre-recording for a conference presentation.

[-] A grading rubric for this oral presentation requirement will be posted in D2L.

[-] Procedure: (a) set up a folder in your computer to place your Zoom recording in, once completed / (b) enter the Zoom site (sign in) / (c) schedule a meeting (for yourself only) – be sure you set this up in the time zone you are in / (d) be sure to check off the box to automatically record (once you are in Zoom, pause recording until you are ready to start. Remember to un-pause recording) / (e) at the end of your ten minute talk, end your Zoom session. Wait for your talk to upload, then direct your recorded session to the folder you created in step (a) above.

Caution: you are given only a short time to upload your completed Zoom file, before it closes so be sure you are present to save the Zoom file / (f) email your completed Zoom file to the course instructor. **As a very large file, for this assignment only, send to: kdwillison7@gmail.com Please indicate in the subject line of our email (a) your last name, (b) Lakehead and (c) the word Zoom.**

[3] ESSAY ASSIGNMENT:

- **Your essay assignment is be sent to the Instructor for grading on or by the due date. Send to: kdwillis@lakeheadu.ca Do not use the D2L e-mail system.**

Every student is to write an academic essay related to a specific sociology of pandemics related topic.

- **Each essay needs to (must) incorporate one theoretical perspective / orientation**, to guide your main underlying message to the reader. For this course select a relevant theory to your thesis topic / essay from the book *Staying Alive*, Chapter 2: “Sociological Perspectives on Health and Health Care” by Dr. Ivy Lynn Bourgeault, 2019 (in D2L).

- Be sure to cite the above book source in your essay (as per the cover page provided in D2L). This source does not count as one of the required six different journal and/or book sources to be incorporated into your essay (sources of which you need to find on your own).
- Best to start working on your required essay now, within week one. **Choose your own topic (as long as your chosen topic relates directly to the Sociology of Pandemics).** **Need ideas?** → For ideas for an essay topic, consider content as found within your course related outline, PowerPoints, YouTube videos, course readings and/or required “text” readings.
- **Make sure you continuously make a backup copy of your essay (on a USB).**
- **Computer problems? – that is when your backed-up document on your USB comes in handy (use a different computer, from a local library for example). Please plan ahead.**
- Your researched written essay must be **EIGHT full pages, double-spaced – PLUS** → include an extra page for a cover page, and a second (totally separate) page for cited references (**total = 10 pages**).
- Academic essays require substantive work. By this I mean each paragraph should convey a main idea, unique (different) from other paragraphs. Do not simply reword what you have already said in each paragraph. Support what you say using your literature review. A poorly done essay is one that only makes two or three key points within the entire essay. Doing so shows a lack of research and integration of varying ideas to support your thesis statement.
- “Substantive work” also refers to the idea that material from journals and books were gathered, reviewed, reflected upon and integrated where appropriate into your essay. To properly synthesize data into a written document, and be well edited, such takes time.
- All registered students have access the LU library system to locate relevant essay materials.
- You are required to provide in your first paragraph (at the end or start) a thesis / purpose statement.
- A thesis is one very brief sentence specifying what your one (highly) specific topic is and your opinion of said topic. An essay is not a series of issues in one paper, but on a focused (specific) topic / issue. Reminder: both your thesis and essay in general must relate to the course subject (in this case, directly related to the sociology of pandemics).
- A good essay also denotes the limitation(s) of your thesis / purpose statement. Place this section in a separate paragraph, just prior to your summary paragraph.
- **Cite at the very least SIX different sources – from journal articles and/or books.** DO NOT cite Internet resources (such as shortened Internet articles). Use the LU library system to access resources.
- Have a question for an LU Library liaison? – access the following site: <https://libguides.lakeheadu.ca/contact-us/liaison-librarians>
- For an academic essay, **best NOT to cite works that have been published more than ten years ago.**
- **Do not cite** as one of the required six sources, your required “text.”
- **Do not cite** in your essay any article or reading as provided to you within this course. You must look / find for yourself the appropriate six (plus) sources (from relevant journal articles / books) to support your work / thesis.
- **Do not cite** in your essay the PowerPoints found in this course.

- **Cite only the sources used / integrated into your essay (hence the term “cited references.”)**
- Your cited references (last page) **must** be in the following (below) **format** ↓
Cosby, L.D., Williams, P., Andrez, G.J. (2012). “Enhancing Chronic Disease.” *Journal of Complementary Therapies in Clinical Practice* 13:232-239.
<http://dx.doi.org/10.1016/j.ctcp.2007.06.002>
- Within the body of your essay, citations **must** be provided as follows:
 - (a) If your source has only one author: (Bradley, 2020).
 - (b) If your source has only two authors: (Bradley and Kopec, 2020).
 - (c) If your source has three or more authors: (Bradley et al., 2020).
 - (d) BEYOND the above required guideline, for further guidance (if needed) use the ASA formatting style, found at the following link: <https://essayclick.net/blog/asa-format#:~:text=%20ASA%20Format%20%E2%80%93%20Main%20Features%20%201.pt.%207%20Text%20should%20be%20double-spaced.%20More%20>
 - (e) Further:
 - ➔ Do not cite nd / URL / http / ibid addresses within the body of your essay (takes up too much space).
 - ➔ Notice from the above → do not provide page numbers within your in-text citations.
 - ➔ As this is only a six-page essay, do not use quotes. If you absolutely feel you must, make such short and, as a quote, only then do you add the page number(s).
- You are strongly encouraged to select an essay topic of specific interest to you (and related to this course).
- You will need a creative title (related to your topic) to put on your title page. Keep to less than ten words.
- Do not number your title page.
- On your title page: indicate a creative title (bold and underline); your full name, the course number, course subject, instructor’s name, and date of submission.
- There is no need to provide a word count on the first page (unless specified). Such is not needed here.
- The first page of your eight-page text is page one (not page two).
- Within the body of your eight-page essay it is best to use headings.
- Reminder: it is best to start your essay now to edit often. Poorly worded and not well-thought out essays will likely receive a low mark. **Refer also to “essay guides” as posted in D2L (which will also include a grading rubric).**

Essay Due Date Policy:

Your essay assignment is due Tuesday July 20 (2021). See page 2 of this outline.

- **Do not convert to a PDF. Do not use Goggle Documents.**
- Use only MS Office software to format.
- Send in one file.

Deadlines are an unavoidable part of being a professional and this course is no exception. Avoid any inclination to procrastinate. **To encourage you to stay on schedule, a due date has been established for this assignment. 20% of the total points will be deducted for essays received**

1-6 days late. Essays received more than 1 week late will receive 0 points. If you anticipate missing a deadline, contact the instructor ahead of time to discuss.

- **When you send me your essays by email - on the subject line of your email:** - indicate your last name, course, and what you are submitting. For example: Foster/4113/Essay

PLEASE NOTE:

- Follow the specific formatting instructions from your course Instructor (as she/he will be grading your essay).
- Reminder:** make sure you regularly keep an updated **backup copy** of your final essay (on a USB).
- Refer to your D2L course site for further detailed instructions regarding this assignment (pertaining to required format, writing tips, plus grading rubric).
- Plagiarism** will not be tolerated and will be dealt with according to the University regulations. For more information, see the **University Regulations** section within the Lakehead University calendar:
<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=23&chapterid=5698&loadusercredits=False>

In general, plagiarism is:

- The intentional or unintentional act of representing someone else’s work as one’s own.
- Quoting verbatim, or almost verbatim, from any source without using quotation marks or a block quote, thereby creating the appearance that material written by someone else was written by the student.
- Submitting someone else’s work, in whatever form, without acknowledgement.

COURSE LEARNING OBJECTIVES

By the end of this half (0.5 credit) course, the target goals for active participants are to better:

- (i) **Articulate** social factors / determinants that often impact individual action at the (micro) / individual level; community (meso) level; and societal (macro) level.
- (ii) **Identify** timely trends and issues relevant to pandemics as studied by diverse disciplines such as health sociology, be it within or outside of Canada;
- (iii) **Develop and/or enhance** a “sociological imagination” and,
- (iv) **Explain** timely societal trends and issues in relation to relevant sociological terms/concepts, developing perspectives, and established theories.

STUDENT ACCESSIBILITY SERVICES:

Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible.

For more information, please visit <https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas>

CONTACT INFORMATION:

a) Instructor's email address and virtual/ online office hours: I may best be reached by email at: kdwillis@lakeheadu.ca. I will do my best to respond to your e-mail within six hours of receipt between 8:30 am – 5 pm, Monday to Friday, (Eastern Standard Time).

b) IT Issues – LU E-mail Accounts and Accessing “Desire2Learn” – D2L

Information Technology (IT) (at Lakehead is referred to as TSC) can be reached through <https://www.lakeheadu.ca/faculty-and-staff/departments/services/helpdesk/tb> Should TSC related problems arise you may also contact “Help Desk” at **ext. 7777** (on campus) – or tel. 705-330-4008 (then the extension). Only *Help Desk* can assist you with your specific TSC issues and concerns. **Note: your course instructor has no control over encountered IT/TSC problems.**

General E-mail and Classroom Conduct Guidelines:

- [1] For all e-mail correspondence it is best to follow “the ten commandments of *e-mail netiquette*.” Please review: <http://www.studygs.net/netiquette.htm>
- [2] All e-mail communication sent from students to the instructor for this class must originate from the student's own Lakehead University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communications are sent to the course instructor from her/his Lakehead University account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply, at his or her discretion.
- [3] Please be sure to identify yourself in each e-mail (not only your name but also what course you are in, as your Instructor teaches more than one course). This may help speed up a response. Thank you in advance.

Intellectual Property:

The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, assignments, and any materials posted to D2L, are the intellectual property of the course instructor. These materials have been developed for student use only and they are not intended for wider dissemination and/or communication outside of a given course. Posting or providing unauthorized audio, video, or textual material of lecture content to third-party websites violates an instructor's intellectual property rights and the Canadian Copyright Act. Recording lectures / online sessions in any way (if used) is prohibited in this course unless specific permission has been granted by the instructor. Participation in this course constitutes an agreement by all parties to abide by the relevant University Policies, and to respect the intellectual property of others during and after their association with Lakehead University. Thank you in advance.

Notice Regarding the Required Zoom Recording:

Students will be making use of Zoom to develop a pre-recorded session as one of the assignments. Only the course Instructor will view your completed Zoom assignment (no one else). Such recorded files will be deemed as strictly confidential and are relevant only to the course requirement, and will not be distributed. Students in the class who are concerned about being

visually recorded have the option to turn off your camera altogether. If your camera is on that will translate as having provided the Instructor your permission to be recorded visually. Recordings are in general made under the authority of sections 3 and 14 of The Lakehead University Act, 1965. Questions about the collection of the images and sounds in the recordings may be directed to the current Chair of Sociology, Dr. Antony Puddephatt of the Department of Sociology, Thunder Bay campus. If needed, please contact by email via apuddeph@lakeheadu.ca

SAMPLE POTENTIAL CONTENT / SYLLABUS FOR THIS THREE-WEEK COURSE:

Reminder: “TEXT” refers to data from the: ASA (2020). Special Issue – *Sociologists and Sociology During COVID-19*. American Sociological Association, May/June. Volume 48

Course Related IMPACT Theme Areas: (Summary)

- Week 1: Intro + Pandemics versus Epidemics / Mental Health / Public Health / Work**
- Week 2: Economics / the Aged / Human Rights**
- Week 3: Race Issues / Criminology / Conducting Research / Projected Future**

Note: In the event you cannot download a file, chances are it is your browser (use a different browser). Goggle chrome for example may not open all documents.

Module	“TEXT” Reading(s)	Added Example / Sample Topics & Material:
[1] Introduction <ul style="list-style-type: none"> • Welcome & Introductions • Course Outline Review 	* Page 21 (Top) * Page 28 (Top)	<ul style="list-style-type: none"> - History of Pandemics (infographic) - How Pandemics Shape Society - The New Normal (You-Tube) - Why a “Sociology of Pandemics” ? + An introduction to the Sociology of Health and Illness.
[2] Impact of Pandemics/COVID-19 on: MENTAL HEALTH	* Page 29 (Top) / Page 30 (Bottom) – Loss of identity (job loss).	<ul style="list-style-type: none"> - The Sociology of Mental Health - COVID-19 & Loneliness - Conference Board of Canada: Pandemic Pulse Check (COVID-19 and impact on Canada’s mental health – 13 pages). - Mental Health of Ottawa’s Black community. - “Rethinking the Sociology of Mental Health”
[3] Impact of Pandemics/COVID-19 on: HEALTH (General) (Public Health / Health Care / need for IPE)	Not applicable	<ul style="list-style-type: none"> * Potential rise of virtual care. * “Taking Sociology Seriously: a new approach to the bioethical problems of infectious disease.” * Research Paper - “Informing

		Canada's Health System Response to COVID-19: Priorities for Health Services and Policy Research."
[4] Impact of Pandemics/COVID-19 on: WORK	* Page 6 (impact on International Education) * Page 9 (impact on grad students) * Page 12 (graduate education & academic work) * Page 14 (challenges to teachers) * Page 18 (at-home learning)	* Predicting the impact on the world's poorest people. * Gender issues. * The Future of Decent Work (Munk Centre - Toronto) * Conference Board of Canada: COVID-19's impact on mental health and returning to the workplace * How Covid-19 Will Shape the Way, the Where, and the How we Work – CBC News (Canada).
[5] Impact of Pandemics/COVID-19 on: ECONOMICS	No "text" selected readings required here.	* Conference Board of Canada - COVID-19 Implications for Canada And the Economic Impact * TED TALKS - Impact on the Economy – COVID-19 (YouTube) * Economics and COVID-19 * Opinion Article on Toronto's Poor * Conference Board of Canada – COVID-19 Global Supply Chain Disruptions
[6] Impact of Pandemics/COVID-19 on: THE AGED	* Page 5 (views from retirement) * Page 15 (ageism) * Pages 36/37 ("Speaking for the Dying") – The Sociology of Law	The Aged * Changing aging demographics * COVID-19 and Aging (YouTube) * Lessons Learned from the Long-Term Care Setting * Elder Abuse and Neglect
[7] Impact of Pandemics/COVID-19 on: EQUITY / HUMAN RIGHTS	* Page 20 (disability) * Page 36 (Top) – "The Sociology of Human Rights."	- Addressing the needs within the: - Homeless - Disabled - the Digital Divide (access to technology) - Access to mandatory masks
[8] Impact of Pandemics/COVID-19 on: RACE / RACISM RACIAL INEQUALITY	* Page 17 * Pages 26 (Top) / 27 (Bottom) → immigrants * Page 31 (mortality)	* Plight of Immigrants * Morbidity/Mortality among Blacks, Latinos, Indigenous communities * The need for RACE data

		Title: “A Hidden Pandemic: Mental Health, Trauma, and Racial Healing”. YouTube video.
[9] Impact of Pandemics/COVID-19 on: CRIME & THE PENAL SYSTEM	* Page 15 (on tightly packed jails, etc.)	- Early discharge of inmates from prison (as a COVID-19 risk reduction strategy)
[10] Impact of Pandemics/COVID-19 on: CONDUCTING RESEARCH	* Page 7 (archival research). * Page 8 (ethnography) * Page 11 (essential skills for researchers) * Pages 28/29 (modelling distancing)	- Research methodology issues (change and challenges in doing research).
[11] GAZING THE CHYSTAL BALL	* Page 37 (“What we still need to know.”)	A view of the potential future of pandemics. (b) Don’t forget about EBOLA.

Sample Lakehead University Regulations:

INCOMPLETE STANDING (Lakehead University Regulation, V Standing)

<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=25&chapterid=7015&loaduserredits=False>

TIMELY FEEDBACK (Lakehead University Regulation XII)

<http://csdc.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=23&chapterid=5698&loaduserredits=False>

ACADEMIC INTEGRITY IN YOUR COURSE(S)

<https://www.lakeheadu.ca/faculty-and-staff/departments/academic/idc>

Review the resources/guides to support academic integrity in your courses and excellence in teaching and learning.