

Lakehead University
Special Topics Course - Department of Sociology
SOCI 4113 FDE / Social Justice 5011 FDE
- ON-LINE (via Zoom) -
Sept. 10, 2020 to December 3, 2020

Sociology of Pandemics

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

Course Credit Weight = 0.5

Welcome to the **Sociology of Pandemics**. Thank you for joining. This is a synchronous course meaning the teacher is present at the same time as the learner(s). It will take place using online learning through video conferencing, via Zoom. That said, there is reading / review material posted in D2L that requires review each week, outside of the Zoom session(s), so as to discuss “in-class” (online), and prepare for two tests. I hope we will all learn something new from each other (as we all come from different backgrounds and experiences).

** Please note - it is the student’s responsibility (it is best) to review the course outline. Review thoroughly more than once. Have questions or concerns? – please contact the Instructor.

** Further, the course Instructor has a right to make course content changes as seems fit. Students will be given advanced notice if major changes are made.

** I may best be reached by email at: kdwillis@lakeheadu.ca Monday to Friday from 8:30 am to 5 PM (eastern standard time – EST).

Reminder – *synchronous course* students are urged to **set aside at least 3 hours per week** beyond the Zoom sessions, to work on your writing required assignments and readings for such purposes as class discussions. In total, set aside at least six hours per week for this course.

**IMPORTANT
REMINDER**

Required Main “Text” Reading(s) (as posted / provided in D2L):

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>

Note: please refer to specific required readings from the above, as specified per learning module, as indicated within the *Course Syllabus Guide* below.

- 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 readings and review material as provided throughout this course, as posted within D2L.

1. 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.

2. COURSE SCHEDULE (Course via Zoom → Thursdays: 11:30 AM – 2:30 PM).

FALL Term: (2020)

- **Module 1** – Introduction to the Sociology of Health / Sociology of Pandemics / a History of Pandemics : [Sept. 10]
 - **Module 2** – Link to Mental Health : [Sept. 17]
 - **Module 3** – Link to Organizational Challenges and Change (namely to the health and education sectors) : [Sept. 24]
 - **Module 4** – **E-Poster** due + Link to Work : [Oct. 01]
 - **Module 5** – Link to Economics : [Oct. 8]
 - Reading Week / Break : Oct. 12 – Oct. 16
 - **Module 6** – **Test 1** + Addressing the needs of the Aged : [Oct. 22]
 - **Module 7** – Equity and Human Rights Issues : [Oct. 29]
 - **Module 8** – Race : [Nov. 5]
 - **Module 9** – Crime and the Penal System : [Nov. 12]
 - **Module 10** – **Essay Due** + Conducting Research in the age of COVID-19 : [Nov. 19]
 - **Module 11** – **Test 2** + A View of the Future of Pandemics : [Nov. 26]
 - Course Reflections / Lessons Learned : [Dec. 3]
- **Module material will likely overlap (such is the nature of all knowledge) but are separated out here for purposes of course organization.**

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>

- Once each week for the fall (2020) term only (11:30 am to 2:30 pm) there will be a three-hour Zoom session. We will take two ten-minute breaks during this period. We will meet Thursdays only. Material as posted or noted in D2L will be presented. Meeting on Zoom also enables students to address any questions or thoughts you may have during the session(s). **Regular Zoom session attendance is strongly urged** as all material presented in these sessions are testable material.
- The Zoom link will be posted once in the Announcement section of the D2L course site. This link will remain the same for the entire course. Simply click on the Zoom link provided at the day and time of the course. It is best to log in 5 minutes before the start time (please wait for the Instructor).

Event (for all of Lakehead University)	Day
First Day of Fall Classes (2020)	Tuesday, Sept. 08
Fall Break + Family Day	October 12 to 16
Last Day of Fall Classes	Monday December 07
December Exam Period *	Thurs. December 10 to Sunday December 20

* **There is no final exam for this course.**

As an online student, you should:

- Be actively involved in your own learning. For example, you are to complete assigned readings and course assessment strategies (tests and so forth).
- You are encouraged to spend at least 3 hours per week on this course. Online courses are comparable with face-to-face courses in terms of time commitment.
- **For each hour of online class time students are encouraged to study for one hour (1:1).**
- Check your LU email and the D2L course site announcements section regularly for any course updates and/or information. Sign into your course a few times a week so you do not miss anything.
- Please do not use the D2L email system. Send all emails to: kdwillis@lakeheadu.ca
- Read this course outline carefully. Note due dates. You are responsible for knowing when such take place.
- Notify your instructor immediately should you have any concerns or issues you wish to address. Do so early as the course does go by quickly. Thank you.

3. EVALUATION STRATEGY

Item:	Value:	Due Date:
E-Poster (directly related to the course)	15 %	Thurs. Oct. 01
TEST – 1 (90 minutes) (on modules 1 to 5) (in D2L – Quizzes) (Format: multiple choice / fill in the blank)	25 %	Thurs. Oct. 22
ACADEMIC ESSAY (6 full pages text + 1 cover page + 1-page cited references = 8 Pages) * One specific topic, directly related to this course.	35 %	Thurs. Nov. 19
TEST – 2 (90 minutes) (on modules 6-10) (in D2L – Quizzes) (Format: multiple choice / fill in the blank)	25 %	Thurs. Nov. 26
Total:	100%	////////////////////////////////////

- **Our last and final Zoom session will take place Thursday December 3rd.**
- **Tests cover key terms/concepts/theorists/perspectives from course related readings, YouTubes, D2L posted material and data covered in Zoom sessions.**

As a fourth-year course the hope is to have lively discussions during each Zoom session. Indeed, the topics covered impact all of us. We have opportunity to learn something from each other within this course.

A. TEST – Notes & Instructions:

- Each test covers (a) required readings and (b) all material as posted in D2L.
- Be sure to review ALL (testable) material as posted in D2L.
- Both tests are on a Thursday. Access test one Oct. 22 / test 2 Nov. 26.
- Tests will be found in your D2L course site under “QUIZZES”
- You have 1.5 hours (total) to complete each test. Each will have up to 90 multiple choice questions. **Registered accessibility students, who are permitted more time to do tests (and assignments), will be considered.**
- **The D2L test scheduling will be open ONLY from 11:30 am until 1 PM on each test day (as if you were in class). Exception: documented SAS students**
- Following each test is a lesson. If you miss the lesson on a test day the Zoom session will be recorded and posted in D2L for you to review on your own.
- You are trusted to work on / complete each test on your own.
- Once you start each test within D2L you must complete it (as you have only one attempt). As each D2L test is timed (to 90 minutes) be sure to take such into account.

B. E-CONFERENCE POSTER You are to develop an electronic poster, as if you were going to present such at a conference or seminar.

- **Your e-poster and essay assignments are to be sent to the Instructor for grading on 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 Content).

[b] Locate only ONE journal article related to the Sociology of Pandemics. Summarize the specific journal article by using a poster format.

[c] → **Use only the following headings within your poster:** Background / Key Words / Methodology / Limitations / Results / Conclusions. Never leave a heading section blank.

[*] 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. Avoid use of very general (broad) terms and concepts. Key words are intended to help people find specific articles on whatever topic your poster is covering (so 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.

[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:4113:Poster).

C. ESSAY ASSIGNMENT

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

- **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 PowerPoints, YouTube videos, course readings and/or required “text” readings.
- **Make sure you keep a recent 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).**
- Your researched written essay must be **6 full pages, double-spaced – PLUS → include an extra page for a cover page, and a second (totally separate) page for cited references (total = 8 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).
- 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.
- **Do not cite** material from the zoom audio files.
- **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 six-page text is page one (not page two).
- Within the body of your six-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 Thursday November 19 (2020). See page 3 of this outline.

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

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 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.

4. 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 of 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>

5. 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> or by any campus phone by pushing the Helpdesk button. 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.**

c) 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.

d) Intellectual Property

The educational materials developed for this course, including, but not limited to, lecture notes and slides, handout materials, examinations and 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 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.

6. COURSE SYLLABUS GUIDE

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

Module	“TEXT” Reading(s)	Added Example / Sample Topics & Material:
[1] Introduction <ul style="list-style-type: none"> • Welcome & Introductions • Course Outline Review 	<ul style="list-style-type: none"> * 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	<ul style="list-style-type: none"> * 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: ORGANIZATIONS (Health / Education)	<ul style="list-style-type: none"> * Page 14 (challenges to teachers) * Page 6 (impact on International Education) * Page 9 (impact on grad students) * Page 18 (at-home learning) 	<ul style="list-style-type: none"> * Potential rise of virtual care. * Article – “Centre Helps Youth with Autism Weather Pandemic.” * “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	<ul style="list-style-type: none"> * Page 12 (graduate education & academic work) 	<ul style="list-style-type: none"> * 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).

<p>[5] Impact of Pandemics/COVID-19 on: ECONOMICS</p>	<p>No “text” selected readings required here.</p>	<ul style="list-style-type: none"> * 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 * reminder: test one covers all material related to modules 1-5.
<p>[6] Impact of Pandemics/COVID-19 on: THE AGED</p>	<ul style="list-style-type: none"> * Page 5 (views from retirement) * Page 15 (ageism) * Pages 36/37 (“Speaking for the Dying”) – The Sociology of Law 	<p>Part 1 - Test 1 (October 22) Part 2 – The Aged</p> <ul style="list-style-type: none"> * Changing aging demographics * COVID-19 and Aging (YouTube) * Lessons Learned from the Long-Term Care Setting * Elder Abuse and Neglect
<p>[7] Impact of Pandemics/COVID-19 on: EQUITY / HUMAN RIGHTS</p>	<ul style="list-style-type: none"> * Page 20 (disability) * Page 36 (Top) – “The Sociology of Human Rights.” 	<ul style="list-style-type: none"> - Addressing the needs within the: - Homeless - Disabled - the Digital Divide (access to technology) - Access to mandatory masks
<p>[8] Impact of Pandemics/COVID-19 on: RACE / RACISM RACIAL INEQUALITY</p>	<ul style="list-style-type: none"> * Page 17 * Pages 26 (Top) / 27 (Bottom) → immigrants * Page 31 (mortality) 	<ul style="list-style-type: none"> * 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.
<p>[9] Impact of Pandemics/COVID-19 on: CRIME & THE PENAL SYSTEM</p>	<ul style="list-style-type: none"> * Page 15 (on tightly packed jails, etc.) 	<ul style="list-style-type: none"> - Early discharge of inmates from prison (as a COVID-19 risk reduction strategy)
<p>[10] Impact of Pandemics/COVID-19 on:</p>	<ul style="list-style-type: none"> * Page 7 (archival research). * Page 8 (ethnography) 	<ul style="list-style-type: none"> - Research methodology issues (change and challenges in doing research).

<p>CONDUCTING RESEARCH</p>	<p>* Page 11 (essential skills for researchers) * Pages 28/29 (modelling distancing)</p>	
<p>[11] GAZING THE CHYSTAL BALL</p>	<p>* Page 37 (“What we still need to know.”)</p>	<p>Part 1 - Test 2 (November 26) Part 2 – (a) A view of the potential future of pandemics. (b) Don’t forget about EBOLA.</p>

7. LU 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.

IMPORTANT DATES

<https://www.lakeheadu.ca/students/academic-success/important-dates>

ACADEMIC SCHEDULE OF DATES

<http://csdc.lakeheadu.ca/~-/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=26&topicgroupid=23468>