

## ABOUT COVID-19 & SOCIETY

How is scientific knowledge of the pandemic evolving?

Why is your neighbour having a different experience of lockdown than you?

How does social inequality increase risk of virus transmission?

What does COVID-19 expose about globalization?

What does work look like post-COVID-19?

What can we do during pandemics to help one another, and to help ourselves?

Life as we knew it changed drastically in 2020, and in different ways for different groups of people. *COVID-19 & Society* looks at these changes from a sociological perspective. Each week you'll hear from experts on topics like healthcare, family, and work, social infrastructure, demography, and media. We'll also explore social processes like globalization, border closures, and social connection. Lastly, we'll consider how social inequalities shaped, and were shaped by, the pandemic.

As a student in this course, your final project will be to make an infographic to support public knowledge sharing. You will also be given opportunities for discussion, learning from the diverse experiences of your global peers.

## BY THE END OF THIS COURSE, YOU SHOULD HAVE CAPACITY TO:

- Apply the sociological imagination to explore Covid-19 as a global public issue
- Explain how Covid-19 has diverse impacts on marginalized groups
- Explore the impact of Covid-19 on social institutions such as family, work, healthcare and education
- Consider processes of social interaction, social change, and social control in relation to pandemics

## ONLINE CLASS STRUCTURE

Given the COVID-19 pandemic state, the UBC Sociology Department has moved all summer courses to online. This online class is asynchronous, with interactive online modules due Monday, Wednesday and Friday. An optional live lecture will take place the first week of class (July 8<sup>th</sup>) and will be recorded and posted on Canvas. Virtual office hours will also be held. All materials and class sessions are in Canvas. Please see p. 2 and 4 of the syllabus for details.

## INSTRUCTOR

**Dr. Katherine Lyon,**  
[Katherine.lyon@ubc.ca](mailto:Katherine.lyon@ubc.ca)

Office hours: Wed 1-2pm, Collaborate Ultra

## TEACHING ASSISTANTS

Find the teaching assistant for your COVID learning community in Canvas.

Course Schedule (Any changes will be announced in Canvas)			
Date	Module	Module due (all by 11:59pm)	Important Dates
Mon, Jul 6	1: Welcome and course overview	Module 1 opens	
Wed, Jul 8	2: Thinking Sociologically about COVID	At 11:59pm, Module 1 is due and module 2 opens	Optional live lecture 1-2pm in Canvas Collaborate Ultra (will be recorded)
Fri, Jul 10	3: COVID Health (In)Equity	At 11:59pm, Module 2 is due and module 3 opens	
Mon, Jul 13	4: Demographic Perspectives on COVID	At 11:59pm, Module 3 is due and module 4 opens	
Wed, Jul 15	5: Racism Under the Pandemic	At 11:59pm, Module 4 is due and module 5 opens	
Fri, Jul 17	6: Age, Aging, Aged, Ageism under COVID	At 11:59pm, Module 5 is due and module 6 opens	
Mon, Jul 20	7: Gender and Work during and after COVID	At 11:59pm, Module 6 is due and module 7 opens	
Wed, Jul 22	8: Sex Work Under COVID	At 11:59pm, Module 7 is due and module 8 opens	
Fri, Jul 24	9: Social Infrastructure and Social Distancing	At 11:59pm, Module 8 is due and module 9 opens	

Mon, Jul 27	10: COVID, clothing and personal protective equipment	At 11:59pm, Module 9 is due and module 10 opens	
Wed, Jul 29	11: Constructions of Scientific Knowledge about COVID	At 11:59pm, Module 10 is due and module 11 opens	
Fri, Jul 31	12: COVID and Education	At 11:59pm, Module 11 is due and module 12 opens	
Mon, Aug 3	BC Day – UBC Closed	No module due; No new module	<b>UBC Closed</b>
Wed, Aug 5	13: COVID and the Sea	At 11:59pm, Module 12 is due and module 13 opens	<b>Infographic due Wed, Aug 5</b>
Fri, Aug 7	14: COVID and the Family	At 11:59pm, Module 13 is due and module 14 opens	
Mon, Aug 10	15: Vote for your preferred topic!	At 11:59pm, Module 14 is due and module 15 opens	
Wed, Aug 12	16: COVID Economics, Globalization and Neoliberal Capitalism	At 11:59pm, Module 15 is due and module 16 opens	
Fri Aug 14	--	At 11:59pm, Module 16 is due	<b>Journal compilation due Fri, Aug 14</b>

## ONLINE COURSE STRUCTURE

Course components in real time (synchronous)			Course components with more flexibility (asynchronous)		
Component	Dates	Platform	Component	Dates	Platform
Live lecture (will also be recorded and posted on Canvas)	July 8 <sup>th</sup> at 1pm	Collaborate Ultra in Canvas	Course modules with mini-lectures, activities, annotations, readings and quizzes	Due Mon, Wed, Fri (see course calendar)	Canvas Modules
Open office hours with TAs	To be posted in Canvas	Collaborate Ultra in Canvas			
Open office hours with Katherine	Every Wednesday 1-2pm	Collaborate Ultra in Canvas			
Final Exam	Final exam period	Canvas Quiz, using Proctorio embedded in Canvas			

## ASSESSMENT

Assessment	%	Due Date
Infographic and written justification	25	Aug 5 <sup>th</sup> on Canvas by midnight
Final online exam	35	Exam period
Module quizzes	15	Ongoing
Module discussion and assignments	10	Ongoing
Journal analyses: Completion	5	Ongoing
Journal analysis: Compilation	5	Aug 14 <sup>th</sup> on Canvas by midnight
Comments on lectures and readings	5	Ongoing
TOTAL	100	

## ASSESSMENT DESCRIPTIONS

**Infographic and written justification:** To support evidence-based knowledge sharing, for your final project you will create a public-facing artifact, such as an infographic. Your assignment submission will include a written justification for your artifact, and a bibliography. Please see full instructions on Canvas.

**Final exam:** You are responsible for all lectures, online activities, and readings from the first week of the course to the last. Lectures will focus on particularly important and interesting ideas and will not cover all examinable content in the required readings. This final exam will be online.

**Module quizzes:** Each module will conclude with a short quiz assessing your comprehension and ability to apply ideas from the lectures, readings, and activities.

**Module discussion and assignments:** Many modules involve discussion and writing. These assignments provide an opportunity for you to examine and apply research tools, and to learn from the insights of other students. They also allow me to measure the development in your thinking.

### Journal analyses:

*Part 1: Journal completion grade:* Each module offers a journal entry option. You can pick which journal entries to complete throughout the term. You are required to complete 8 journal entries during the term, by the due date in the module in which the journal entry is situated. For example, if you choose to do the journal entry for module 3, the journal entry would be due by Monday, June 13<sup>th</sup> at midnight, along with the rest of your module 3 components. You will receive a completion grade for these 8 modules.

*Part 2: Journal compilation grade:* At the end of the term, you will pick three of your journal responses and copy and paste these responses into a new word document that you will submit for your journal compilation grade. You will add a new and final journal entry to this document based on one or more of the following prompts: What linkages can you see across these journal entries?; How do these entries demonstrate shifts in your thinking throughout the term?; How would you revise these entries today?

**Comments on lecture and readings:** Most online lectures and readings have interactive questions and comments embedded within them. Each module, you are asked to comment on one lecture or one reading. The purpose of these comments is to deepen and extend the conversation. A comment may involve you answering a question, or adding new/updated information (e.g. your comment may include a link to a recent article), or by posing a new question for other students in the class to respond to.

## REQUIRED READINGS

Readings are free and provided to you online in Canvas. Please see the readings in each online module.

## RECOMMENDED READINGS

Down et al. (2020). Demographic science aids in understanding the spread and fatality rates of COVID-19. *Proceedings of the National Academy of Sciences*, 117(18), 9696-9698. <https://doi.org/10.1073/pnas.2004911117>

Higuera, K. (2020, April 16) *The privilege of social distancing*. Context. <https://contexts.org/blog/inequality-during-the-coronavirus-pandemic/>

Wood, G. (2020, May 27). *What's behind the COVID-19 racial disparity?* The Atlantic. <https://www.theatlantic.com/ideas/archive/2020/05/we-dont-know-whats-behind-covid-19-racial-disparity/612106/>

Graves, J. (2020, April 20). *Why do more men die from coronavirus than women?* The Conversation.<https://theconversation.com/why-do-more-men-die-from-coronavirus-than-women-136038>

Madokoro, L. (2020, March 22) *Coronavirus: Racism and the long-term impacts of emergency measures in Canada.* The Conversation. <https://theconversation.com/coronavirus-racism-and-the-long-term-impacts-of-emergency-measures-in-canada-134110>

Liew, J. (2020, May 13). *Canada's pandemic plans must guard against the rise of racism.* Policy Options. <https://policyoptions.irpp.org/magazines/may-2020/canadas-pandemic-plans-must-guard-against-the-rise-of-racism/>

Williams, J.C. (2020, May 11). *The pandemic has exposed the fallacy of the ideal worker.* Harvard Business Review. <https://hbr.org/2020/05/the-pandemic-has-exposed-the-fallacy-of-the-ideal-worker>

Sussman, A.L. (2020, April 28). *New Zealand safety net helps sex workers under lockdown.* The Guardian. <https://www.theguardian.com/world/2020/apr/28/dont-have-to-fight-for-pennies-new-zealand-safety-net-helps-sex-workers-in-lockdown>

Fraser, S., Lagacé, M., Bongué, B., Ndeye, N., Guyot, J., Bechard, L., ... & Bergeron, C. D. (2020). Ageism and COVID-19: what does our society's response say about us?. *Age and Ageing*.

Adam, D.C., & Cowling, B. J. (2020, June 2) *Just Stop the Superspreading.* New York Times. <https://www.nytimes.com/2020/06/02/opinion/coronavirus-superspreaders.html>

Block, P., Hoffman, M., Raabe, I. J., Dowd, J. B., Rahal, C., Kashyap, R., & Mills, M. C. (2020). Social network-based distancing strategies to flatten the COVID-19 curve in a post-lockdown world. *Nature Human Behaviour*, 1-9.

Weeden, K. A., & B. Cornwell. (2020). The small-world network of college classes: implications for epidemic spread on a university campus. *Sociological Science*, 7, 222-241.

Klinenberg, E. (2018). Introduction. *Palaces for the people: How social infrastructure can help fight inequality, polarization, and the decline of civic life.* Crown.

Friedman, J. (2020). This is not the end of fashion. New York Times. <https://www.nytimes.com/2020/06/04/style/fashion-industry-dead-or-alive.html>

Bennet, J. (2020). Together: After months of sheltering at home, 18 cohabitants on what so much togetherness has wrought. New York Times. <https://www.nytimes.com/2020/06/12/style/modern-love-coronavirus-living-together.html>

Kofman, A. (2018, October 25). *Bruno Latour, the Post-Truth Philosopher, Mounts a Defense of Science.* The New York Times. <https://www.nytimes.com/2018/10/25/magazine/bruno-latour-post-truth-philosopher-science.html>

Minello, A. (2020). The pandemic and the female academic. *Nature*. <https://www.nature.com/articles/d41586-020-01135-9>

Berg, A. (2020, June 23) *Low-Income Students Are Disproportionately Hurt by the Pandemic. Here's a Glimpse of the Toll*. The Chronicle of Higher Education. <https://www.chronicle.com/article/Low-Income-Students-Are/249042>

Azevedo, J. P., Hasan, A., Goldemberg, D., Iqbal, S. A., & Geven, K. (2020). Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes. *World Bank Group*.

Entwistle, D. R., & Alexander, K. L. (1992). Summer setback: Race, poverty, school composition, and mathematics achievement in the first two years of school. *American Sociological Review*, 72-84.

Davies, S., & Aurini, J. (2013). Summer learning inequality in Ontario. *Canadian Public Policy*, 39(2), 287-307.

Block, F., & Somers, M. R. (2014). The Power of Market Fundamentalism: Karl Polanyi's Critique. Harvard University Press, chapter 1, "Karl Polanyi and the Power of Ideas," pp.1-11.

Mallett, K. (2020, March 24). *The Coronavirus Pandemic Demonstrates the Failures of Capitalism*. Teen Vogue. [https://www.teenvogue.com/story/coronavirus-pandemic-failures-capitalism/amp?twitter\\_impression=true&fbclid=IwAR3\\_bBS0b7Gioq2LOD5ZuCy0kcHvEvd29UP4kvWWGVpuXmkK\\_QFAx8R5gg](https://www.teenvogue.com/story/coronavirus-pandemic-failures-capitalism/amp?twitter_impression=true&fbclid=IwAR3_bBS0b7Gioq2LOD5ZuCy0kcHvEvd29UP4kvWWGVpuXmkK_QFAx8R5gg)

Laleh Khalili. (May 2020). "Adrift at Sea," from *There Is No Outside: Covid-19 Dispatches*, Edited by [Jessie Kindig, Mark Krotov](#), and [Marco Roth](#) and published by Verso.

"Coronavirus: Anger grows for stranded crew on forgotten cruises." By Joshua Nevett BBC News  
- <https://www.bbc.com/news/world-us-canada-52722765>

"As Rohingya Boats Keep Sailing, Southeast Asia Turns a Blind Eye," *Foreign Policy*.  
By [Verena Hoelzl](#) | May 14, 2020, 10:45 AM <https://foreignpolicy.com/2020/05/14/rohingya-southeast-asia-genocide-myanmar-bangladesh/>

- "US sailors will die unless coronavirus-hit aircraft carrier evacuated, captain warns," *The Guardian*, 1 April 2020, <https://www.theguardian.com/world/2020/apr/01/captain-of-coronavirus-us-aircraft-carrier-4000-sailors-let-off-ship-die-theodore-roosevelt>

Lin, J., & Mele, C. (Eds.). (2013). Men without property: the tramp's classification and use of urban space. *The urban sociology reader*. Routledge.

Lin, J., & Mele, C. (Eds.). (2013). Fortified enclaves: the new urban segregation. *The urban sociology reader*. Routledge.

Lin, J., & Mele, C. (Eds.). (2013) The Right to the City. *The urban sociology reader*. Routledge.

## UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the [UBC Senate website](#).

## LATENESS

**Missed Tests.** If you are unable to attend a test, it is your responsibility to contact me via email as soon as you are aware you may need an in-term concession. I will adjudicate the request. It is important that you contact me before the test occurs. Please include a Student Self-Declaration form, found on the Arts Advising website. If you require a second concession, you must make your [online request](#) to your Faculty Advising Office. Please refer to the UBC Calendar for details of ‘academic concession.’ Note that: “You [will not be eligible](#) for academic concession if you experience a course conflict, or difficulty with how the course is delivered, so carefully regard your ability to complete and succeed in courses prior to the Summer Session course drop deadlines.”

**Late Assignments.** 5% of the mark will be deducted per day late. If you need to miss an assignment deadline due to illness or for any other unforeseen reason, you must notify me as soon as possible *prior* to the due date. Please include a Student Self-Declaration form, found on the Arts Advising website. If you require a second concession, you must make your online request to your Faculty Advising Office.

## ACADEMIC INTEGRITY: REFERENCING THE WORK OF OTHERS

Conducting research and producing knowledge is never an independent act. Sociologists reference the work of other scholars for many reasons. When I cite academic articles, books and statistics in my own work, it is usually due to one of the following:

- to establish the state of existing knowledge in a field
- to position myself in relation to existing debates
- to act as a 'breadcrumb' trail for other scholars to trace my steps (to show how I arrived at a particular idea)
- to bolster the credibility of my arguments by showing I am aware of the very best research on the topic
- to ensure my readers can judge the accuracy of my interpretations by going back to the original sources I used
- to show respect for other scholars and their ideas
- because citations are digitally recorded and indexed (e.g. Google Scholar Citations) and can impact the progression of dominant ideas in a given field (and the careers of the people who are cited)

Plagiarism is using another person’s ideas without giving credit and is considered intellectual theft. If you submit or present the oral or written work of someone else you are guilty of plagiarism. Make sure you understand the difference between quoting and paraphrasing, as well as the way to cite material. I would be happy to review citation practices with you, and to connect you with useful resources. I often refer to the UBC Library APA Citation Style guide: [https://wiki.ubc.ca/images/8/81/APA\\_Style\\_Guide\\_Sept\\_2013a.pdf](https://wiki.ubc.ca/images/8/81/APA_Style_Guide_Sept_2013a.pdf)

Using someone else’s ideas or work without proper acknowledgment is also plagiarism. This includes turning in borrowed or bought research papers as your own. Handing in the same paper (or substantially the same paper) for two courses without getting permission from me (your instructor) is also considered plagiarism. I will check for all these forms of plagiarism, so please make sure to follow instructions carefully and always cite properly. For tips on avoiding plagiarism, visit: <http://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism/>. Definitions of cheating and plagiarism are offered at: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959>.

## HOW TO DO WELL IN THIS COURSE

- Participate in all lectures and take notes on what is said. Consolidate your notes with course PPTs, reflection questions, and video clips
- Review course readings prior to class and take notes on their main arguments and key concepts. Complete all assignments on time (or identify barriers to completing on time and communicate with me in advance of the due date to plan an alternative)
- Visit virtual office hours to discuss lectures, readings, assignments and your academic plans more generally. Now is the time to overcome FMOOWMP (Fear of Meeting One-on-One With My Professor). Here is how: <https://www.youtube.com/watch?v=yQql-ujXrM>.
- Stay curious!

## SOCIOLOGY TUTORING POLICY (adapted from ASTU 204 syllabus, 2015)

Some students hire tutors or use a tutoring service on an occasional basis to assist them with specific assignments; others work with a tutor on a regular basis. While we recognize that tutors can be helpful, we have also observed that tutors may misdirect students and thus impede their learning as well as their success in our courses. Using tutors may even inadvertently result in questionable academic conduct. We therefore discourage the use of paid tutors in this course. If you are using the help of a tutor on assignments for this course, you are required to hand in the drafts of your written work with your tutor's feedback along with the revised text.

## ACCOMMODATION & MENTAL HEALTH

**Accommodation.** The University accommodates students with disabilities who have registered with the Access & Diversity office. The University also accommodates students whose religious obligations conflict with attendance or scheduled exams. Please let me know in advance, preferably in the first few weeks of class, if you will require any accommodation on these grounds. Other absences (e.g., varsity athletics, family obligations or similar) are not part of University policy and you should not assume they will be accommodated.

**Mental Health.** During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, please notify me, as well as your Academic Advisor. Contact Arts Advising by phone at 604-822-4028, or email (domestic students: [arts.advisor@ubc.ca](mailto:arts.advisor@ubc.ca); international students: [arts.international@ubc.ca](mailto:arts.international@ubc.ca); Aboriginal students: [arts.aboriginal@ubc.ca](mailto:arts.aboriginal@ubc.ca)). Please refer to the UBC Calendar for a discussion of academic concession.

**Early Alert Program.** I participate in the Early Alert program, which helps me support students who are facing difficulties that are interfering with school. For answers to frequently asked questions regarding the Early Alert program, please visit <http://blog.students.ubc.ca/earlyalert/information-for-students/students-frequently-asked-questions/>.

## WELLNESS RESOURCES

Here is a list of resources you may want to utilize if you are struggling in any way to manage your responsibilities while in school or the stresses of life in general.

### [UBC Resource on managing mental health during the COVID-19 Outbreak](#)

A collection of articles and resources compiled by mental health experts at UBC to guide you in managing your mental health amidst the COVID-19 outbreak.

### **UBC Empower Me –Mental Health Resources (online)**

[http://studentcare.ca/rte/en/UniversityofBritishColumbiaAMSGSS\\_EmpowerMe\\_EmpowerMe?utm\\_source=All&utm\\_campaign=Empower+Me+W20&utm\\_medium=email](http://studentcare.ca/rte/en/UniversityofBritishColumbiaAMSGSS_EmpowerMe_EmpowerMe?utm_source=All&utm_campaign=Empower+Me+W20&utm_medium=email)

A mental health and wellness service that allows students to connect with qualified counsellors, consultants, and life coaches for a variety of reasons.

## **UBC Arts Virtual Advising**

<https://www.arts.ubc.ca/student-support/academic-support/academic-advising/online-advising-requests/>

UBC Arts offer Virtual Drop-in Advising services available from 1-4pm, Monday to Friday and a 30 minute Zoom appointment by request.

## **The Kaleidoscope: [the-kaleidoscope.com](http://the-kaleidoscope.com)**

A confidential peer-run mental health support group meeting on Zoom once a week during the summer. You can attend if you are experiencing any mental health challenges or stress. Check out their [online schedule](#) for updates.

## **Student Health Services: [students.ubc.ca/livewell/services/student-health-service](http://students.ubc.ca/livewell/services/student-health-service); 604- 822-7011**

Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Virtual access to doctors and registered nurses.

## **Counselling Services: [students.ubc.ca/livewell/services/counselling-services](http://students.ubc.ca/livewell/services/counselling-services); 604-822-3811**

Counselling services offers a variety of resources to help you maintain your mental health. You may schedule an over-the-phone appointment with a counsellor.

## **UBC Wellness Centre Online: [students.ubc.ca/livewell/services/wellness-centre](http://students.ubc.ca/livewell/services/wellness-centre); 604-822-8450**

Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex and more. UBC students can [self-enroll to their online Canvas page](#).

## **Access and Diversity: [students.ubc.ca/about/access](http://students.ubc.ca/about/access); 604-822-5844**

Access and Diversity provides accommodations for students living with physical or mental disabilities. You can make an appointment online.

## **Mood Disorders Clinic UBC: <http://ubcmoooddisorders.vch.ca/>**

A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder.

## **Mental Health Awareness Club: <http://ubcmhac.sites.olt.ubc.ca/>**

A club that offers opportunities to speak about mental health with others.

## **AMS Food Bank: [www.ams.ubc.ca/services/food-bank/](http://www.ams.ubc.ca/services/food-bank/)**

If you are in a financial emergency AMS food bank can provide you with a bag of standardized food supplies and \$10 grocery gift card. You are able to use the service up to 6 times each term.

## **UBC Psychology Clinic: <http://clinic.psych.ubc.ca/>**

Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees.

## **BC Crisis Center: [www.crisiscentre.bc.ca](http://www.crisiscentre.bc.ca); 604-872-3311**

Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.

## **Distress Line: 1-800-Suicide; 784-2433**

If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.

*Last Modified: May 25th, 2020*

## ACKNOWLEDGMENTS

UBC's Point Grey Campus is located on the traditional, ancestral and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history and traditions from one generation to the next on this site.

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