

Fall 2020
SOC 510/610: SOCIOLOGY OF A PANDEMIC
Instructor: Dr. Maura Kelly maura@pdx.edu
Wednesdays 2-3pm via [Zoom](#) (password: pandemic)

COURSE DESCRIPTION

This course will examine the COVID-19 pandemic from a sociological perspective, with a focus on how the pandemic has exacerbated existing social inequalities. The course will cover topics such as: health, mental health, law, deviance, environment, education, and work. This course will be led by Maura Kelly and will have guest instructors from the sociology faculty.

Undergraduate students intending to use the credit from this course towards their undergraduate degree *only* should complete [this form](#). Undergraduate students completing a Bachelor's plus Master's (B+M) degree program should consult with their advisor to make sure the credits are appropriately applied towards both the Bachelor's and Master's degrees.

OFFICE HOURS

The instructor will be answering student emails within the hour during “virtual office hours” on Wednesdays 12-2. Alternately, students can make an appointment to meet via Zoom on Wednesdays from 12-2. [Make your appointment here](#). At the time of the appointment, use this [Zoom link](#).

COURSE REQUIREMENTS

Weekly response papers (40 points): Students will write ten 600-800 word response papers, each providing critical analysis of one or more of the week's assigned reading (other than the Hypothesis reading). Response papers must be submitted by 9am on the morning of the class meeting, late work not accepted. Students can make up one response paper at the end of the term if needed.

Participation in group Hypothesis annotations (30 points): Students will participate in ten group annotations of assigned articles using Hypothesis (available via D2L). Hypothesis annotations must be complete by 9am on the morning of the class meeting, late work not accepted. Students can make up one hypothesis annotation at the end of the term if needed.

Participation in weekly seminars (30 points): Students will participate in 10 weekly one hour seminar meetings via Zoom to discuss the course material. Students will pose their own

discussion questions to the class and facilitate the discussion of the answer to their question. Missing more than one seminar will negatively impact the course grade.

COURSE OUTLINE

Reading selections subject to change (finalized one week prior to due date on D2L).

Week 1 September 30

Introduction to Sociology of a Pandemic with Dr. Maura Kelly

- **HYPOTHESIS:** Davis, Jenny L et al, 2020. “a crowdsourced sociology of covid-19” *Contexts*
- Matthewman, Steve, and Kate Huppatz. 2020. “A sociology of Covid-19” *Journal of Sociology* [LINK](#)
- Connell, Raewyn. 2020. “COVID-19/Sociology” *Journal of Sociology* [LINK](#)
- Klein, Naomi. 2020. “Coronavirus capitalism – And how to beat it” *The Intercept* (video) [LINK](#)

Week 2 October 7

Social determinants of health with Dr. Tina Burdsall

- **HYPOTHESIS:** Oppel Jr., Richard A., Robert Gebeloff, K.K. Rebecca Lai, Will Wright and Mitch Smith. 2020. “The Fullest Look Yet at the Racial Inequity of Coronavirus” *The New York Times*
- Link, Bruce G., and Jo Phelan. 1995. “Social conditions as fundamental causes of disease.” *Journal of health and social behavior* 80-94 [LINK](#)
- Schulz, Amy J., Roshanak Mehdipanah, Linda M. Chatters, Angela G. Reyes, Enrique W. Neblett Jr, and Barbara A. Israel. 2020. "Moving Health Education and Behavior Upstream: Lessons From COVID-19 for Addressing Structural Drivers of Health Inequities." *Health Education & Behavior* [LINK](#)
- Pirtle, Whitney N. Laster. 2020. “Racial capitalism: A fundamental cause of novel coronavirus (COVID-19) pandemic inequities in the United States.” *Health Education & Behavior* [LINK](#)

Week 3 October 14

Cross-national health policy with Dr. Hyeyoung Woo

- **HYPOTHESIS:** Wood, Johnny. 2020. “People in these countries think their government did a good job of dealing with the pandemic” *World Economic Forum*
- Oh, Juhwan, Jong-Koo Lee, Dan Schwarz, Hannah L. Ratcliffe, Jeffrey F. Markuns, and Lisa R. Hirschhorn. 2020. "National response to COVID-19 in the Republic of Korea and lessons learned for other countries." *Health Systems & Reform* 6(1) [LINK](#)

- Dowd, Jennifer Beam, Liliana Andriano, David M. Brazel, Valentina Rotondi, Per Block, Xuejie Ding, Yan Liu, and Melinda C. Mills. 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. [LINK](#)
- Nepomuceno, Marília R., Enrique Acosta, Diego Alburez-Gutierrez, José Manuel Aburto, Alain Gagnon, and Cássio M. Turra. 2020. "Besides population age structure, health and other demographic factors can contribute to understanding the COVID-19 burden." *Proceedings of the National Academy of Sciences* 117(25): 13881-13883. [LINK](#)
- Dowd, Jennifer Beam, Liliana Andriano, David M. Brazel, Valentina Rotondi, Per Block, Xuejie Ding, and Melinda C. Mills. 2020. "Reply to Nepomuceno et al.: A renewed call for detailed social and demographic COVID-19 data from all countries." *Proceedings of the National Academy of Sciences* 117(25): 13884-13885. [LINK](#)

Week 4 October 21

Mental health with Dr. Melissa Thompson

- **HYPOTHESIS:** Wan, William. 2020. "The coronavirus pandemic is pushing America into a mental health crisis" *Washington Post*
- All Things Considered. 2020. "Pandemic Depression Hits 25% Of Americans, Study Finds" *NPR* (audio) [LINK](#)
- Aneshensel, Carol S. 2015. "Sociological inquiry into mental health: The legacy of Leonard I. Pearlin." *Journal of Health and Social Behavior* 56(2): 166-178. [LINK](#)
- Lam, Jack, Wen Fan, and Phyllis Moen. 2014. "Is insecurity worse for well-being in turbulent times? Mental health in context." *Society and mental health* 4(1): 55-73. [LINK](#)

Week 5 October 28

Paid and unpaid work with Dr. Maura Kelly

- **HYPOTHESIS:** Lewis, Helen. 2020. "The Coronavirus Is a Disaster for Feminism" *The Atlantic*
- Hennekam, Sophie, and Yuliya Shymko. 2020. "Coping with the COVID-19 Crisis: Force Majeure and Gender Performativity." *Gender, Work, and Organization* [LINK](#)
- Hardy Bradley L. and Trevon D. Logan. 2020. *Racial Economic Inequality Amid the COVID-19 Crisis* [LINK](#)
- HRC and PSB Insights. 2020. *Covid-19 continues to adversely impact LGBTQ people while initial phases of reopening create new economic problems. Human Rights Campaign.* [LINK](#)
- Kelly, Maura. 2020. Paid and unpaid work during the pandemic (watch video or review slide deck) [LINK to video](#) and [LINK to slide deck](#)

Week 6 November 4

Politics with Dr. Amy Lubitow

- **HYPOTHESIS:** Altheide, David L. 2020. "Pandemic in the Time of Trump: Digital Media Logic and Deadly Politics." *Symbolic Interaction* 43(3): 514-540.
- Green, Jon, Jared Edgerton, Daniel Naftel, Kelsey Shoub, and Skyler J. Cranmer. 2020. "Elusive consensus: Polarization in elite communication on the COVID-19 pandemic." *Science advances* 6(28) [LINK](#)
- The Daily. "The Candidates: Donald Trump's Promises" *New York Times* (listen to audio of podcast or read transcript) [LINK](#)
- The Daily. "The Candidates: Joe Biden's Plans" *New York Times* (listen to audio of podcast or read transcript) [LINK](#)

Week 7 NO CLASS

Week 8 November 18

Education with Dr. Dara Shifrer

- **HYPOTHESIS:** Strauss, Valerie. 2020. "How covid-19 has laid bare the vast inequities in U.S. public education" *Washington Post*
- Alexander, Karl L., Doris R. Entwisle, and Linda Steffel Olson. 2007. "Lasting consequences of the summer learning gap." *American Sociological Review* 72(2): 167-180. [LINK](#)
- Kim, Claire Ji Hee, and Amado M. Padilla. 2020. "Technology for Educational Purposes Among Low-Income Latino Children Living in a Mobile Park in Silicon Valley: A Case Study Before and During COVID-19." *Hispanic Journal of Behavioral Sciences* [LINK](#)
- NYT. 2020. "Tracking Covid at U.S. Colleges and Universities" *New York Times* [LINK](#)
- Ray, Rashawn and Fabio Rojas (eds). 2020. "graduate student experiences in the midst of multiple pandemics" *Contexts* [LINK](#) (read your choice of three of the six essays)

Week 9 November 25

Global perspective with Dr. Dan Jaffee

- **HYPOTHESIS:** Heer, Jeet. 2020. "Thanks to Covid-19, Neoliberal Globalization Is Unraveling" *The Nation*
- Jones, Lora, Daniele Palumbo, and David Brown. 2020. "Coronavirus: A visual guide to the economic impact" *BBC* [LINK](#)
- Ceja, José Luis Granados. 2020. "COVID-19 Will Kill More People Worldwide Due to Water Shortages" *Truthout* [LINK](#)
- Barlow, Maude. 2020. "COVID-19 puts the human right to water front and centre" *National Observer* [LINK](#)

Week 10 December 2

Policing and protesting with Dr. Aaron Roussell

- **HYPOTHESIS:** Stolberg, Sheryl Gay. 2020 “‘Pandemic Within a Pandemic’: Coronavirus and Police Brutality Roil Black Communities” *The New York Times*
- Lerner, Sharon. 2020. “Systemic racism poses a far greater health threat than protests against police violence” *The Intercept* [LINK](#)
- Kearse, Stephen. 2020 “‘Trying to Get Free’: A conversation about the radical politics of looting with Vicky Osterweil” *The Nation* [LINK](#)
- Shepherd, Katie. 2020. “Portland police stand by as Proud Boys and far-right militias flash guns and brawl with antifa counterprotesters” *The Washington Post* [LINK](#) and [LINK to PDF](#)

Finals week December 9

What comes next? with Dr. Maura Kelly

- **HYPOTHESIS:** Scudellari, Megan. 2020. “How the pandemic might play out in 2021 and beyond” *Nature*
- Best, Joel. 2020. “Middle-Range Future Claims: Constructing the Near-Future Consequences of COVID-19.” *Symbolic Interaction* 43(3): 541-556.[LINK](#)
- Mair, Simon. 2020. “What will the world be like after coronavirus? Four possible futures” *The Conversation* [LINK](#)
- Dolan, Mara. 2020. “Hawaii Considers an Explicitly Feminist Plan for COVID-Era Economic Recovery” *Truthout* [LINK](#)

Make up work due Sunday December 13 at midnight

Environmental Impacts

- **HYPOTHESIS:** Carrington, Damian. 2020. “Covid-19 lockdown will have 'negligible' impact on climate crisis – study” *The Guardian* (only needed if you missed one of the ten Hypothesis annotations during the term)
- Eroğlu, Hasan. 2020. "Effects of Covid-19 outbreak on environment and renewable energy sector." *Environment, Development and Sustainability* 1-9 [LINK](#) (only needed if you missed one of the ten response papers during the term)

RESPONSE PAPER GUIDELINES

Task: Students will write ten 600-800 word response papers, each providing critical analysis of one or more of the week’s assigned reading (other than the Hypothesis reading).

Sources: For response paper, the only sources are the course readings. You may draw on outside sources in addition to the reading selection; however, drawing on outside sources is strongly discouraged. You should only incorporate additional sources if it enhances your analysis. Any sources that you consult should be cited. Any time you take a direct quote, as well as when you summarize or paraphrase an idea from another person, you must cite the source. Failure to cite

your sources, whether intentional or not, is plagiarism. Instances of plagiarism will result in failing the assignment and will be reported. You must include a references section at the end of the response paper *only if* you use sources other than the course readings. When citing sources in the text, use the last name(s) of the author(s) and year. For response papers, you only need to cite the author(s) and year once, unless using a direct quote.

Components of the assignment: Response papers must include summary, analysis, and questions for discussion. Part of the assignment is to edit your writing to be as concise as possible. Assignments that are over (or under) the word count range will not receive full credit.

Summary: This should be accomplished in one short paragraph. You may return to an analysis of these points in the following paragraphs. Include the following elements, as appropriate for the reading:

- The *main argument*
- A brief summary of some of the *evidence* used to support the main argument
- The *theoretical framework* and/or *key theoretical concepts* (only if theory is explicitly discussed)
- The *research design*, including the method(s) and sample(s) (only for peer-reviewed empirical articles focusing on the findings of a single research study)

Analysis: The majority of the response paper should focus on analysis. The primary purpose of the response paper is to provide an original and critical response rather than just a summary of the reading. Use examples and quotes to support the points of your analysis (in this short paper, limit your use of quotes and use only short quotes). You may choose to answer one or more of the following questions in your analysis (do not attempt to address all of these questions in this short response paper):

- How would you answer one or more of questions for discussion that you posed? (you can write your discussion questions first and answer them in the response paper *or* you can write your analysis first and then develop questions from these ideas)
- What are the strengths and, more importantly, what are the weaknesses of the main argument and/or evidence presented (be sure you are not simply summarizing points from the text)?
- Do you agree or disagree with the main argument the author is making? Provide evidence for your view.
- What dimensions of inequality are addressed (e.g. race, class, gender, sexuality)? What dimensions of inequality are *not* addressed but ought to have been?
- To what degree does this work take an intersectional perspective? If it does not take an intersectional perspective, what else might we learn if we applied an intersectional lens?
- What are the policy implications of this scholarship?

- What questions does this scholarship raise that might be addressed by future research?
- What are the strengths and weaknesses of the application of theory? What theoretical perspectives not discussed *might* have been used to expand the analysis?
- How might the findings be different if we used a different research design (e.g. research method, sample, geographic location, interview questions)? (only for peer-reviewed empirical articles focusing on the findings of a single research study)

Discussion questions: Write three questions that can be posed to the class for discussion. Below are some tips to help:

- Write DQs in the form of a question
- Be as concise as possible (you do not need to provide significant background information, commentary, or an answer to your question).
- If applicable, provide a page number to direct our attention to a specific part of the reading
- DQs may include questions to clarify points in the readings (e.g. what did the author mean by X? Is Y a best practice? How can we accomplish Z goal?)
- If you have question you *really* want answered, make a note to me in your assignment.
- Each individual question may focus on one reading or may make comparisons across readings

Note: I likely will not be able to include a question from each student each week. This is generally not a reflection on the quality of your work! If I have any feedback on the quality of your work, I will provide that via D2L.

Your personal feelings or experiences are not appropriate for a sociological analysis. Assignments should show clear and concise writing and appropriate proofreading; assignments will not receive full credit if they show significant problems with grammar, spelling, word use, typos, and/or awkward sentences. Your personal feelings or experiences are not appropriate for a sociological analysis.

Due dates: Response papers must be submitted by 9am on the morning of the class meeting, late work not accepted. Submit your assignment in the appropriate folder (indicated by the week number) in the “Assignments” feature of D2L. Be sure to COPY AND PASTE your assignment into the “comments” box as well as ATTACH your word or pdf document.

GUIDELINES FOR HYPOTHESIS ANNOTATIONS

Hypothesis is an online learning tool that works within D2L. I am using this so that we may collectively read and annotate readings together. To use the tool, simply click on the reading link

and start highlighting text, a dialogue box will pop up and you can type comments and attach links.

Task: Students will participate in ten group annotations of assigned articles using Hypothesis (available via D2L). Students are expected to post at least three annotations for each reading assigned for annotation.

Components of the assignment: An annotation can be a question to the class (see suggestions for response paper discussion questions above), an answer to a classmate's question, a comment (see suggestions for analysis in response papers above), or a link to related material you would like to share with the class (e.g. updated statistics).

To earn full credit, students must post at least three annotations that are *substantive* (more than a very short comment such as "I agree" or "Why?"), *considerate* (respectful of individuals being discussed in the reading, respectful of your peers and the instructor, allowing for the possibility of misunderstanding on all sides, creating spaces for further understanding), and *constructive* (made in good faith to add value to the people reading the text after you annotate).

Due dates: Hypothesis annotations must be complete by 9am on the morning of the class meeting, late work not accepted.

POLICIES

Required course materials: All course materials are available for free online or are held by the PSU library. If you cannot access the materials held by the library through the links provided, navigate to the materials from the library homepage or by using the title to search for the material online.

D2L: We will use D2L extensively in this course. It is your responsibility to be able to access D2L.

Zoom: We will use Zoom for weekly course meetings. Students are required to participate via audio. Students are encouraged but not required to have video on. Zoom sessions will not be recorded. Students will be responsible for leading the discussion for the questions they pose as well as participating in discussion of questions offered by others. The link for the course meetings is: <https://pdx.zoom.us/j/96507597311> (password: pandemic).

Email: The instructor will regularly communicate with the class via PSU email so be sure that you are receiving our emails. It is your responsibility to check your email daily during the school

week and respond in a timely manner. In emails to the instructor, please put the title of the course in the subject line and sign your emails using your first and last name. Use the email addresses on the first page of the syllabus. The instructor will generally respond to email within 24 hours. Emails sent after 5:00pm on Friday will generally be answered by 5:00pm on Monday.

Academic honesty: You are expected to demonstrate complete academic honesty. All work for the course must be completed independently (with the exception of assigned group work). Please refer to the Student Conduct Code for more detailed information on PSU policies. Cheating or plagiarism will result in failing the assignment and will be reported.

Plagiarism: If you use a direct quote (i.e. someone else's words), you must include it in quotation marks and cite the source, including author(s) name(s), the date of publication, and the page number. If you summarize or paraphrase an idea from another person, you must cite the source, including author(s) name(s) and the date of publication. Failure to cite your sources, whether intentional or not, is plagiarism. Instances of plagiarism will result in failing the assignment and will be reported.

Respectful behavior: You must demonstrate the highest level of respect for your peers and the instructor. Many points of view will be welcomed and respected; however, statements or behaviors that are disrespectful towards individuals or groups are not acceptable. I have limited our class meeting to one hour per week and I expect students to provide their full attention to each class.

Cancelled classes: The instructor will email students if class is cancelled. If class does not start ten minutes after the scheduled start time, consider class cancelled for the day.

Late assignments: No late work will be accepted for this course.

Students with disabilities: Students with disabilities who may require accommodations are encouraged to contact the PSU Disabilities Resource Center (DRC) and the instructor at the beginning of the term to arrange accommodations. The DRC is located in 435 Smith and can be contacted at 725-4150 or by email at drc@pdx.edu. Visit their website at <http://www.pdx.edu/drc>.

Title IX reporting: As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. As a member of the university community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does

not have this reporting responsibility, you can find a list of those individuals at <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672. For more information about Title IX please complete the required student module Creating a Safe Campus in your D2L.

LAND AND LABOR ACKNOWLEDGEMENT

Portland State is located on the traditional homelands of the Multnomah, Kathlamet, Clackamas, Tumwater, Watlala bands of the Chinook, the Tualatin Kalapuya, and many other indigenous nations of the Columbia River. We acknowledge the ancestors of this place and understand that we are here because of the sacrifices forced upon them. We recognize and honor the past, present, and future of these communities.

We also pause to recognize and acknowledge the labor upon which our country, state, and institution are built. We remember that our country is built on the labor of enslaved people who were abducted and brought to the U.S. and we recognize the continued contribution of their descendants. We also acknowledge labor of all immigrants, voluntary and involuntary, that contributed to the building of the country and continues within our labor force. We acknowledge that our institution relies on hourly, student, contingent, and unpaid labor and we recognize those contributions. Finally, we acknowledge the value of unpaid care-giving labor and the challenges that result from conflicts between care-giving, paid labor, school, and other commitments.