



the concepts up until that point. Finally, students will conduct group research projects and present their findings to the class.

**Learning Outcomes:**

Skills-based Outcomes:

By the end of the course you should be able to:

- 1) Critically evaluate literature about COVID-19 and health inequalities.
- 2) Research the interplay between COVID-19 and social/economic inequalities.
- 3) Collaborate with a team to translate knowledge about health inequalities to a lay audience.

Knowledge-based Outcomes

By the end of this course, you will be able to:

- 1) Conceptualize the societal conditions and political policies impacting a community's risk of morbidity and mortality from COVID-19 (and likely other infectious and non-infectious diseases).
- 2) Understand the effects of the COVID epidemic and public policies surrounding its mitigation on vulnerable populations.
- 3) Understand the barriers to health equity including global vaccine distribution.

**Grading:**

Assignment	Due Date	% of final grade
Reaction papers	Day before each class at 8pm	35
Midterm exam	10/25	25
Final group project - presentation	12/6	25
Class participation	Ongoing	15

**Course Organization:**

This course will have a two-hour in-person class every Monday at 10am. Most classes will consist of lecture and discussion. Each week we will examine a distinct but intersecting aspect of COVID's interplay with existing social and economic inequalities.

**Outline of Course (adjustments may be made):**

Week #/ Date	Course Topic	Readings	Assignment
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<p><b>Week 1</b> 09/13/21</p>	<p>Introduction and syllabus review</p>	<p>Clare Bambra and Julia Lynch. 2021. <a href="#">The Unequal Pandemic: COVID-19 and Health Inequalities</a>. <i>Policy Press</i>. Preface &amp; Chapter 1 (pages XIII-12).</p> <p>Acquaint yourself with the Toronto Public Health COVID site: <a href="https://www.toronto.ca/home/covid-19/covid-19-latest-city-of-toronto-news/covid-19-pandemic-data/">https://www.toronto.ca/home/covid-19/covid-19-latest-city-of-toronto-news/covid-19-pandemic-data/</a></p>	<p>N/A</p>
<p><b>Week 2</b> 09/20/21</p>	<p>Comorbidities: Pre-pandemic</p>	<p>Clare Bambra and Julia Lynch. 2021. <a href="#">The Unequal Pandemic: COVID-19 and Health Inequalities</a>. <i>Policy Press</i>. Chapter 2, pp 13-22 &amp; 27-33</p> <p>Taylor, Keeanga-Yamahtta. 2020. <a href="#">The Black Plague</a>. <i>New Yorker</i>, April 16.</p> <p>Daryl Fears and Brady Denis, 2021. <a href="#">“This is environmental racism”</a>. <i>Washington Post</i>, Apr 6.</p> <p>Alyssa MG Scheyer, 2020. <a href="#">We Are Killing Them: The Heavy Toll COVID-19 Takes on Undocumented Immigrants</a>. <i>Jurist</i>, April 2020.</p> <p><b>Recommended:</b></p> <p>Merlin Chowkwanyun and Adolph L. Reed Jr. <a href="#">“Racial Health Disparities and Covid-19: Caution and Context,”</a> <i>New England Journal of Medicine</i>, May 6, 2020</p>	<p>Reaction paper due 9/19 @8pm</p>
<p><b>Week 3</b> 9/27/21</p>	<p>Isolation/ Quarantine: Control over space and bodies</p>	<p>Clare Bambra and Julia Lynch. 2021. <a href="#">The Unequal Pandemic: COVID-19 and Health Inequalities</a>. <i>Policy Press</i>. Chapter 5 pp 77-98</p> <p>Athena K. Ramos, Abigail E. Lowe, Jocelyn J. Herstein, Shelly Schwedhelm, Kelly K. Dineen &amp; John J. Lowe (2020) <a href="#">Invisible No More: The Impact of COVID-19 on Essential Food Production Workers</a>, <i>Journal of Agromedicine</i>, 25:4, 378-382.</p> <p>Didier Fasin, 2020. <a href="#">Hazardous confinement during the COVID-19 pandemic: The fate of migrants detained yet nondeportable</a>. <i>Journal of Human Rights</i>, November 11.</p>	<p>Reaction paper due 9/26 @8pm</p>

		<p>This Podcast Will Kill You. COVID-19 Chapter 8: Disparities. (59 minutes) - wherever you get podcasts.</p> <p><b>Recommended:</b></p> <p>Alice Speri, 2020. <a href="#">Mass Incarceration Poses a Uniquely American Risk in the Coronavirus Pandemic.</a> <i>The Intercept</i>, May 6.</p> <p>Saitone, T. L., Aleks Schaefer, K., &amp; Scheitrum, D. P. (2021). <a href="#">COVID-19 morbidity and mortality in U.S. meatpacking counties.</a> <i>Food Policy</i>, 101, 102072.</p>	
<p><b>Week 4</b> 10/4/21</p>	<p>Isolation/ Quarantine: Economic disparity</p>	<p>Clare Bamba and Julia Lynch. 2021. <a href="#">The Unequal Pandemic: COVID-19 and Health Inequalities.</a> <i>Policy Press</i>. Chapter 3, pp 42-54 only</p> <p>India in COVID-19: A Tragedy Foretold. 2020. <a href="https://www.publicbooks.org/india-in-covid-19-a-tragedy-foretold/">https://www.publicbooks.org/india-in-covid-19-a-tragedy-foretold/</a>. <i>Public Books</i>, Aug 18.</p> <p>Carlo Carduff, 2020. "What Went Wrong: Corona and the World after the Full Stop". <a href="https://anthrosource.onlinelibrary.wiley.com/doi/10.1111/maq.12599">https://anthrosource.onlinelibrary.wiley.com/doi/10.1111/maq.12599</a> <i>AnthroSource</i>, July 21.</p> <p><b>Recommended:</b></p> <p>United Nations, 2020. <a href="#">The Impact of COVID-19 on Women.</a></p> <p>Arundhati Roy, 2020. <a href="#">The Pandemic is a Portal.</a> <i>Financial Times</i>, April.</p>	<p>Reaction paper due 10/3 @8pm</p>
<p><b>Week 5</b> 10/11/21</p>	<p>No class due to Thanksgiving, but readings and reaction paper still due</p>	<p>Clare Bamba and Julia Lynch. 2021. <a href="#">The Unequal Pandemic: COVID-19 and Health Inequalities.</a> <i>Policy Press</i>. Chapter 4</p> <p>McQuaid et al, 2021. <a href="#">The burden of loneliness: Implications of the social determinants of health during COVID-19.</a> <i>Psychiatry Research</i>, Volume 296. Dec 15. <a href="https://doi.org/10.1016/j.psychres.2020.113648">https://doi.org/10.1016/j.psychres.2020.113648</a> * Added 9/30/21</p> <p>Ezell, J. M., Salari, S., Rooker, C., &amp; Chase, E. C. (2021). <a href="#">Intersectional trauma: COVID-19, the psychosocial contract, and America's racialized public health lineage.</a></p>	<p>Reaction paper due 10/10 @8pm</p>

		<p><i>Traumatology: An International Journal</i>, 27(1), 78-85.</p> <p><b>Recommended:</b>  Hibel, L. C., Boyer, C. J., Buhler-Wassmann, A., &amp; Shaw, B. J. (2021). <a href="#">The psychological and economic toll of the COVID-19 pandemic on latina mothers in primarily low-income essential worker families.</a> <i>Traumatology: An International Journal</i>, 27(1), 40-47.  *Abstract and Discussion ONLY*</p> <p>Kira, I. A., Shuwiekh, H. A. M., Alhuwailah, A., Ashby, J. S., Sous Fahmy Sous, M., Baali, S. B. A., . . . Jamil, H. J. (2021). <a href="#">The effects of COVID-19 and collective identity trauma (intersectional discrimination) on social status and well-being.</a> <i>Traumatology: An International Journal</i>, 27(1), 29-39.</p>	
<b>Week 6</b> 10/18/21	Healthcare Access: Resource allocation and rural vs urban disparities	<p>Kanter GP, Segal AG, Groeneveld PW. <a href="#">Income disparities in access to critical care services.</a> <i>Health Aff.</i> 2020;39(8):1362-4.</p> <p>Short, Amanda, and Peter Lozinski. "<a href="#">COVID-19 Poses Challenge for Remote First Nations.</a>" <i>Leader Post</i> Jul 04 2020 ProQuest. 18 Aug. 2021 .</p> <p>Sordillo EM, Gotuzzo E, Zavaleta C, et al. <a href="#">SARS-CoV-2 in the amazon region: A harbinger of doom for amerindians.</a> <i>PLoS Neglected Tropical Diseases.</i> 2020;14(10).</p> <p><b>Recommended:</b>  Coll, Steven. 2019. <a href="#">The Jail Health-Care Crisis.</a> <i>New Yorker.</i> March 4.</p>	Reaction paper due 10/17 @8pm
<b>Week 7</b> 10/25/21	Midterm Exam, followed by research skills session with UC Librarian Margaret Fulford		Midterm Exam
<b>Week 8</b> 11/1/21	Vaccination: More resource allocation failures	<p>Da Silva, Danielle. <a href="#">Pandemic Proves Devastating for First Nations: Indigenous Suffer 40 Per Cent of Deaths Last Month.</a> <i>Winnipeg Free Press</i> Jun 07 2021.</p> <p>Katherine Kricorian, Rachel Civen &amp; Ozlem Equils (2021): <a href="#">COVID-19 vaccine hesitancy: misinformation and perceptions of vaccine</a></p>	Reaction paper due 10/31 @8pm

		<p><a href="#">safety</a>, <i>Human Vaccines &amp; Immunotherapeutics</i>.</p> <p>This Podcast Will Kill You. COVID-19 Chapter 16: Disparities, Take 2. (1 hour, 4 min) - wherever you get podcasts.</p> <p><b>Recommended:</b>  Eli Rosenberg and Jeff Stein. 2021. <a href="#">“America’s failure to pay workers time off undermines vaccine campaign, according to surveys, policy experts”</a>. Aug 18.</p> <p>Zackary Berger and Andray Domise, Sept 2021. <a href="#">“Vaccine passports pose an equity problem”</a> <i>Globe and Mail</i>.  <a href="https://www.theglobeandmail.com/opinion/article-vaccine-passports-pose-an-equity-problem/">https://www.theglobeandmail.com/opinion/article-vaccine-passports-pose-an-equity-problem/</a></p>	
11/8/21	<p>Reading week – no class  (This is also the last day to drop an F course!)</p>		
<p><b>Week 9</b>  11/15/21</p>	<p>Vaccination: geopolitical inequality</p>	<p>Alexandra Phelan et al. 2020. <a href="#">Legal agreements: barriers and enablers to global equitable COVID-19 vaccine access</a>. <i>Lancet</i>, September 7.</p> <p>Ronald Lebonte et al, 2021. <a href="#">Canada, global vaccine supply, and the TRIPS waiver</a>. <i>Canadian Journal of Public Health</i>, May 21.</p> <p>Krishna Acharya et al, 2021. <a href="#">Access to and equitable distribution of COVID-19 vaccine in low-income countries</a>. <i>NPJ Vaccines</i>.</p> <p><b>Recommended:</b>  Mark, E., &amp; Upton, H. (2021). <a href="#">International collaboration to ensure equitable access to vaccines for COVID-19: The ACT-Accelerator and the COVAX facility</a>. <i>The Milbank Quarterly</i>.</p>	<p>Reaction paper due 11/14 @8pm</p>
<p><b>Week 10</b>  11/22/21</p>	<p>Variants, nationalism, and eradication</p>	<p>Amanuel Elias, Jehonathan Ben, Fethi Mansouri &amp; Yin Paradies (2021) <a href="#">Racism and nationalism during and beyond the COVID-19 pandemic</a>, <i>Ethnic and Racial Studies</i>, 44:5,783-793.</p>	<p>Reaction paper due 11/21 @8pm</p>

		<p>Fontanet, A., Aufran, B., Lina, B., Kieny, M. P., Karim, S. S. A., &amp; Sridhar, D. (2021). <a href="#">SARS-CoV-2 variants and ending the COVID-19 pandemic</a>. <i>Lancet (London, England)</i>, 397(10278), 952-954.</p> <p>Tahir Amin, 2021. <a href="#">It's Time to Put Health Over Profit. End the Pandemic</a>. <i>Barron's Online</i>, August 11.</p>	
<b>Week 11</b> 11/29/21	Political tools, activism, and community responses	<p>Clare Bambra and Julia Lynch. 2021. <a href="#">The Unequal Pandemic: COVID-19 and Health Inequalities</a>. <i>Policy Press</i>. Chapter 6 (pp 99-118).</p> <p>Dominique P. Béhague, William Minter, Francisco Ortega. 2021. <a href="#">Solidarity, infrastructure and critical pedagogy during COVID-19: Lessons from Brazil</a>. <i>Somatosphere</i>, April 7.</p> <p>Gardiner, Beth. 2020. <a href="#">Coronavirus Holds Key Lessons on How to Fight Climate Change</a>. <i>Yale Environment 360</i>, March 2020.</p> <p><b>Recommended:</b> Kaur H. <a href="#">Tribal health providers have figured out the key to covid-19 vaccine success. here's their secret</a>. <i>CNN Wire Service</i>. Feb 09 2021</p>	Reaction paper due 11/28 @8pm
<b>Week 12</b> 12/06/21	Group Presentations		Group Presentations

### Reading Schedule and Expectations:

The readings are listed above, but are subject to change over the course of the term. Students are expected to complete all required readings; *suggested readings*, which are labelled as such, are optional.

### Reaction Papers:

A 200-300 word discussion response is to be submitted on Quercus Discussions prior to the deadline (8PM Toronto time the night prior to class); late reaction papers will not be counted, but the two (2) reaction papers with the lowest marks will be dropped (so be strategic with any skipped responses!). Note that, while we do not have class on Thanksgiving, there are still readings and a reaction paper that week.

Reaction papers may respond to one or more of the required articles that week, and will be evaluated based on their level of engagement with the reading. The purpose of these responses is not to summarize the article(s), but to discuss aspects of them that you found especially provocative or novel. Excellent responses will also relate the ideas presented to other readings in this class or other classes, critique claims made, or suggest policy interventions or future directions for the research. Reaction papers may be stand-alone, or may respond to a classmate's reaction, but should always be respectful. You are expected to read all of your classmates' responses each week as well.

### **Group Project:**

The group project at the end of this course will involve a team of 3-4 students, picked randomly by the professor. Each group will choose a marginalized population of a foreign country that has been disproportionately affected by COVID and post it to the Quercus Discussions "Group Project" thread. You will conduct research on the compounding, overlapping inequalities that this population is subject to, and the various ways that this has affected their health and well-being throughout the pandemic. The group will recommend short- and long-term policies that might help reduce this unequal burden, and recommend what areas of further research might be useful to conduct. The final week of term, each group will present their findings in the PechaKucha format (20 slides, 20 seconds each) in lay terms. The final page of your presentation will be a bibliography. Your slides will also be submitted to the instructor. You should practice your presentations prior to the final class to ensure you do not go over the time limit. After each presentation, there will be a short Q&A session for your group.

### **Late assignments:**

Students who miss an assignment but produce one of the following documents will be allowed to hand in their work late, with no penalty. The deadline for these assignments should be discussed with the professor and will be determined on a case-by-case basis:

- **UofT Verification of Illness or Injury Form:** This form, available to students online, is restricted to a select group of medical practitioners and provides responses to the relevant questions about the absence.
- **Student Health or Disability Related Certificate:** A streamlined variant of the UofT Verification of Illness or Injury Form provided by our own internal doctors who can vouch for health problems without so many details.

- **A College Registrar's Letter:** This is a letter that only senior College Registrarial staff are authorized to write. It should identify itself as a "College Registrar's Letter."
- **Accessibility Services Letter:** This sort of letter may address needed accommodations or document on-going disability issues that have made absence or lateness unavoidable.

Make up midterms or exams will not be given, unless a student produces any of the above documentation. For more on late and missed work, please refer to the academic handbook: <http://www.artsci.utoronto.ca/faculty-staff/teacher-info/academic-handbook-for-instructors>

### **General student issues:**

If students have any questions or issues not covered in the syllabus, they are expected to email the professor or speak with them after class or during office hours. Emails will be answered within 48 hours (not including weekends).

**Teaching Methods and Academic Supports** Your key academic support is the class website on Quercus. Reading assignments, resources, and video links. Part of your responsibilities in this course includes your participation in class discussions with consideration of the assigned readings.

### **Accessibility Needs:**

You are expected to attend every class meeting. The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [disability.services@utoronto.ca](mailto:disability.services@utoronto.ca) or <http://studentlife.utoronto.ca/accessibility>

### **Academic Integrity:**

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

All work turned in by students must be their own. Do not cheat or plagiarize. The Department and University treat all cases of cheating and plagiarism as serious offenses and sanctions are severe. You should be familiar with the university's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Note also that using information directly from sources such as books, articles, videos, the Internet or work of fellow students without proper citation is considered plagiarism. Quotation

marks are required when using someone else's words. Changing a few words in a sentence is not enough to make it your own.

Please refer to this U of T document for more information about plagiarism: "How not to plagiarize" (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

**HELP IS ALWAYS A FEW CLICKS OR A PHONE CALL AWAY:** If you need to talk to someone, the UT Health and Wellness Center is a confidential way to access support, go to webpage here: <https://studentlife.utoronto.ca/department/health-wellness/> In addition to this service, MySSP provides UofT students with immediate and/or ongoing confidential, 24-hour support for any school, health, or general life concern at no cost. To access MySSP, call 1-844-451-9700 or visit <https://studentlife.utoronto.ca/service/myssp/>

## **HEALTH & WELLNESS**

- The university experience can be a challenging one, there is no need to go about it alone. If you or anyone you know could use someone to talk to (or text with), here are some resources in addition to your instructors, program coordinators, and TAs:
- Your college registrar and Office of the Deans of Students/Division of Student Life
- SSP [24/7, talk in 146 languages; text in 35 languages]: available: Apple App Store & Google Play Store. àGood 2 Talk Student Helpline [24/7]: 1-866-925-5454
- Gerstein Centre [24/7]: 416-929-5200

## **Lead a Recognized Study Group (RSG) for this course**

Apply now to be an RSG Leader for this course. RSGs are peer-led study groups of up to 8 students enrolled in the same A&S course.

Volunteering to be an RSG Leader is a great way to:

- Make friends in your courses
- Gain new leadership and group-facilitation skills
- Increase your understanding of course material
- Prepare for test and exams
- Boost your resume
- Earn a Co-Curricular Record (CCR) credit

Over 1,000 students volunteered to be an RSG Leader last year. Volunteer to be an RSG Leader this term with the support and training of upper-year Arts & Science students! No experience is necessary.

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**Looking to join an RSG?** RSGs for this course will be available to join starting September 15th, 2021 on the [Sidney Smith Commons Online](#).

Find more information, visit: <https://uoft.me/recognizedstudygroups> or [@sidneysmithcommons](#)

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