**SOCIOLOGY 4BB3: Selected Topics in the Sociology of Education**

**Education in Times of Pandemic**

Fall, 2021

Class Time: Wednesdays, 11.30am-2.20pm (live, on Zoom. Attendance expected).

Class Location: Zoom

Instructor: Karen Robson

Office Hours: By appointment

Office Location: https://mcmaster.zoom.us/j/4819346689

Email: klrobson@mcmaster.ca

This course is meant to be an intensive introduction to the sociology of education, with a specific emphasis on issues occurring at the post-secondary level. In this particular offering of Sociology 4BB3, the emphasis will be on how the pandemic has impacted education. By taking this course, students will become familiar with 1) historical impact of pandemics on education, 2) the impact of COVID-19 on K-12 and post-secondary education, 3) the predicted long-term outcomes of how COVID-19 has impacted the educational landscape, and 4) major theoretical approaches to the study of the sociology of education. It is my expectation that this course will prepare students to undertake graduate level studies in the sociology of education.

Students should be aware that the course entails a required experiential education placement at Empowerment Squared. Due to the ongoing concerns about the pandemic, this placement will be undertaken virtually through an online format.

**COURSE LEARNING OBJECTIVES:**

This course addresses three University Undergraduate Degree Level Expectations (see, [University Undergraduate Degree Level Expectations](https://cll.mcmaster.ca/COU/degree/undergraduate.html)).

1. This course encourages students to critically examine how the process of education is socially constructed and the larger social ramifications of such processes and by doing so, expands the student’s *depth and breadth of knowledge*;
2. This course requires students to communicate with others within their education field visits and convey those experiences in seminar, requiring that students the ability to *communicate accurately and reliably, orally and in writing to a range of audiences*;
3. The linkage between field visits and course readings requires the *application of knowledge* from the textbook and journal articles to real life social processes around schooling, educational systems, and pedagogical issues.

Evaluation:

* **Mandatory weekly experiential education placement (online) with Empowerment Squared**

 Evaluated by:

 *Weekly social media posts on the experience* **(20%)**

 \*\*can be done in groups up to 4

 *Final reflection paper* (maximum 2 pages) **(10%)**

* **Weekly Readings Presentation (done once): 20%**
* **Group Data Analysis Project on Asian Flu (Starting Sept. 15): 20%**

\*\*can be done in groups up to 4

* **Final Paper (20%)**
* **Class Participation (10%)**

***\*\*****participation means demonstrating through in-class discussion/chat and break-out groups that you have done the necessary readings for the week*

Notes on Assignments and Evaluation:

**Experiential education requirement**: Students will have weekly virtual placements at Empowerment Squared, facilitation by the Office for Experiential Education. Students will develop social media of their choice around creating content on this placement as it pertains to sociology of education and larger social justice issues. Social media platforms that are acceptable for this assignment are Instagram or TikTok. A blog (using the blogging software of your choice) will also be acceptable for this assignment. This is a creative exercise and will require the student to think about how their experiences in this placement relate to larger issues covered in course content and social justice issues around education in general. One post every two weeks is expected for a total of 6 posts. No minors should be identified in your postings.

You will also be required to submit a short reflection paper on your experiential education placement at the end of the course.

**Article Presentation:** You will be required to present one of the assigned readings. All articles will be presented on the week to which they have been assigned. Presentations should be a maximum of 15 minutes long and summarize the main ideas of the article, including any critiques of the paper’s methodology, where appropriate. The presentations should include a visual component like PowerPoint.

Pick the week you want to present here:

[**https://docs.google.com/document/d/1YlCR-YdJMy9U2hyfBeB0UIeJ2SiekzmTFMnkvtGn5r8/edit?usp=sharing**](https://docs.google.com/document/d/1YlCR-YdJMy9U2hyfBeB0UIeJ2SiekzmTFMnkvtGn5r8/edit?usp=sharing)

**Group Data Analysis Project on Asian Flu:** Students will be assigned a time period of articles to examine as they relate to the Asian Flu Pandemic of 1957 will have already be curated by Dr Robson. Students will present a summary of the findings from their assigned time period and will discuss their findings as they relate to the social issues addressed in the articles, particularly education. Students are invited to draw parallels to the current pandemic. Groups of up to 4 students can work together. Findings will be presented by a short in-class PowerPoint presentation (or equivalent) of up to 15 minutes.

**Pick the week you want to present here:**

<https://docs.google.com/document/d/1YzekP3Ql0Xj0MnKtNyrADGffDmnE2IwlGA5RoLSGzpY/edit?usp=sharing>

**Final Paper:** Throughout the course, each student will develop a paper based on topic within the sociology of education that interests them. Each week, we will update each other on the progress we are making towards finalizing our topic, our literature, and our focus of research. The specifics for the paper will be a maximum of 10 pages double-spaced (12-point font, Times New Roman) with a minimum of 10 peer-reviewed journal articles cited. More discussion of the paper will occur in class on an ongoing basis.

This paper will need to be uploaded on Avenue to Learn by December 15, 2021 at 11.59pm.

Readings:

|  |  |  |
| --- | --- | --- |
| Topic | Topic | Reading/Task |
| September 8 | Course introduction and expectations | <https://www.universityaffairs.ca/opinion/in-my-opinion/a-professor-asked-her-students-how-they-were-coping-heres-what-they-said/>Start process of police check for placement -Ruthanne Talbot |
| September 15 | History of pandemics and the impact on education | \*Last day to drop/addVan, D., McLaws, M. L., Crimmins, J., MacIntyre, C. R., & Seale, H. (2010). University life and pandemic influenza: Attitudes and intended behaviour of staff and students towards pandemic (H1N1) 2009. *BMC Public Health*, *10*(1), 1-9.Cauchemez, S., Ferguson, N. M., Wachtel, C., Tegnell, A., Saour, G., Duncan, B., & Nicoll, A. (2009). Closure of schools during an influenza pandemic. *The Lancet infectious diseases*, *9*(8), 473-481.Jackson, C. (2009). History lessons: the Asian flu pandemic. *British journal of general practice*, *59*(565), 622-623.<https://bjgp.org/content/59/565/622.full>*This reading is required, but not eligible for class presentation*: Dickin, J.,, & Bailey, P.,, & James-Abra, E., Influenza (Flu) in Canada (2017). In The Canadian Encyclopedia. Retrieved from <https://www.thecanadianencyclopedia.ca/en/article/influenza>  |
| September 22 | Global impacts on education | Mustafa, N. (2020). Impact of the 2019–20 coronavirus pandemic on education. *International Journal of Health Preferences Research*, 1-12.Chang, G. C., & Yano, S. (2020). How are countries addressing the Covid-19 challenges in education? A snapshot of policy measures. *World Educ. blog*.<https://gecv.ac.in/uploads/ssip/UNESCO%20snap%20shot%20for%20maintaining%20education.pdf> |
| September 29 | Emerging Impacts on Education | Gallagher-Mackay, K., Srivastava, P., & Underwood, K. (2021). COVID-19 and education disruption in Ontario: emerging evidence on impacts. *Science Briefs of the Ontario COVID-19 Science Advisory Table*, *2*, 34.<https://covid19-sciencetable.ca/wp-content/uploads/2021/06/Science-Brief_Education_v.1.1_20210616_published.pdf>Timmons, K., Cooper, A., Bozek, E., & Braund, H. (2021). The Impacts of COVID-19 on Early Childhood Education: Capturing the Unique Challenges Associated with Remote Teaching and Learning in K-2. *Early Childhood Education Journal*, 1-15.<https://link.springer.com/article/10.1007/s10643-021-01207-z> |
| October 6 | Post-secondary responses | El Masri, A., & Sabzalieva, E. (2020). Dealing with disruption, rethinking recovery: Policy responses to the COVID-19 pandemic in higher education. *Policy Design and Practice*, *3*(3), 312-333.<https://www.tandfonline.com/doi/full/10.1080/25741292.2020.1813359>Metcalfe, A. S. (2021). Visualizing the COVID-19 pandemic response in Canadian higher education: an extended photo essay. *Studies in Higher Education*, *46*(1), 5-18.<https://www.tandfonline.com/doi/full/10.1080/03075079.2020.1843151> |
| October 13 |  | NO CLASS – MIDTERM RECESS |
| October 20 | Increased Inequality | Frenette, M., Frank, K., & Deng, Z. (2020). *School Closures and the Online Preparedness of Children during the COVID-19 Pandemic. Economic Insights. Issue 2020001 No. 103*. Statistics Canada. 150 Tunney's Pasture Driveway, Ottawa, ON K1A 0T6, Canada.<https://files.eric.ed.gov/fulltext/ED605398.pdf>Haeck, C., & Lefebvre, P. (2020). Pandemic school closures may increase inequality in test scores. *Canadian Public Policy*, *46*(S1), S82-S87<https://www.utpjournals.press/doi/full/10.3138/cpp.2020-055> |
| October 27 | Racial Inequality and COVID | Carl E. James. “Racial Inequality, COVID-19 and the Education of Black and Other Marginalized Students”. Pages 36- 44.<https://rsc-src.ca/sites/default/files/RC%20PB_EN%20FINAL.pdf#page=37>Egede, L. E., & Walker, R. J. (2020). Structural Racism, Social Risk Factors, and Covid-19 — A Dangerous Convergence for Black Americans. New England Journal of Medicine, 1-3. doi:10.1056/nejmp2023616<https://www.nejm.org/doi/10.1056/NEJMp2023616> |
| November 3 | Decolonizing Education: What have we learned from the pandemic? | Cher Hill, Paula Rosehart, Janice St. Helene & Sarine Sadhra (2020) What kind of educator does the world need today? Reimagining teacher education in post-pandemic Canada, Journal of Education for Teaching, 46:4, 565-575, DOI: 10.1080/02607476.2020.1797439Brant-Birioukov, K. (2021). Covid-19 and In (di) genuity: Lessons from Indigenous resilience, adaptation, and innovation in times of crisis. *Prospects*, 1-13.<https://link.springer.com/article/10.1007/s11125-021-09557-7> |
| November 10 | International students | Atlin, J., Loo, B., Luo, N., Mehboob, F., Santos, M., & Shulmann, P. (2020). Impact of COVID-19 on the Economic Well-Being of Recent Migrants to Canada. A Report on Survey Results from Permanent Residents, Temporary Workers, and International Students in Canada. *World Education Services*.<https://files.eric.ed.gov/fulltext/ED610500.pdf>Hari, A., Nardon, L., & Zhang, H. (2021). A transnational lens into international student experiences of the COVID‐19 pandemic. *Global Networks*.<https://onlinelibrary.wiley.com/doi/full/10.1111/glob.12332> |
| November 17 | Online learning | **Last day to withdraw without failure by default is November 19.**MacDonald, M., & Hill, C. (2021). The educational impact of the Covid-19 rapid response on teachers, students, and families: Insights from British Columbia, Canada. *Prospects*, 1-15.<https://link.springer.com/article/10.1007/s11125-020-09527-5>Fontenelle-Tereshchuk, D. (2021). ‘Homeschooling’and the COVID-19 Crisis: The Insights of Parents on Curriculum and Remote Learning. *Interchange*, 1-25.<https://link.springer.com/article/10.1007/s10780-021-09420-w> |
| November 24 | Learning gaps | Allen, J., Mahamed, F., & Williams, K. (2020). Disparities in Education: E-Learning and COVID-19, Who Matters?. *Child & Youth Services*, *41*(3), 208-210.<https://www.tandfonline.com/doi/full/10.1080/0145935X.2020.1834125>Aurini, J., & Davies, S. (2021). COVID‐19 school closures and educational achievement gaps in Canada: Lessons from Ontario summer learning research. *Canadian Review of Sociology/Revue canadienne de sociologie*, *58*(2), 165-185.<https://onlinelibrary.wiley.com/doi/full/10.1111/cars.12334> |
| December 1 | Student Mental Health | Hamza, C. A., Ewing, L., Heath, N. L., & Goldstein, A. L. (2020). When social isolation is nothing new: A longitudinal study psychological distress during COVID-19 among university students with and without preexisting mental health concerns. *Canadian Psychology/Psychologie canadienne*.<https://psycnet.apa.org/fulltext/2020-66840-001.pdf>Prowse, R., Sherratt, F., Abizaid, A., Gabrys, R. L., Hellemans, K. G., Patterson, Z. R., & McQuaid, R. J. (2021). Coping With the COVID-19 Pandemic: Examining Gender Differences in Stress and Mental Health Among University Students. *Frontiers in psychiatry*, *12*, 439.<https://www.frontiersin.org/articles/10.3389/fpsyt.2021.650759/full> |
| December 8 | Reimagining Education in a Post covid world | Cherubini, L. (2020). Education in the Post-Pandemic Era: Indigenous Children and Youth. *The International Indigenous Policy Journal*, *11*(3), 1-11.Ciuffetelli Parker, D., & Conversano, P. (2021). Narratives of Systemic Barriers and Accessibility: Poverty, Equity, Diversity, Inclusion, and the Call for a Post-Pandemic New Normal. In Frontiers in Education (p. 268). Frontiers. <https://www.frontiersin.org/articles/10.3389/feduc.2021.704663/full> |

**Asian Flu data analysis project**

Students are assigned to a specific week to analysis documents from a single month between June 1957 and April 1958.

For each month, a selection of 10 articles has been chosen and uploaded to Avenue to Learn in a zip file.

Students may work in groups of up to 3 students, or may chose to work alone.

PICK THE WEEK YOU WANT TO PRESENT BY SIGNING UP THROUGH THIS GOOGLE DOC:

<https://docs.google.com/document/d/1YzekP3Ql0Xj0MnKtNyrADGffDmnE2IwlGA5RoLSGzpY/edit?usp=sharing>

|  |  |
| --- | --- |
| Week | Month of Asian Flu Coverage |
| September 22 | June 1957 |
| September 29 | July 1957 |
| October 6 | August 1957 |
| October 20 | September 1957 |
| October 27 | October 1957 |
| November 3 | November 1957 |
| November 10 | December 1957 |
| November 17 | January 1958 |
| November 24 | February 1958 |
| December 1 | March 1958 |
| December 8 | April 1958 |

# Course Policies

## Submission of Assignments

Presentations are required to be given in the week that they are assigned. If circumstances arise where the student is unable to complete the presentation on the date originally chosen, they are invited to try to switch with another student or reassign themselves on the Google document.

## Late Assignments

## Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

## Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

# University Policies

## Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academiccredentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academiccredit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](http://www.mcmaster.ca/academicintegrity)**.**

The following illustrates only three forms of academic dishonesty

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations.

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](https://sas.mcmaster.ca/) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [*Academic Accommodation of Students with Disabilities*](http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf)policy.

## Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a [RISO](https://secretariat.mcmaster.ca/app/uploads/2019/02/Academic-Accommodation-for-Religious-Indigenous-and-Spiritual-Observances-Policy-on.pdf) accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](https://secretariat.mcmaster.ca/app/uploads/Code-of-Student-Rights-and-Responsibilities.pdf) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

## Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster 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.

## Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

## Grades

Grades will be based on the McMaster University grading scale:

| **MARK** | **GRADE** |
| --- | --- |
| 90-100 | A+ |
| 85-89 | A |
| 80-84 | A- |
| 77-79 | B+ |
| 73-76 | B |
| 70-72 | B- |
| 67-69 | C+ |
| 63-66 | C |
| 60-62 | C- |
| 57-59 | D+ |
| 53-56 | D |
| 50-52 | D- |
| 0-49 | F |