

**Title:** IDST 290-006 - COVID 19, Work and the Road to a New Prosperity

**Semester:** Fall 2020

**Instructor:** Mark Ortiz, M.A., Department of Geography, UNC Chapel Hill

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**Credit Hours:** 1 credit lecture/seminar

**Grading:** Pass/Fail

**Course time:** TuTh, 3-3:50 PM Eastern Time and/or asynchronously (on Zoom)

**Office Hours:** Wednesdays, 8-10 AM & Thursdays, 1-3 PM, and during class session times on dates listed in the detailed syllabus

**Course Zoom Link:** <https://unc.zoom.us/j/93792840508>

### **Course Description:**

COVID has exposed a series of shortfalls in the economy. Consider that there are a group of workers that are defined as essential and obligated to work through the pandemic. What does America owe these essential workers and those who have lost job opportunities due to COVID 19? How will the lessons of nationwide remote working lead to a rethinking of offices and firms? Will the new unemployment and paycheck support programs lead to universal basic income programs? Featuring speakers from a variety of disciplines, a common core component shared among all Carolina Away students, and small group discussion sections, this course will introduce students to current thinking about the changing realities of firms, work, and the social contract needed for new economic futures to emerge.

### **Carolina Away, COVID Investigations and Learning Communities:**

Carolina Away features learning communities that focus on themes related to the new issues of society, politics, economics, culture and science revealed by the global response to the COVID-19 pandemic. These learning communities are rooted in specially developed one credit hour courses that are led by a dynamic instructor with guest experts drawn from Carolina faculty researchers, community experts, and skilled practitioners.

You'll explore these topics through directed readings, discussions, and small-group experiences with your classmates. In addition to connecting with student groups, each class will engage with academic departments, research centers or institutes, all of which can serve as a supportive home for pursuing future interests at UNC.

### **Note on Course Format:**

Like other Carolina Away courses, this course will be entirely virtual primarily meeting over the Zoom platform at the established course times. However, asynchronous options will also be available to accommodate students and will be discussed in greater detail during the first course meeting and over email subsequently. Please contact the course instructor during the first week of class if you think you may need asynchronous learning options. **Please direct all emails and questions to the course instructor, Mark Ortiz ([marcoso@live.unc.edu](mailto:marcoso@live.unc.edu)), rather than the faculty advisors.**

### **Course Goals:**

To provide students with a framework for understanding COVID and its impact on workers, industries, and the global economy writ large;

To put the current economic impacts of the COVID 19 pandemic into broader historical and contemporary perspective by exploring past instances of economic crisis and recovery;

To provide students with an overview of the application of various disciplinary approaches to the new issues of society, economics, politics, culture and society revealed by the global response to COVID 19;

To introduce students to opportunities and resources at UNC and cultivate a sense of what the Carolina community can offer students;

To hone students' writing, reading and critical thinking skills and introduce them to college-level writing expectations.

## ***Course Design***

### **Guest Lectures and Common Core Podcasts**

As mentioned earlier in the syllabus, this course will feature a range of guest expert speakers from Carolina faculty researchers, community experts, and skilled practitioners. In addition to guest lectures, the course curriculum is built around a series of 'COVID Conversations' Podcasts shared by all learning communities on various topics related to the COVID 19 pandemic. All class sessions featuring guest speakers are noted in the detailed syllabus as well as the weeks podcasts are released. In lieu of in person classes during podcast release days, the instructor will hold virtual office hours and students can listen to the podcast outside of class.

### **Questions for Speakers:**

On days featuring guest lectures, all students should be prepared with one question for the speaker. All students, synchronous and asynchronous participants, should submit these questions before the guest lecture class period through Sakai (more instructions will be given during class).

### **Readings:**

There will be occasional course readings related to the discussion topics and guest lectures each week. No textbook is required, all readings will be posted on Sakai by the course instructor in advance of each discussion or common core podcast.

### **Virtual Office Hours**

Virtual office hours will be held occasionally throughout the semester during allotted course meeting times. The dates of virtual office hours are listed in the detailed syllabus. The instructor is always available to meet one-on-one by appointment as well, just send an email to [marcoso@live.unc.edu](mailto:marcoso@live.unc.edu) with IDST 290 in the subject line.

### **Recitation Hours:**

In addition to guest lectures and podcasts, students will be assigned to six smaller groups which will meet in recitation hours on certain class sessions noted in the syllabus. Each group, and each individual student, will attend two recitation/discussion seminars during the semester. Participation will factor into the course grade. Recitation session activities will vary each week but will almost always involve some form of group work to develop shared understandings of course concepts and themes related to each week.

### **Weekly Reflection Papers:**

Students will be asked to write twelve weekly reflection papers on the topics discussed each week by course instructors or guest lecturers. These papers should include main takeaways from the topics discussed that week and should be approximately one page (double-spaced) in length. Weekly reflection papers must also include at least one quote from the podcast or one discussion point from the guest lecture each week. The instructor will provide guiding questions on Sakai each week for reflection papers.

### **Final Project:**

As a final course project, students will be asked to synthesize content and policy ideas discussed throughout the semester to produce a set of policy recommendations and pandemic response measures implementable at any scale of governance, from the local to the national. In outlining these policy measures, students should first articulate what problem existed in terms of policy or social response to the pandemic, 'what went wrong,' as a starting point for developing how your set of response measures will address the issues at hand. The idea for these policy proposals is for them to serve as resources for government officials wishing to address the economic or labor impacts of COVID 19. Students will be asked to turn in these final projects during the final class session on November 19.

### **Grading:**

Recitation Hours Participation:	20%
Questions for Speakers	10%
Weekly Reflection Papers:	30%
Final Policy Proposal:	40%

As this is a Pass/Fail course, there are no traditional letter grades (i.e. "A," "B," or "C," etc.), thus recitation hour participation, reflection papers and final policy proposal project will comprise your grade.

### **Academic Integrity:**

Academic integrity is essential to the intellectual vitality of the university and the ideals of education. The University of North Carolina at Chapel Hill expects students to be honest and to conduct themselves with integrity in all aspects of their relationship with the university. Dishonest conduct - which includes cheating, plagiarizing, or lying for the purpose of influencing a grade or other academic gain - undermines the educational experience and is simply not acceptable. Any student found to have engaged in academic dishonesty will be subject to academic penalty and/or university disciplinary action. See the Student Handbook for statements on academic integrity and student conduct

<http://instrument.unc.edu/instrument.text.html#academicdishonesty>

### **Accommodations for Students with Disabilities:**

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, call 919-962-8300 or email [accessibility@unc.edu](mailto:accessibility@unc.edu).

*Please contact ARS as early in the semester as possible.*

### **Course Outline, Schedule of Topics and Presentations:**

Tu, 8/11	<p><b>Course Introduction:</b> Outlining the Narrative Arc of the Course, Instructor Introduction, Discussing Format, Online Learning Tools, Common Core Podcasts, Syllabus and Any Other Matters</p> <p><b>Lecturer(s):</b> Mark Ortiz, Instructor</p>
Th, 8/13	<p><b>In Class:</b> Virtual office Hours held by course instructor during allotted course time</p>
Tu, 8/18	<p><b>Out of Class:</b> Listen to common core podcast #1 - <i>Emerging Scientific Understandings of the Novel Coronavirus, COVID 19, and Treatment Strategies</i>, Dr. Myron Cohen, Director, Institute for Global Health and Infectious Diseases</p> <p><b>In Class:</b> Short Instructor Introduction, full class recitation session, breakout groups to introduce ourselves, start thinking about the themes of the semester</p>
Th, 8/20	<p><b>Assignment:</b> Submit first weekly reflection paper based on Dr. Cohen’s podcast discussion on Sakai.</p> <p><b>In Class:</b> Virtual Office Hours</p>
Tu, 8/25	<p><b>No Class Due to Instructional Pause by University</b></p>
Th, 8/27	<p><b>Out of Class:</b> Listen to COVID Conversations Podcast <i>Essential and Exposed: Gig Workers in the Lockdown Economy</i>, Alexandria Ravenelle, UNC Sociology</p> <p><a href="https://covidconversations.unc.edu/2020/05/essential-and-exposed-gig-workers-in-the-lockdown-economy/">https://covidconversations.unc.edu/2020/05/essential-and-exposed-gig-workers-in-the-lockdown-economy/</a></p> <p><b>In Class:</b> First Recitation Session for Group #1</p> <p><b>Assignment:</b> Reflection Paper #2 Due Monday (8/31) by Noon</p>
Tu, 9/1	<p><b>In Class:</b> Guest Lecture</p> <p>Dr. Christian Lundblad, UNC Kenan-Flagler School of Business</p> <p>On the global economic impacts of COVID 19</p>
Th, 9/3	<p><b>Assignment:</b> Weekly reflection paper #3 due Monday by Noon</p> <p><b>In Class:</b> First Recitation Session for Group #2</p>
Tu, 9/8	<p><b>In Class:</b> No Class Session</p> <p><b>Out of Class:</b> Listen to podcast #3 <i>Race, Equity, Black Communities and COVID 19</i>, Dr. Karla Slocum, Director, Institute for African American Research and Anthropology</p> <p><b>Assignment:</b> Develop one question for Kirsten Mullen &amp; William Darity</p>

Wed, 9/9	<b>Special Session, Plenary Lecture:</b> Sandy Darity and Kirsten Mullen, Authors of <i>From Here to Equality</i> , 3-4 PM
Th, 9/10	<b>Assignment:</b> Weekly reflection paper #4 due Monday by Noon <b>In Class:</b> First Recitation Session for Group #3
Tu, 9/15	<b>In Class:</b> Guest Lecture <i>(Re)Defining Essential Work &amp; Workers during COVID 19</i> , Dr. Maryann Feldman, Public Policy <b>(Confirmed)</b> <b>Assignment:</b> Develop one question for Dr. Feldman based on reading
Th, 9/17	<b>Assignment:</b> Weekly reflection paper #5 due Monday by Noon <b>In Class:</b> First recitation session for Group #4
Tu, 9/22	<b>In Class:</b> First Recitation Session for Group #5
Th, 9/24	<b>In Class:</b> Guest Lecture <i>COVID 19 and Housing</i> , Dr. Roberto Quercia, Department of City and Regional Planning <b>(Confirmed)</b> <b>Assignment:</b> Develop one question for Dr. Quercia and submit weekly reflection paper #6 by Monday 9/29
Tu, 9/29	<b>In Class:</b> Guest Lecture <i>Health Policy and Management during COVID 19</i> , Dr. Jonathan Oberlander, UNC Department of Social Medicine <b>Assignment:</b> Develop one question for Dr. Oberlander
Th, 10/1	<b>Assignment:</b> Weekly reflection paper #7 due Monday by Noon <b>In Class:</b> First recitation session for Group #6
Tu, 10/6	<b>In Class:</b> Guest Lecture <i>Histories of Economic Downturn and Depression</i> , Ben Waterhouse, UNC History <b>Assignment:</b> Develop one question for Dr. Waterhouse
Th, 10/8	<b>In Class:</b> Social Hour #1
Tu, 10/13	<b>Out of Class:</b> Listen to Final Common Core Podcast, Mark Hetherington <b>In Class:</b> Full Class Recitation Session, Semester Check-in & Discussion
Th, 10/15	<b>In Class:</b> Social Hour #2

Tu, 10/20	<p><b>In Class:</b> Guest Lecture, Dr. Mark Gabriel Little on AfroFutures</p> <p><b>Assignment:</b> Develop one Question for Dr. Little</p>
Th, 10/22	<p><b>In Class:</b> Social Hour #3</p>
Tu, 10/27	<p><b>In Class:</b> James Thomas on the Ethics of Public Health and Pandemics</p> <p><b>Assignment:</b> Develop question for Dr. Thomas</p>
Th, 10/29	<p><b>Assignment:</b> Weekly reflection paper #9 due Monday by Noon</p> <p><b>In Class:</b> Social Hour #4</p>
Tu, 11/3	<p><b>In Class:</b> Election Day Guest Lecture, Dr. Rebecca J. Kreitzer on Political Inequality and Voting. Class will be voluntary, please vote if you're able and feel free to not attend class if you are using that time to vote</p> <p><b>Assignment:</b> Develop one question for speaker</p>
Th, 11/5	<p><b>Assignment:</b> (Final) Weekly reflection paper #10 due Monday by Noon</p> <p><b>In Class:</b> Social Hour #5</p>
Tu, 11/10	<p><b>In Class:</b> Lecture and course-wrap up <i>Envisioning Economic Futures in Times of Crisis: The Global Economy, Environmental Crisis and COVID 19</i>, Mark Ortiz, UNC Geography</p>
Th, 11/12	<p><b>In Class:</b> Social Hour #6</p>
Tu, 11/17	<p><b>In Class:</b> Gather into breakout groups to discuss final policy proposals, as a breakout group nominate one person to report back on any common policy ideas or those the group found most promising. Final Impressions of the course</p> <p><b>Before Class, from 10:30 – 2:30 EST –</b> Extended virtual office hours for any policy proposal questions</p>
Th, 11/19	<p><b>Assignment:</b> Final Policy Proposal Due</p>