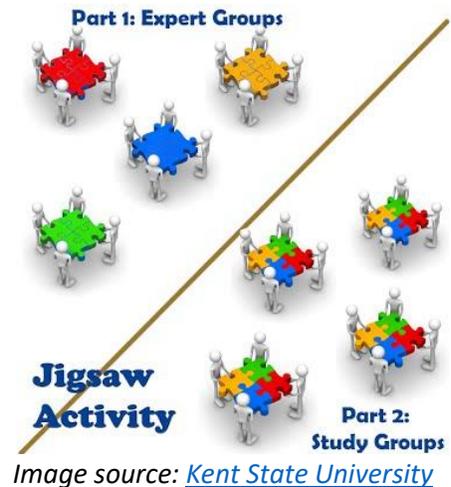


LEARNING ACTIVITIES FOR MODULE 5: RACIALIZATION OF COVID-19

Activity 1

This activity employs the jigsaw technique, an evidence-based method way to foster student engagement, inclusion and collaboration. Split students into four groups, and have each group read one of the following articles:

- McCleary, S. (2020, July 23). "[Confessions of an online anti-racist vigilante.](#)" *Digital Trends*.
- Hananoki, E. (2020, June 24). "[Facebook has profited from running racist 'kung flu' advertising.](#)" *Media Matters for America*.
- Zine, J. (2020, June 3, 2020). "[Unmasking the racial politics of the coronavirus pandemic.](#)" *The Conversation*.
- Karma, R. (2020, April 10). "[Coronavirus is not just a tragedy. It's an opportunity to build a better world.](#)" *Vox*.



The jigsaw works as follows:

1. Begin by giving each group a few minutes to read their assigned article; then, have students discuss the main points of the article in their groups, including any questions, critiques or observations students may have. Let students know that after this initial discussion, they will be shuffled around into new groups and will be responsible for sharing their key takeaways with peers who have not read the same article.
2. Once every group has discussed their respective articles, rearrange students into new breakout groups that contain at least one representative for each reading. Spend a few minutes having students share the main points of each article with one another, encouraging students to look for points of synthesis or disagreement between the readings. You may also wish to pose specific discussion questions, such as:
 - a. In what ways has social media contributed to racial disparities during the pandemic? Conversely, how has social media brought people together?
 - b. What are the ethical implications of doxxing or cybershaming people who post racist content online? Do you agree or disagree with McCleary's vigilante tactics?
 - c. History has shown that othering and stigmatization often surface during epidemics and similar crises. Are we doomed to repeat this cycle? Why or why not?
 - d. Imagine there is another pandemic a few years from now. What, if anything, could we do differently in the future to mitigate the spread of racism and xenophobia both online and offline?
3. Discuss and debrief as a class.

Activity 2

Use the datasets from the COVID-19 Health Equity Dashboard (covid19.emory.edu/) or the COVID Racial Data Tracker (covidtracking.com/race) to explore the relationship between race/ethnicity and COVID-19.

- Nationally, which racial/ethnic groups seem to be most likely to suffer a disproportionate number of cases and deaths due to COVID-19?
- After looking at the national data, look at the data in your own state (covidtracking.com/race/dashboard) or county ([covid19.emory.edu/ nation](https://covid19.emory.edu/nation)). How does your local data compare to the national data? Are you surprised by anything?
- Consider how different social determinants of health—such as poverty, neighborhood, employment, intergenerational wealth, housing security, transportation, or access to healthcare—have driven racial disparities in COVID-19 cases and deaths.
- In what ways can social media either reduce or exacerbate these racial inequities?