

PAPM4099A  
Capstone Seminar – Policy Seminar  
***The Ethics of COVID-19***

Arthur Kroeger College of Public Affairs  
Faculty of Public Affairs

Winter 2021  
Tuesday 8:35-11:25

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Office Hours: Online via Zoom (Schedule TBA)

Synchronous delivery via Zoom

**Welcome to the inaugural edition of PAPM 4099!**

This term we will be talking about all things coronavirus and Canada's response to it. We will be digging into The Ethics of COVID – taking a deep dive into the ethical underpinnings of Canada's pandemic response. We'll be talking about some of the key issues governments have faced and continue to face, and we will also look to the future of Canada's pandemic response. Look at this seminar as an opportunity to put your knowledge of public affairs and policy management theory into practice and to develop and refine your appreciation of the ethical trade-offs that decision-makers face. Remember, this seminar is replacing your HRE, so it is meant to challenge you and make you think!

**DESCRIPTION**

This is primarily a synchronous seminar with most, if not all, of the elements taking place during the scheduled class time via Zoom. Students are expected to attend the seminar weekly and take part in the discussions during class time. All course readings and required videos will be posted in advance to allow students to work through these elements at their own discretion. Students are expected to complete the assigned materials in advance of our meetings and come prepared to discuss the topics and issues.

The ethical and policy-based issues related to COVID-19 are ongoing and ever-emerging. For this reason, some aspects of the course may be adapted or eliminated to allow for newly emerging lines of inquiry or the unfolding of new events. Any changes will be made with as much notice as possible. *For this reason, some details and deadlines regarding course content and assessments in the published course outline may be changed on short notice. Please check cuLearn for the most up-to-date information for this course. Information or instructions posted on cuLearn will supersede previously published outlines.*

To succeed in this course, you will need access to a computer or to some other device that allows you to access the internet. It will be helpful if this computer or alternative device also has a camera and microphone for videoconferencing. You are strongly encouraged to turn on your cameras and mics for the discussion periods. You will need access to cuLearn, cuPortfolio, and Zoom. A link to our classroom will be made available each week with a secure password. Our sessions will NOT be recorded.

If you anticipate having any problems with technology or internet access, especially during the synchronous elements of the course, please let the instructors know as soon as possible so we can discuss possible solutions.

### **LEARNING OUTCOMES**

1. Synthesize and apply the knowledge attained from PAPM core courses
2. Demonstrate an understanding of the responsibilities of public servants and ethical principles in policy development and implementation
3. Develop the ability to analyze, think critically, and use evidence in public policy and management decision making
4. Engage with ethics and policy experts
5. Effectively communicate policy proposals and policy recommendations verbally and in writing
6. Anticipate, develop, and evaluate public policy options on the biggest ethical issues facing Canada in a pandemic recovery period, using grey and academic literature, with careful attention paid to the interdependent social challenges that may be raised at local, national, and global levels

### **SEMINAR ORGANIZATION AND FORMAT**

*We may need to adapt the approach to our weekly meetings if the size of the class or the synchronous seminar format proves too awkward or unreliable.*

The usual format of the seminar is group discussion and seminar members are expected to have completed all of the readings for the week before they arrive. In weeks when we do not have guest speakers, the seminar will begin with a student-led discussion forum where students are encouraged to raise any interesting or noteworthy news items or policy developments (locally, nationally, or globally) that may be relevant to the course as a whole or to that week's particular topic. This may also include initial reflections on assigned readings. At the outset of each class, the instructors may provide some remarks to set the readings and the issues in context, but the remainder of each seminar will consist of discussion, and experiential activities. When, possible, the seminar will include guest speakers from diverse perspectives to further enrich student opportunities for learning.

Remember, seminar participation is not improv – you need to prepare for our discussions. Please do the readings and jot down ideas or questions for further discussion. You may be asked to provide a brief summary of some aspect of the reading that you found particularly interesting or problematic and offer critical analysis of the course materials.

### **cuPortfolio**

In this seminar, you will use [cuPortfolio](#) as a complement to cuLearn to facilitate the process of knowledge integration and reflection. Your portfolio will be the forum in which you develop and present all of your course material and, in so doing, it will provide you an opportunity to showcase the kinds of learning and professional skills you have developed not only as a part of this seminar, but during the entirety of your undergraduate academic and related extracurricular experience.

For this seminar, rather than grinding through the conventional midterm/final/major essay format, you will be expected to complete *a number of* shorter reflective assignments and produce regular portfolio journal entries. What cuPortfolio adds is that it allows you the opportunity to consolidate all this workload into a coherent package making it both easier to draw connections between various seminar activities and to manage a busy workload. It gives you the tools to submit work using a variety of media so you can document your learning experience in a thoroughly professional manner.

Each seminar member will maintain their own portfolio. There will be three regularly scheduled check-in points when your portfolio will be reviewed and assessed. Time will be allocated during the first seminar meeting for you to familiarize yourself with the use of cuPortfolio using a short series of [on-line tutorials](#). Additional student support resources are readily available through the [cuPortfolio Help Centre](#).

[Stacy Malloch](#) is readily available to help support students having difficulties with the tool.

### **Emails**

All seminar announcements will be sent out via cuLearn and you are encouraged to check the seminar cuLearn page and your university email regularly for course updates. All emails sent to course instructors should come from your Carleton email accounts and should include PAPM4099 in subject line.

### **Office Hours**

Office hours will be held online through Zoom. Times will be posted on cuLearn. As needed, the instructors will meet with students outside of these times to accommodate member schedules.

## **ASSIGNMENTS AND ASSESSMENTS**

Weekly Seminar Reflection	Weekly (Thursday 11:59pm)	(10 x 3%) 30%
Portfolio check-ins	5 Feb., 12 Mar., 9 Apr.	(3 x 5%) 15%
Term Assignment	February 9	20%
Final Reflection	April 9	20%
Course Engagement	Final	15%

1. **Weekly Seminar Reflection:** There are three ways by which you can complete this assignment:
  - a. provide a short answer (300 words) to a question provided by the instructors pertaining to the material discussed during the seminar,
  - b. provide a (300 words) reflective summary of the seminar highlighting learnings or discussions you found of particular interest or relevance and explaining why with references to real-world events, past experiences, assigned readings for the week, and/or other coursework,
  - c. Provide a reflective summary (300 words) discussing at least three of the assigned readings, focusing on the key themes and issues raised and placing them in the context of current events, the broader themes of the seminar and/or their relevance to work you have done in other courses.

Weekly Seminar Reflections are due on the **Thursday** immediately following the seminar by 11:59 pm and no extensions will be granted. You can complete a maximum of 10 reflections over the course of the semester. You must submit at least 5 reflections to pass the course.

Seminar reflections are to be posted both to your portfolio and to cuLearn.

2. **Portfolio check-ins:** Three times over the term, you are required to ‘check-in’ your portfolio for review. As a component of every portfolio check-in, you are required to make a Learning Journal entry. A series of questions to be answered in the entries will be posted in advance on cuLearn.
3. **Term Assignment:** Details will be announced mid-term on cuLearn.
4. **Final Reflection:** At the end of term, you will complete a final reflection paper (800 words) addressing what you perceive as the biggest ethical issue Canada faces regarding COVID-19 and post-pandemic recovery over the next few years. Further details will be provided during the seminar. Final Reflections are submitted with your final portfolio check-in.
5. **Course Engagement:** Course Engagement will reflect your overall engagement with the course and its material. It will be assessed based upon your seminar contributions (discussant activities, questions and relevant references to assigned reading, contributions to round-table discussions, and general participation) and the overall calibre of your portfolio (profile, journaling activity, inclusion of artifacts, demonstration of integrative learning, clear effort to go beyond basic content expectations).

Detailed descriptions of the assignments will be posted on cuLearn and discussed during the seminar well in advance of due dates to provide students ample opportunity to ask for clarification and assignment expectations.

This assignment deck has been designed to try to accommodate students who may have difficulties with regular online attendance due to connectivity and/or time-zone issues. Those who anticipate problems with these assignments should contact the instructors.

#### LATE ASSIGNMENTS AND EXTENSIONS

Late assignments will not be accepted except under rare and truly extenuating circumstance – plan accordingly. A heavy workload or another assignment due the same day or week does not constitute an extraordinary circumstance, nor do computer problems or problems with communications, e-mail, cuPortfolio or cuLearn unless such problems are acknowledged by CCS. Please contact the course instructors in advance if you anticipate having difficulties completing the weekly assignments or any other course components on time.

## COURSE SCHEDULE

**Week 1 – January 12** (Course Introduction and Introduction to Ethics)

**Week 2 – January 19** (Governance Structures and Public Health Preparedness)

\*Guest Speaker: **Abla Mawudeku**, Chief, Public Health Agency of Canada

Readings:

1. Lawrence O. Gostin, Ronald Bayer, and Amy L. Fairchild, “Ethical and Legal Challenges Posed by Severe Acute Respiratory Syndrome: Implications for the Control of Severe Infectious Disease Threats,” *JAMA* 290, no. 4 (2003): 3229-3237.
2. Scott L. Greer, Elizabeth J. King, Elize Massard da Fonseca, and Andre Peralta-Santos, “The comparative politics of COVID-19: The need to understand government responses,” *Global Public Health* 15, no. 9 (2020): 1-4. <https://www.tandfonline.com.proxy.library.carleton.ca/doi/full/10.1080/17441692.2020.1783340>
3. Colleen M. Flood, Vanessa MacDonnell, Bryan Thomas, and Kumanan Wilson, *Reconciling Civil Liberties and Public Health in the Response to COVID-19: An RSC Policy Briefing*, September 2020. <https://rsc-src.ca/en/news/press-release-reconciling-civil-liberties-and-public-health-in-response-to-covid-19>

Supplemental Readings:

1. Grant Robertson, “Without early warning you can’t have early response: How Canada’s world-class pandemic alert system failed,” *The Globe and Mail*, July 25, 2020. <https://tgam.ca/2KEfuuH>
2. Government of Canada, “Canada’s COVID-19 Economic Response Plan – Overview.” <https://bit.ly/361SYEo>

**Week 3 – January 26** (Research Trials and Vaccines)

Readings:

1. Owen Jones, “The Covid vaccine will benefit humanity – we should all own the patent,” (The Guardian), November 12, 2020. <https://bit.ly/2Hw87UM>
2. Seem K. Shah et al., “Ethics of Controlled Human Infection to Study COVID-19,” *Science* 368, no. 6493 (May 2020): 832-834.
3. Ariella Binik, “What risks should be permissible in controlled human infection model studies,” *Bioethics* 34, no. 4 (2020): 420-430.
4. Allan M. Brandt, “Racism and Research: The Case of the Tuskegee Syphilis Study,” *The Hastings Center Report* 8, no. 6 (1978): 21-29.

Supplemental Readings:

1. Erik Malmqvist, “Better to Exploit than to Neglect? International Clinical Research and the Non-Worseness Claim,” *Journal of Applied Philosophy* 34, no. 4 (2017): 474-488.

**Week 4 – February 2** (CHIM Trials and Vaccines)

\*Guest Speakers: **Dr. Jeffrey D’Souza** and **Dr. Matthew Grellette**, Research Associates, Institute on Ethics & Policy for Innovation (8:35 am)

Readings:

1. Euzebiusz Jamrozik and Michael J. Selgelid, “Human infection challenge studies in endemic settings and/or low-income and middle-income countries: key points of ethical consensus and controversy,” *Journal of Medical Ethics* 46, no. 9 (2020): 601-609.

Supplemental Readings:

1. Adam Miller, "Could risky human challenge studies help find a vaccine sooner?" *CBC News*, May 9, 2020. <https://bit.ly/2IXfXI1>
2. Sigal Samuel, "The ethics of deliberately infecting volunteers with Covid-19 to test vaccines," *VOX*, November 17, 2020. <https://bit.ly/2UYRh48>
3. Françoise Baylis, "Why federal government should reject human challenge trials for COVID-19 vaccine," *CBC News* <https://bit.ly/3IHVxjw>

**Week 5 – February 9**

Readings: TBD

**Week 6 – February 16 (READING WEEK)**

**Week 7 – February 23 (Scarce Resources and Allocation Decisions)**

Readings:

1. Ezekial J. Emanuel et al., "Fair Allocation of Scarce Medical Resources in the Time of Covid-19," *New England Journal of Medicine – Sounding Board*. <https://bit.ly/3IK30hK>
2. Benjamin Tolchin, Sarah C. Hull, and Katherine Kraschel, "Triage and justice in an unjust pandemic: ethical allocation of scarce medical resources in the setting of racial and socioeconomic disparities," *Journal of Medical Ethics*, Published Online First: 16 October 2020
3. Brian Owens, "Should triage guidelines be revisited ahead of a second wave of COVID-19?" *CMAJ* 192, no. 25 (2020): E690-E691
4. Leniza de Castro-Hamoy and Leonardo D. de Castro, "Age Matters but it should not be Used to Discriminate Against the Elderly in Allocating Scarce Resources in the Context of COVID-19," *Asian Bioethics Review* 12, no. 3 (2020): 1-10.

Supplemental Readings:

1. Ari, Ne'eman, "'I will not apologize for my needs'," *NY Times*, March 23, 2020. <https://nyti.ms/3ftEyQe>

**Week 8 – March 2 (Vaccine Allocation and Distribution)**

\*Guest Speaker: **Dr. Douglas MacKay**, Assistant Professor UNC-Chapel Hill and **Duncan and Rebecca MacRae** Fellow (8:35am)

Readings:

1. Ezekial J. Emanuel et al., "An ethical framework for global vaccine allocation," *Science* (2020): 1-6. <https://science-sciencemag-org.proxy.library.carleton.ca/content/369/6509/1309>
2. Jason Brennan, "A libertarian case for mandatory vaccination," *Journal of Medical Ethics* 44, no.1 (2016): 37-43. <https://search-proquest-com.proxy.library.carleton.ca/docview/2157852524?pq-origsite=primo&accountid=9894>

Supplemental Readings:

1. Jenny Anderson, "She Hunts Viral Rumors About Real Viruses," *NY Times*, October 13, 2020. <https://nyti.ms/3pVo5Jv>
2. Euzebiusek Jamrozik, Toby Handfield, and Michael J. Selgelid, "Victim, vectors, and villains: are those who opt out of vaccination morally responsible for the deaths of others?" *Journal of Medical Ethics* 42, no. 12 (2015): 762-768. [https://www-jstor-org.proxy.library.carleton.ca/stable/44606010?seq=1#metadata\\_info\\_tab\\_contents](https://www-jstor-org.proxy.library.carleton.ca/stable/44606010?seq=1#metadata_info_tab_contents)
3. Kevin Roose, "Get Ready for a Vaccine Information War," *NY Times* <https://nyti.ms/3gcB2dF>

4. Christopher Cox, "The Vulnerable Can Wait. Vaccinate the Super-Spreaders First," *Wired*, November 10, 2020. <https://bit.ly/3nSojzd>

### Week 9 – March 9 (Social and Physical Distancing)

#### Readings:

1. Jonathan Cohen, "( ). Individual Freedom or Public Health? A False Choice in the Covid Era," *The Hastings Center*, June 9, 2020. <https://bit.ly/2UYWRU8>
2. Melissa Perri, Naheed Dosani, and Stephen W. Hwang, "COVID-19 and people experiencing homelessness: challenges and mitigation strategies," *CMAJ* 192, no. 26 (2020): E716-E719. <http://dx.doi.org.proxy.library.carleton.ca/10.1503/cmaj.200834>
3. Derek Thompson, "The Technology that Could Free American from Quarantine," 103-108. (Ethics of Pandemics textbook)
4. Maciej Cegłowski, "We Need a Massive Surveillance Program," in 108-112. (Ethics of Pandemics textbook)
5. Daniel Weinstock, "A Harm Reduction Approach to Physical Distancing," (Ethics of Pandemics textbook) 127-131

#### Supplemental Readings:

1. Sean McDonald, "Coronavirus: A Digital Governance Emergency of International Concern," 112-116. <https://www.cigionline.org/articles/coronavirus-digital-governance-emergency-international-concern>
2. Justin Weinberg, "The Ethics of Social Distancing (and Why It Doesn't Rule Out Protesting) (guest post by Travis N. Rieder). *Daily Nous*. <https://bit.ly/3pXvdVD>
3. Nancy M Baum et al. "Listen to the People: public deliberation about social distancing measures in a pandemic," *American Journal of Bioethics* 9, no. 11 (4-14).

### Week 10 – March 16 (Public Trust and Perception)

#### Readings:

1. Andrea Riccardo Migone, "Trust, but customize: federalism's impact on the Canadian COVID-19 response," *Policy and Society* 39, no. 3 (2020): 382-402.
2. Ruth Grant, "Lying and Hypocrisy in Morality and Politics," *Ethics, Politics & Society* 2, no. 1 (2019): 101-109.
3. Joseph Brean, "'A matter of trust': COVID-19 pandemic has tested public confidence in science like never before," *National Post*, May 8, 2020. <https://bit.ly/3722uXm>

#### Supplemental Readings:

1. Jeffrey V. Lazarus et al., "COVID-SCORE: A global survey to assess public perceptions of government responses to COVID-19 (COVID-SCORE-10)," *PLOS ONE* 15, no. 10, 2020. <https://bit.ly/3pWFAt1>

### Week 11 – March 23 (Economic Recovery)

#### Readings:

1. Anjum Sultana and Carmina Ravanera, *A Feminist Economic Recovery Plan for Canada: Making the Economy Work for Everyone*, The Institute for Gender and the Economy (GATE) and YWCA Canada, July 28, 2020.
2. Farmers for Climate Solutions, *A better future starts on the farm: Recommendations for recovery from COVID-19 in Canadian agriculture*, August 2020.

**Supplemental Readings:**

1. Justin Trudeau, “A Stronger and More Resilient Canada,” Speech From the Throne, September 23, 2020.
2. <https://milkeninstitute.org/power-of-ideas/canada-ideal-place-invest-post-covid>
3. <https://milkeninstitute.org/power-of-ideas/closing-data-gap-rebuild-more-inclusive-and-sustainable-economy>
4. <https://milkeninstitute.org/power-of-ideas/possible-futures-ways-people-react-after-covid>

**Week 12 – March 30 (Income Supports and Basic Income)****Readings:**

1. Evelyn L. Forget, *Basic Income for Canadians* (Toronto, ON: James Lorimer & Company Ltd., Publishers, 2018) \*Excerpt TBD
2. Evelyn L. Forget, “A guaranteed minimum income would be more effective than current government programs,” *Policy Options*, November 16, 2020. <https://bit.ly/3732tIT>

**Supplemental Readings:**

1. Ken Boessenkool, “In normal times, universal basic income is a bad idea. But it’s the wisest solution for COVID-19 economic strain,” *The Globe and Mail*, March 19, 2020. <https://tgam.ca/3fvkA7E>
2. Francis Fong, “Why we need to start thinking seriously about universal basic income,” CPA, August 20, 2020. <https://bit.ly/361EO5Z>
3. Urooba Jamal, “In Pandemic Downturn, Canada’s Drive for Guaranteed Basic Income Picks Up Speed,” *NPR*, October 13, 2020. <https://n.pr/35YkNND>
4. Christian Ståhl and Ellen MacEachen, “Universal basic income as a policy response to COVID-19 and precarious employment: potential impacts on rehabilitation and return-to-work,” *Journal of Occupational Rehabilitation*, 2020. <https://bit.ly/39dIPq8>

**Week 13 – April 6 (Course Wrap Up)**

\*Final Reflection Assignment due by 11:59pm



**Academic integrity**

Students are encouraged to form study/reading groups and to share ideas with one another as part of seminar preparation. However, all written work submitted must be your own. Plagiarism or complementarity (i.e., submitting substantially the same piece of work for course credit more than once), intentional or otherwise, are considered serious academic offences which cannot be resolved directly with the course's instructor. If an instructor suspects a an academic offence has been committed, the matter is referred to the Associate Deans of the Faculty who conduct a rigorous investigation. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course. Students must familiarize themselves with Carleton University's policies, procedures and sanctions pertaining to violations of academic integrity:

<https://carleton.ca/registrar/academic-integrity/>

**Academic Accommodation**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the [Student Guide](#)

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website

[http://www.carleton.ca/equity/accommodation/student\\_guide.htm](http://www.carleton.ca/equity/accommodation/student_guide.htm)

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.

**A Note on Final Grades**

*“Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.”*

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