

PAPM 4099A  
Capstone Seminar – Policy Seminar  
***Towards an Ethical Recovery: Value Judgements and Policymaking***

Arthur Kroeger College of Public Affairs  
Faculty of Public Affairs

Winter 2022  
Thursday 8:35-11:25

Instructors: John Cadham and Dr. Kerry O'Neill  
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(Please include PAPM4099 in the subject line)

Office Hours: Online via Zoom by appointment only

Course Format: Synchronous delivery via Zoom

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

### **Description**

This term we will be talking about what an ethical recovery from COVID-19 entails in the Canadian context. We will talk about some of the key issues governments have faced and continue to face as we move beyond acute pandemic response. We will not necessarily be looking at COVID-19 per se, but about what kind of world/country we want to live in as we move forward from this crisis. 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!

The ethical and policy-based issues related to “recovery” 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 Brightspace for the most up-to-date information for this course. **Information or instructions posted on Brightspace 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 stable access to 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 portions of our seminar. You

will need access to Brightspace and Zoom. A link to our classroom will be posted on Brightspace 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.

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

### **Learning Outcomes**

1. Synthesize and apply the knowledge attained from your PAPM program;
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. Effectively communicate policy proposals and policy recommendations verbally and in writing; and
5. 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**

The first three weeks of the seminar will be used to set the stage for a subsequent series of group-led discussions. During this segment, we will do a short review of the complex ethical challenges involved in policy making and what an ethical recovery from the pandemic might demand.

The usual format of the seminar is member-based discussion and seminar members are expected to have completed any assigned readings for the week before they arrive.

**Beginning in Week 2** and continuing to the end of the course the seminar the last hour of the seminar will centre around “What’s in the News?” contributions – short individual presentations recapping Recovery/Ethics-relevant issues or events attracting media coverage during the preceding week.

**Beginning in week 4 (Feb. 3),** our seminar will be led by a group of seminar members who will introduce and organize the discussion of a selected post-pandemic recovery policy option. As discussed below, these groups will be responsible for roughly half of the seminar each week (90 minutes).

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. Expect to be called on and be prepared to participate and contribute.

### **Emails**

All seminar announcements will be posted to Brightspace. You are encouraged to check the Brightspace 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.

### **Assignments and Assessments**

*\*Further instructions for the assignments will be posted to Brightspace.*

<b><u>Assignment</u></b>	<b><u>Due Date</u></b>	<b><u>Weight</u></b>
Course Engagement (in-person and discussion board peer responses)	Ongoing	20%
Group-Led Seminar Discussion	See schedule on Brightspace	20%
Term Assignment	Feb. 18	30%
“What’s in the News”	See schedule on Brightspace	10%
Final Reflection	April 8	20%

- 1. Course Engagement:** As a 4<sup>th</sup> year seminar this course relies on the active participation of seminar members. Your grade will be based on your attendance throughout the course, and the quantity/quality of your seminar contributions. Meaningful contributions to seminar discussion forums on Brightspace will also factor into this assessment. Seminar members are expected to have their cameras on during our seminar meetings, especially during seminar discussions.
- 2. What’s in the News?**  
 Starting in the second week, one hour in the second half of the seminar will be devoted to very short individual presentations of some article, report, opinion, or commentary appearing in a mainstream domestic or foreign media source. During this period, 8-9 seminar members will be assigned to present a short (3-5 mins) depiction of some issue or event being covered in the media that can be seen as relevant to some issue, concept or broader theme of the seminar. Over the course of the term, each seminar member will make two of these presentations, accompanied by a short posting to a dedicated Brightspace discussion forum. Additional instructions will be posted in Brightspace.
- 3. What’s in the News? Discussion Board Peer Response**  
 Each seminar member is required to post no less than 10 responses to “What’s in the News?” forum entries over the course of the term. Discussion forum responses will be an important consideration in the assessment of course engagement. Additional instructions will be posted in Brightspace.
- 4. Group-Led Seminar Discussion:** Beginning in Week 4 (Feb. 3), our seminar discussions will be led by a select group of members. A presentation schedule and

Group assignments will be posted on Brightspace. Each group will select a policy issue that they think is essential for an “ethical recovery” as Canada emerges from the acute phase of the pandemic. Your group is responsible for assigning the reading(s) for the week. Groups should prepare discussion questions or other activities to engage with their peers on the topic. Presenters may also wish to draw connections to other literature discussed in the course as appropriate. Your group is responsible for the first half of the seminar (90 minutes). Further details will be posted on Brightspace.

5. **Term Assignment:** Seminar members will complete a term assignment. Instructions will be posted to Brightspace shortly after the start of term. The assignment is due on February 18, 2022.
6. **Final Reflection:** At the end of term, you will complete a final reflection paper. Further details will be provided during the seminar closer to the end of term. The assignment is due on April 8, 2022.

### **LATE ASSIGNMENTS AND EXTENSIONS**

All late assignments will be penalized at a rate of 3% per day or part day late (including weekend days). Assignments more than one week late will not be accepted, except where there are legitimate medical or personal grounds. All extension requests must be communicated to the instructors at least **1 (ONE) day prior to the due date.**

### **COURSE SCHEDULE**

Week	Date	Topic & Readings
1	Jan. 13	<p><i>Course Introduction</i></p> <p><i>Ethics and Decision-Making</i></p> <p>Thomas et al., “Ethical Resources for Decision-Making,” 13-42</p>
2	Jan. 20	<p><i>Public Trust &amp; Perception</i></p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> <li>1. Migone, Andrea Riccardo. “Trust, but customize: federalism’s impact on the Canadian COVID-19 response.” <i>Policy and Society</i> 39, no. 3 (2020): 382-402.</li> <li>2. Grant, Ruth. “Lying and Hypocrisy in Morality and Politics.” <i>Ethics, Politics &amp; Society</i> 2, no. 1 (2019): 101-109.</li> <li>3. Mills, Anthony M. “Unmasking Scientific Expertise.” <i>Issues in Science and Technology</i>. <a href="https://issues.org/unmasking-scientific-expertise-covid-mills/">https://issues.org/unmasking-scientific-expertise-covid-mills/</a></li> <li>4. Hynes, William. “A systemic socio-ecological recovery from Covid-19.” <i>Global Social Policy</i> 21, no. 2 (2021): 335-338.</li> </ol>

3	Jan. 27	<p><i>Government Response &amp; Lessons Learned</i></p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> <li>1. Smith, Maxwell, and Ross E.G. Upshur. "Learning Lessons from COVID-19 Requires Recognizing Moral Failures." <i>Bioethical Inquiry</i> 17, no. 4 (2020): 563-566.</li> <li>2. Smith, Maxwell, and Ross E.G. Upshur. "Ebola and Learning Lessons from Moral Failures: Who Cares about Ethics?" <i>Public Health Ethics</i> 8, no. 3 (2015): 305-318.</li> <li>3. Fitz-Gerald, Ann. "In the Aftermath of COVID-19: Policy Implications for Canada." <i>Balsillie Papers</i> 1, no. 3 (2020).</li> </ol>
4	Feb. 3	TBD – Group 1
5	Feb. 10	TBD – Group 2
6	Feb. 17	<p>TBD – Group 3</p> <p><b>**Term Assignment Due 11:59 pm on February 18</b></p>
<b><u>7</u></b>	<b><u>Feb. 24</u></b>	<b><u>READING WEEK</u></b>
8	Mar. 3	TBD – Group 4
9	Mar. 10	TBD – Group 5
10	Mar. 17	TBD – Group 6
11	Mar. 24	TBD – Group 7
12	Mar. 31	TBD – Group 8
13	Apr. 7	TBD – Group 9

### **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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

**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 [click here](#).

**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. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

<https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform

at the national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

**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.”*