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| Georgetown University, Bachelor of Arts in Liberal Studies*School of Continuing Studies***Ethics of COVID-19****Spring 2021****Course # BLHS 100-01** **Professor Paul Lewis****Professor William Joseph Buckley** |

 **SYLLABUS**

**Class Information**

Time**: Thursday’s (Time TBD)**

Dates: **January–May 2021**

Location: **Online and Zoom**

**Overview**

Two quotes by Plato, attributed to Socrates, provide the central themes for our study of ethics and COVID:

“For we are debating no trivial question, but the manner in which a man ought to live.” *The Republic* (c. 360 BC)

“The unexamined life is not worth living.” *The Apology* (c. 395-380 BC)

Building on the Introduction to Ethics course which the CSC has offered since 2007, this course looks at the ongoing COVID-19 pandemic through an ethical lens. Facts and issues are examined critically, focusing on the work of Jesuit trained Anthony Fauci, the well-known head of the National Institute of Allergy and Infectious Diseases. Dr. Fauci stated in the fall of 2020, after months of grappling with COVID: “You should never, ever, veer away from being transparent, being consistent, and being truthful…I wake up every morning and I worry about the things I don’t know…that’s what drives a good scientist and a good policy person.”

Based on the background of Professor Lewis with the House Ethics Committee, the House Armed Services Committee, and as a human rights and national security leader in the Obama Administration, the course also takes a close look at policy, process, and politics. In short, how ethical principles are applied in the real world of Capitol Hill and the Pentagon.

Plato and Aristotle believed ethics and politics were closely related. We will reflect on President Kennedy’s quote (written in 1955 while he was a senator) from *Profiles in Courage*: “A man does what he must – in spite of personal consequences, in spite of obstacles and dangers and pressures – and that is the basis of all human morality.” Other key themes include the relationship between ethics, religion, and science, theories of moral education, and theories of knowledge.

Professor’s Buckley’s background and publications in ethnic conflict, bioethics, and end of life decision making will also be emphasized.

In this course the classical ethics virtues of wisdom, justice, courage, temperance, and piety will be applied to the vital ethical and health issues we (Georgetown, the United States, and the entire world) are grappling with as we cope with COVID-19. Professor Lewis looks at how government approaches health and policy issues and Professor Buckley gives the academic background and critical analysis of current and emerging COVID issues.

A signature piece of a Jesuit education is the study of ethics. Ethical issues have been debated and discussed throughout history and many of the issues which confronted society in classical times are still with us today. As society grows more complex, ethical issues also grow more complex. In this course, students are introduced to the classical issues in ethics and are required to read, write, and discuss critically the following major ethical theories: 1) virtue ethics, 2) stoicism, 3) religious ethics, 4) the social contract, 5) natural rights, 6) duty ethics, and 7) utilitarianism. We will also study modern and contemporary interpretations of these traditional theories. Finally, the traditional theories are applied to critical ethical issues confronting society today in COVID. Applied ethics topics include social justice, bioethics, national security, and the politics of COVID.

Georgetown is a center for the study of ethics:

* Georgetown is the oldest Jesuit university in the country and remains committed to the tenets of a Jesuit education: passion for quality; study of the humanities and sciences; an emphasis on ethics and values; the importance of religious experience; and a commitment to being person-centered.
* The School of Continuing Studies offers numerous courses and advanced degrees in ethics and related subjects. The Liberal Studies program offers a concentration in “Ethics and the Professions.” A student may also obtain a Master of Arts in Liberal Studies degree with a concentration on ethics.
* The Kennedy Institute for Ethics is one of the world’s oldest and most comprehensive academic bioethics centers.
* Dr. Edmund Pellegrino, former professor of medicine and medical ethics, was the Chairman of the President’s Council on Bioethics from 2005-2009.
* Georgetown offers many social justice and service opportunities. Please see the university website for additional information. The university has an active Center for Social Justice.
* Georgetown University Law Center has a well regarded *Journal of Legal Ethics.*

**Instructors**

**Paul M. Lewis, Esq.**

**Adjunct Professor of Liberal Studies**

**Cell: (571)-271-7772
E-mail:** **pl33@georgetown.edu**

My ethics background started with an emphasis on ethics at Notre Dame Law School and continued during my time as a prosecutor and defense counsel in the Marine Corps and as a prosecutor in the Manhattan District Attorney’s Office and the Department of Justice. I then spent eight years on the staff (as an investigator) of the Committee on Standards of Official Conduct (Ethics Committee) for the U.S. House of Representatives. I was counsel to the chairman of the committee my final two years. During my time on the Ethics Committee staff, the House expelled a member for the first time in twenty years (Rep. James Traficant (D-OH) and also resolved a controversial complaint against the House Majority Leader, Rep. Tom DeLay (R-TX). Ethics continued to be an issue in my portfolios as general counsel/minority general counsel to the House Armed Services Committee.

Moral and ethical considerations played an important role President Obama’s decision to press for closure of the Guantanamo detention facility. I served as the Department of Defense Special Envoy for Guantanamo Detention Closure from 2013-17. I am writing a book on my Guantanamo experiences. I hope to have Professor Buckley give me tips on writing!

I am currently an Ethics Director for BAE Systems Inc., a defense contractor.

I am available before and after class for consultation and you may e-mail questions at any time.

**William Joseph Buckley PhD MA**

**Adjunct Professor of Liberal Studies BALS**

**Phone: (301)-694-0767**

**E-mail:** **wjb22@georgetown.edu**

My work in ethics has always been about very practical issues—especially the ways in which personal and policy choices intersect. An ecumenical fellowship commemorating slain seminarian civil rights worker Jonathan M. Daniels, that I received as a student in my hometown of St. Louis (not far from “Ferguson”), supported early work as a volunteer, and then as an organizer of international teams of peace volunteers in Northern Ireland during its civil conflict. This community-based social work vastly deepened our sense of the cultural complexities of ethnic conflict—coming at the tail end of the Vietnam era. Ongoing research into bioethics led to publications and teaching (Georgetown Schools of Medicine and Nursing; Johns Hopkins). Research into how local communities constructively mobilize resources for justice subsequently inspired courses, curricular designed service learning, and publications such as my later work on ethnic conflict and humanitarian intervention entitled *Kosovo: Contending Voices on Balkan Interventions*. My graduate research at the University of Chicago brought an MA and PHD—as well as research trips to Europe (Fulbright, DAAD). Teaching and publications have turned to practical moral reasoning in professions and comparative ethics—both bioethics and end of life decision-making—in a new publication co-edited with Karen Feldt (PhD, RN), *Taking Sides: Clashing Views in Death and Dying*, that newly addresses the timely topic of end-of-life decision-making.  My past work in practical ethics has taken interesting turns: hospital ethics committees; a United Nations Commission (on Kosovo); a nationally recognized domestic abuse shelter (Heartly House) and twice by appointment from 2014-2020 as one of two lay members of the Judicial Ethics Committee of the Maryland Courts.

I welcome any chance to help. I am available before and after class for consultation and you may e-mail questions at any time. I am also available by appointment at SCS. I will answer messages as quickly as I can, usually within one business day after receipt.

**Learning Objectives**

After completing this course, a student should have a sophisticated understanding regarding the following key issues:

* What is ethics?
* Why study ethics?
* What is “the manner in which a man ought to live?”
* What are the major classical ethical theories? How do they apply to COVID-19?
* What is wisdom? How the virtue of wisdom apply to COVID-19?
* What is justice? How does the virtue of justice apply to COVID-19?
* What is courage? How does the virtue of courage apply to COVID-19?
* What is temperance? How does the virtue of courage apply to COVID-19?
* What is piety? Hoes does the virtue of piety apply to COVID-19?
* The ethics of social justice and COVID-19
* Bioethics and COVID-19
* The ethics of national security and COVID-19
* The ethics of politics and COVID-19

**Textbooks**

There are no assigned textbooks. All current assigned readings are assigned below and will be posted on Canvas before the class. If the assigned readings change, you will be notified in class, on Canvas, and by e-mail.

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| COURSE ASSIGNMENTS AND GRADING CRITERIA |

**WHAT MUST I DO AS STUDENT TO SUCCEED?**

This course is **highly interactive each week**.  You do not need to buy, or rent or share any required texts for the course. All course readings, videos, notes and outline materials are posted online. You should expect to spend more than 7-10 hours per week on the course. To succeed you need to keep up by doing readings and post your discussion Post by Sunday evenings at midnight (check Calendar). Zoom sessions are on THURS each week and count and as part of your final grade. Check this website at least three times per week. Follow GU CANVAS for the latest INSTRUCTIONS and versions of weekly readings and POSTS at <https://georgetown.instructure.com.>

Each week, students do **five to six items online**:

(1) Review posted learning goals on the syllabus,

(2) Watch selected posted video(s),

(3)C**omplete readings from posted texts and selected secondaries,**

(4) By **midnight Sunday** post a short one-page essay (250 -300 words) that answers a selected assigned question about the weekly assignments. The essay should include qotations and citations to the weekly assignments,

(5) During the last weeks of the course, work on an oral presentation and end of semester research project, and

(6) Join in the weekly real-time (time TBD) Zoom online discussion with peers and course Instructors.

Detailed instructions, outlines, transcripts and notes for all course materials are available online

**TEN TIPS IMPROVE YOUR SUCCESS IN THIS ONLINE COURSE (5 MIN VIDEO)**

[**https://georgetown.zoom.us/rec/share/5O5tFrHz12NOTY3H-QbiV4gdGqnPT6a8gygb\_PEOmUpNcdxqMKl4Q41m1luJgbTD**](https://georgetown.zoom.us/rec/share/5O5tFrHz12NOTY3H-QbiV4gdGqnPT6a8gygb_PEOmUpNcdxqMKl4Q41m1luJgbTD)

# WHAT COUNTS FOR GRADES?

## Graded Assignments

**What Must I Do as A Student?**

Detailed weekly instructions, outlines, transcripts and notes for all course materials are available online. Your course grade will be based on your completion of course activities and assignments. You will read full details about each of them in the Canvas course.

## Grading Options

Students will have the option to choose one of two grading frameworks for Spring 2021 courses, either:

1. a letter grade, or
2. Satisfactory (S); Credit (CR); or No-credit (NC): (S=grades A through C; CR=C-, D+, D; NC=F) Students can make this choice in MyAccess beginning up until the last day of classes. The choice to take a class S/CR/NC can apply to any course: Core, major, minor, certificate or free elective. The choice can be made without permission from the deans (per the usual process). The S/CR/NC options will not be counted toward the stated maximum of student’s degree programs (e.g., “six” as outlined in the Undergraduate Bulletin). The withdrawal date will also be extended to the last day of classes. A transcript notation will explain that S/CR/NC was instituted because of the 2020 COVID-19 pandemic.

## [Grading Scheme](https://static.scs.georgetown.edu/upload/kb_file/ay_2019-2020_rules_and_regs_final.pdf)

Grades will be determined as follows:

 A: 93% to 100%

 A-: 90% to 92%

 B+: 87% to 89%

 B: 83% to 86%

 B-: 80% to 82%

 C+: 77% to 79%

 C: 73% to 76%

 C-: 70% to 72%

 D+: 67% to 69%

 D: 63% to 66%

 F: 62% and below

An “A” constitutes outstanding work; “B” work is good, above what is required by the assignment; “C” is satisfactory, meets basic requirements of the assignment; “D” is a minimal pass; and “F” is failure. Grades are not curved, i.e., you are evaluated based on your own work and not in comparison to your classmates. We will send an interim evaluation to you after class 7. This is a rigorous and demanding course, with extensive requirements in all phases of the Liberal Studies Program: reading, writing, class participation, and oral presentations.

## [Grading Weights](https://static.scs.georgetown.edu/upload/kb_file/ay_2019-2020_rules_and_regs_final.pdf)

* Details of the grading weights will be provided on Canvas.
* Weekly Writing Assignment, Discussion Board and Zoom Participation: **50%**
* Peer Review: **20%**
* Oral Presentation: **5%**
* Final Paper: **25%**

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| COURSE SCHEDULE |

**Attendance**

**Attendance at weekly Zoom sessions and active participation in class discussion boards is mandatory. Students are expected to attend all sessions of the course. Students who miss more than two zoom sessions, for whatever reason, may receive a failing grade for the course. To arrive more than 15 minutes late to a zoom session without prior notice to the instructors constitutes a full absence (you can remove this issue by emailing us if you anticipate being late)**. Any absence, tardiness, or early excusal must be approved in advance by the instructors. If you need to miss a class, it is your responsibility to make sure any assignments are submitted on time unless arrangements are made with the instructors in advance. If a class is missed or a student is late, make-up assignments may be assigned.

**Assignments**

Anticipated weekly assignments are posted in the course outline at the end of this syllabus. **If the assignment changes from the syllabus, it will be posted on Canvas about one week before the class**. **Check Canvas and e-mail regularly for updates.** We often add readings from the newspaper after the syllabus has been posted in an effort to keep the class as up-to-date as possible. We will e-mail these last-minute readings, but also check Canvas to make sure you don’t miss anything.

Weekly assignments include extensive readings, a written assignment, and active discussion board, and zoom participation. The readings often require the student to re-read and reflect on the selection. Students will present one formal oral presentation and several informal oral presentations during the semester. The course concludes with a formal paper. Liberal Studies courses engage students in reading, reflection, writing, and discussion. Each of these skills are important elements of this course.

**Submitting Assignments**

All assignments are due by the start of class on the date specified unless otherwise specified. Written assignments **must be posted online at the beginning of class.**

**Important: no credit will be given for any assignment that is submitted late without the prior approval of the instructors.** “Prior approval” means that the student must communicate with the instructors **before** the assignment is due.

**All work for this class should be proofread and spell-checked. Times New Roman font (12 point) and Microsoft Word are required for all written assignments. Each written assignment shall include a statement that the Georgetown Honor pledge has been complied with for that paper.**

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| SUPPORT SERVICES  |

## Computer Requirements

**Canvas Caution about Cellphones and IPads:** Students should use desktops or laptops to accurately access complete course syllabus and website content on Canvas.

* Students may push Assignment Deadlines from Canvas into cell phones.
* **Due Diligence Warning**: Cellphones and iPads do **not** adequately access all content on Canvas course website; that is, some content is not viewable such as some GU SCS weblinks, Instructor and Peer Responses to work, some pdf/doc files of readings, some media/videos.
* Students are responsible for all GU SCS/Instructor posted content on syllabus and website.
* Cell phones and iPads can enhance but do not replace desktop and laptop access to syllabus and website content at GU SCS and Canvas.

Students need to have sufficient technology and Internet access to complete this course. The requirements are listed by Canvas in the Instructure Guides.

## Audio and Video Capability

* You will need an internal or external microphone. Most computers now come with them built in.
* You will need an internal or external camera. Most computers now come with them built in.
* Georgetown recognizes that COVID-19 has a significant impact on everyone in the Georgetown community. Georgetown offers a variety of support services for students that can be accessed online and has put together [this newsletter](https://mailchi.mp/13585756d7e9/mental-health-resources-for-students?e=%5BUNIQID%5D) which aims to provide you with information about well-being resources and virtual meetings that can connect you with mental health professionals on and off campus during this time. Below are some resources available to you:
* [Academic Resource Center](http://academicsupport.georgetown.edu/)202-687-8354 | arc@georgetown.edu
* [Counseling and Psychiatric Services](http://caps.georgetown.edu/)202-687-6985
* [Institutional Diversity, Equity & Affirmative Action (IDEAA)](https://ideaa.georgetown.edu/)(202) 687-4798

## Sexual Misconduct

Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking. Discrimination based on sex, including sexual misconduct and discrimination based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff. Please know that as a faculty member I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault.

Please also note that University policy also requires faculty to report any disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University’s response to sexual misconduct. Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

* Jen Schweer, MA, LPC, Associate Director of Health Education Services for Sexual Assault Response and Prevention (202) 687-0323 | jls242@georgetown.edu
* Erica Shirley, Trauma Specialist, Counseling and Psychiatric Services (CAPS), (202) 687-6985 | els54@georgetown.edu

More information about campus resources and reporting sexual misconduct are available on [this](https://sexualassault.georgetown.edu/get-help/) website.

## 4. Pregnancy and Parenting Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical needs and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out on the [Title IX website.](https://titleix.georgetown.edu/)

## 5. Georgetown Library

If you have a question for a librarian you can go to their [“Ask Us”](https://www.library.georgetown.edu/ask-us) page where you will have the option to chat online, send an email, or schedule a Zoom appointment to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer an overview of and in-depth assistance with important resources for senior or master's theses, dissertations, papers and other types of research. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers. Please review the [Services & Resources Guide for Online Students](http://scs.georgetown.edu/resources-online-students/) for additional information.

# *6. Citation Policy*

Students must use a style guide for all coursework. APA Style (APA Publication Manual 6th Edition), used in all SCS courses, is the preferred style. The SCS library has prepared an APA Citation video to guide citation formatting that you can find here:

* School of Continuing Studies Library: APA 6th Edition
* For an online summary of the APA Style: http://trexler.muhlenberg.edu/library/media/contentassets/library/docs/APA%20Citation%20Guide %20Fall%202018.pdf
* Further resources for this citation style are available through
* Georgetown Library Citation Guide
* APA Style Guidebook

**7. eResources**

Students enrolled in courses have access to the University Library System’s eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library’s Homepage](https://www.library.georgetown.edu/) by using your NetID and password.

## 8. Learning Resources

Georgetown offers a host of [learning resources](http://scs.georgetown.edu/academic-affairs/resources/) to its students. Two that you might find particularly helpful in this course are the [Writing Center](https://writingcenter.georgetown.edu/) and [Refworks](http://guides.library.georgetown.edu/refworks).

* [The Writing Center](https://writingcenter.georgetown.edu/) offers peer tutoring by trained graduate and undergraduate students who can assist you at any point in the writing process. They help at any stage of your writing process, from brainstorming to revision. Tutors can offer advice on thesis development, use of evidence, organization, flow, sentence structure, grammar, and more. The Writing Center will not proofread or edit papers; rather, they will help to improve your proofreading and editing skills to become a better writer. Appointments can be booked online through their website.

* [Refworks](http://guides.library.georgetown.edu/refworks) is an online research management tool that aids in organizing, storing, and presenting citation sources for papers and projects.

## 9. Technical Support

All students have 24/7 access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at 855-338-2770. Use the 'Help' icon in the lower left of your Canvas window to view all available support and feedback options. If you're looking for help on a specific feature, check out the [Canvas Student Guide](http://guides.instructure.com/m/4212).

### *10. Netiquette Guidelines*

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others’ opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Additionally, what happens in Canvas stays in Canvas. In order to make this a safe space for students to take risks and learn from one another in the wake of inevitable missteps, we ask that students refrain from publicly re-posting any comments that have been shared in this online course.

Finally, this is a professional environment. This course is designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:

* **Use accurate spelling and grammar in all discussion boards and assignments**. An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar. Text speak (e.g., acronyms, shorthand phrases, numbers as words) are unacceptable.
* **Discussion boards:** Postings are of two kinds: (1) Your weekly edited, written paper which should use apt quotations and page citations; (2) Any peer replies you post. Your weekly paper and muddiest point should be **carefully written and edited** **responses to readings/posted questions** with quotes and proper citations using a thesis statement. Your peer responses are reflective answers of college students not cell phone blogs or hashtags but should respond to each other and use a **conversational tone and convey personality on discussion boards**. This means the use of colloquial language in peer responses is only minimally acceptable. Responses should be thoughtful responses to each other’s work. This is about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your coworkers; you are making a point and engaging in conversation. Discussion Boards help you share with friends and practice the art of “conversation”. Learning this art of conversation means understanding how to be an empathetic listener and meet the expectations of your interlocutor that you will be “coherent” and “reasonable” to be “convincing” in ways to “advance the argument.”
* **Your assignments are assumed to be client-ready**. While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding too informal a tone or word use in your written assignments and presentations.

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| ACADEMIC INTEGRITY  |

Students at Georgetown University are expected to maintain the highest standards of academic and personal integrity. Although most Georgetown students conduct themselves in accordance with these standards, occasionally, there are students who violate the code of conduct. Cheating harms the University community in many ways. For example, honest students are frustrated by the unfairness of cheating that goes undetected and students who cheat can skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.

Academic dishonesty in any form is a serious offense, and students found in violation are subject to academic penalties that include, but are not limited to failure of the course, termination from the program, and revocation of degrees already conferred. All students are expected to fully adhere to the policies and procedures of [Georgetown’s Honor System](https://honorcouncil.georgetown.edu/system/policies/) and to take the Honor Code Pledge.

## Honor Code Pledge

*In pursuit of the high ideals and rigorous standards of academic life I commit myself to respect and to uphold the Georgetown University honor system; to live out a commitment to integrity in all my words and actions; to be honest in every academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community as we live and work together; to live out the ideals of Georgetown University I commit myself to be a person for others in my daily life, respectful of difference and disagreement; To care for this venerable campus and all of those with whom I share it; and to fulfill in all ways the trust placed in me to carry on the Georgetown tradition.*

## Plagiarism

Stealing someone else’s work is a terminal offense in the workplace, and it will wreck your career in academia, too. Students are expected to work with integrity and honesty in all their assignments. The Georgetown University Honor System defines plagiarism as "the act of passing off as one's own the ideas or writings of another.” More guidance is available through the [Gervase Programs](http://honorcouncil.georgetown.edu/system). If you have any doubts about plagiarism, paraphrasing, and the need to credit, check out [Plagiarism.org](http://www.plagiarism.org).

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown’s honor code unconditionally. If you have not done so, please read the honor code material located online at the [Honor Council website](https://honorcouncil.georgetown.edu/).

Nothing less can be expected in any class, in particular a class on ethics. **Each student will be required to acknowledge at the end of each written assignment submitted for this class that he or she has abided by the honor pledge for that assignment.**

**COURSE OUTLINE AND ASSIGNMENTS**

**The course outline is a tentative schedule of assignments, readings, and topics that may be covered during the semester. Check Canvas e-mail regularly for updates. If there are any changes to the syllabus, the specific assignment for each class will be posted at least one week in advance of that class. Note that there are reading assignments for the first class.**

**Class 1 (Jan 2021): Introduction**

Required Readings

* David Brooks, *The Moral Bucket List*, New York Times, April 11, 2015
* Jim Valvano, *Don’t Ever Give Up* (1993)
* [**WATCH VIDEO: Jim Valvano, "Don't Ever Give Up"**](https://georgetown.instructure.com/courses/121007/modules/items/1846163)
* Georgetown Honor Pledge, see above
* Abraham Maslow, chart on *Maslow’s Hierarchy of Needs*
* Basic Moral Orientation Questionnaire
* Photo: *Earthrise* (1968)
* Centers for Disease Control and Prevention, *COVID Data Tracker,* Weekly Summary
* Centers for Disease Control and Prevention, *What You Should Know About COVID-19 to Protect Yourself and Others,* June 1, 2020
* Knuvl Sheikh and Roni Caryn Rabin, *The Coronavirus: What Scientists Have Learned So Far,* The New York Times, September 9, 2020 (or updated)
* Biography of Dr. Anthony S. Fauci, M.D, Director of National Institute of Allergy and Infectious Diseases (NIAID)
* Centers for Disease Control and Prevention, “Coronavirus Disease 2019 (COVID-19): Frequently Asked Questions,” <https://www.cdc.gov/coronavirus/2019-ncov/faq.html>
* How to protect yourself/ [what to do], if you think you are sick; <https://www.cdc.gov/coronavirus/2019-ncov/index.html>
* [**WATCH VIDEO : Kay Yow, “When life kicks you, let it kick you forward"**](https://georgetown.instructure.com/courses/121007/modules/items/1847142)

Written Assignment

* One page brief bio, **summary of Basic Moral Orientation Questionnaire**, your experiences with COVID and your biggest ethical challenge to date. Have you had COVID? Has anyone you know had COVID?

Weekly Discussion Board

* Each student posts weekly writing assignment(s)
* Each student must two responses to the group discussion regarding the written assignments
* Post include critical reading analysis of the reading assignments and videos, COVID-19 Issue of the Week, Muddiest Point (most complicated issue), Instructor commentary, and weekly current event topics

Zoom Session

* Course Overview
* What is Ethics?
* Why Study Ethics
* Maslow’s Hierarchy of Needs
* Basic Moral Orientation
* Perspective
* Critical Reading Analysis
* Common Understanding of COVID-19
* Dr. Fauci
* Buckley remarks: Review distinctions in readings for COVID: *Social distancing* *≠ isolation ≠ quarantine ≠ exposure ≠ presymptomatic ≠ asymptomatic ≠ transmission ≠ incubation ≠ infection ≠ contagiousness ≠ virulence ≠ immunity ≠ what can be equally surveilled.*

**Class 2 (Jan 2021): Wisdom and COVID**

Required Readings

* Johns Hopkins University Coronavirus Research Center, <https://coronavirus.jhu.edu/map.html> ; <https://coronavirus.jhu.edu/us-map>
* Plato, *Apology* (c. 395-80 BC)
* Will Durant, *What is Wisdom?* (1957)
* David Remnick, *A Historian’s View of the Coronavirus Pandemic and the Influenza of 1918*, March 25, 2020 (video)
* *Coronavirus Tips: Frequently Asked Questions and Advice*

[*https://www.nytimes.com/interactive/2020/world/coronavirus-tips-advice.html*](https://www.nytimes.com/interactive/2020/world/coronavirus-tips-advice.html)

* OPTIONAL VIDEO [SHORT FOR VIEWING]: *What Caused Covid and Risks Future Spillovers? Cross-Over Species Zoonoses and Human Diseases.* University Associate Dean, Biology Professor
* OPTIONAL Background Reading: "Leave bats, in particular, the hell alone..." in Nicholas Triolo, "Why David Quammen Is Not Surprised," Orion Magazine, March 17, 2020, <https://orionmagazine.org/2020/03/why-david-quammen-is-not-surprised/t>
* Weekly COVID Current Event: TBD

Written Assignment

* One page: how would a wise person handle COVID?

Weekly Discussion Board

* Written assignment posted, two peer responses, additional discussion

Zoom Session

* TBD

**Class 3 (January 2021): Justice and COVID**

Required Readings

* Johns Hopkins University Coronavirus Research Center, <https://coronavirus.jhu.edu/map.html> ; <https://coronavirus.jhu.edu/us-map>
* Plato, *The Republic* (c. 360 BC)(selections, Book I, Book II, *“Story of Gyges”*)
* Rev. Martin Luther King, Jr. *Our God is Marching On,* March 25, 1965
* An interview with ethicist Michael Sandel about the ethics of what we owe each other in a pandemic <https://news.harvard.edu/gazette/story/2020/08/sandel-explores-ethics-of-what-we-owe-each-other-in-a-pandemic/> and video, Justice and Covid: Ethics in an Age of Pandemic and Racial Reckoning | Michael Sandel | Harvard University <https://www.youtube.com/watch?v=9eCfoqWQJvU>
* Weekly COVID Current Event: TBD

Written Assignment

* One page: how would a just person handle COVID?

Weekly Discussion Board

* Written assignment posted, two peer responses, additional discussion

Zoom Session

* TBD

**Class 4 (February 2021): Temperance and COVID**

Reading Assignments

* Johns Hopkins University Coronavirus Research Center, <https://coronavirus.jhu.edu/map.html> ; <https://coronavirus.jhu.edu/us-map>
* Epictetus, *Enchiridion* (c. 135 AD)
* Marcus Aurelius*, Meditations* (c. 170-180 AD) (selections)
* Michael W. Austin, “Ethics in a Pandemic Age,” Psychology Today, March 18, 2020. The need to move beyond rules, rights, and responsibilities to grace, generosity, and gratitude.
* <https://www.psychologytoday.com/us/blog/ethics-everyone/202003/ethics-in-pandemic-age>
* Havi Carel, Matthew Ratcliffe, and Tom Froese, “Reflecting on experiences of social distancing,” The Lancet, June 30, 2020. Thoughts on what we have gained and lost because of social distancing during the pandemic; [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)31485-9/fulltext#%20](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736%2820%2931485-9/fulltext#%20)
* [Nelson Mandela, *Conversations with Myself* (2010)](https://georgetown.instructure.com/courses/121007/modules/items/1872457)(read selections and listen)
* Weekly COVID Current Event: TBD

Written Assignment

* One page: how would a temperate person handle COVID?

Weekly Discussion Board

* Written assignment posted, two peer responses, additional discussion

Zoom Session

* TBD

**Class 5 (February 2021): Courage and COVID**

Reading Assignments

* Johns Hopkins University Coronavirus Research Center, <https://coronavirus.jhu.edu/map.html> ; <https://coronavirus.jhu.edu/us-map>
* Vice Admiral James B. Stockdale, *Courage Under Fire: Testing Epictetus’s Doctrines in a Laboratory of Human Behavior* (1993)
* Senator John McCain, *In Search of Courage* (2004)
* Malala Yousafzai, *Nobel Lecture*, December 10, 2014
* Grant Gillett, “COVID-19 Ethics—Looking Down the Muzzle,” Journal of Bioethical Inquiry (2020). Ethical decision-making on the personal level in the pandemic. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7445817/>
* Emergency Room Physician Treating Dying Covid Patient With Sick Spouse, [‘Flattened by the Curve, ‘Bobble”](https://www.mcsweeneys.net/articles/bobble?fbclid=IwAR30x9RnHup6lHvv-AZl3pTV10iMEBJJz-pj8KYLw_dTBdDXRK2JzYJC7B0) McSweeney.Net April 20, 2020
* Weekly COVID Current Event: TBD

Written Assignment

* One page: how would a courageous person handle COVID?

Weekly Discussion Board

* Written assignment posted, two peer responses, additional discussion

Zoom Session

* TBD

**Class 6 (February 2021): Piety and COVID**

Reading Assignments

* Johns Hopkins University Coronavirus Research Center, <https://coronavirus.jhu.edu/map.html> ; <https://coronavirus.jhu.edu/us-map>
* *Book of Exodus*, Chapters 7-11(Biblical Plagues) (c.600-500BC)
* Martin Luther, “Whether One May Flee from A Deadly Plague,” in Martin Luther, Luther’s Works, Vol. 43: Devotional Writings II, ed. Jaroslav Jan Pelikan, Hilton C. Oswald, and Helmut T. Lehmann, vol. 43 (Philadelphia: Fortress Press, 1999), 119–38; [*https://blogs.lcms.org/wp-content/uploads/2020/03/Plague-blogLW.pdf*](https://blogs.lcms.org/wp-content/uploads/2020/03/Plague-blogLW.pdf)
* Would St. Thomas Aquinas wear a mask to Mass? America Magazine, August 11, 2020 Dawn Eden Goldstein
* Jeanne Lord|Kevin Sullivan, Jesuit education has seen plagues, recessions and wars. It will survive 2020, too. America Magazine, July 20, 2020, <https://www.americamagazine.org/faith/2020/07/14/jesuit-education-crisis-coronavirus-racism-ignatian-leadership>
* James Martin, SJ, “Where Is God in a Pandemic?” March 22, 2020, New York Times <https://www.nytimes.com/2020/03/22/opinion/coronavirus-religion.html>
* VIDEO (4:00): Fr. James Martin on the Rush to Re-Open Churches, May 31, 2020 <https://www.youtube.com/watch?v=YTavZgfvU5o>
* Weekly COVID Current Event: TBD

Written Assignment

* One page: how would a pious man handle COVID? According to Luther, does God want you to visit one sick with COVID—or stay away? According to Martin, why (or why not) is the human Jesus a convincing model of or a model for believers and nonbelievers alike?

Weekly Discussion Board

* Written assignment posted, two peer responses, additional discussion

Zoom Session

* TBD

**Class 7 (March 2021): Ethical Theories and COVID**

Reading Assignments

* Johns Hopkins University Coronavirus Research Center, <https://coronavirus.jhu.edu/map.html> ; <https://coronavirus.jhu.edu/us-map>
* Centers for Disease Control and Prevention, *COVID Data Tracker,* Weekly Summary
* World Health Organization, *Timeline: WHO’s COVID-19 Response*, Weekly update
* Paul Newall, *Ethics,* (2005)
* Aristotle, *Nicomachean Ethics* (c. 350 BC) (selections)
* Beth Daley, “Mask or No Mask? This Simple Ethical Approach Can Help with Your Pandemic Etiquette,” The Conversation, August 17, 2020. [https://theconversation.com/mask-or-no-mask-this-simpleethical- approach-can-help-with-your-pandemic-etiquette-144552](https://theconversation.com/mask-or-no-mask-this-simpleethical-%20approach-can-help-with-your-pandemic-etiquette-144552)
* Maxwell J. Smith and Ross E.G. Upshur, “Learning Lessons from COVID-19 Requires Recognizing Moral Failures,” Journal of Bioethical Inquiry, 2020. Reflections on our inability to learn from our past moral failures in dealing with mass outbreaks. <https://link.springer.com/article/10.1007/s11673-020-10019-6>
* Weekly COVID Current Event: TBD

Written Assignment

* One page: which of the theories of ethics is most satisfactory for you? How would you apply it to COVID?

Weekly Discussion Board

* Written assignment posted, two peer responses, additional discussion

Zoom Session

* TBD

**Class 8 (March 2021): Social Justice and COVID**

Reading Assignments (required)

* Johns Hopkins University Coronavirus Research Center, <https://coronavirus.jhu.edu/map.html> ; <https://coronavirus.jhu.edu/us-map>
* Pope Francis, *Address to Congress*, September, 24 2015
* Ezekiel J. Emanuel and others, *Fair Allocation of Scarce Medical Resources in the Time of COVID-19,* New England Journal of Medicine, May 21, 2020
* Andrew Ehrkamp, *At Alberta Meat Plant, COVID-19 put Catholic Social Teaching Into Action,* Catholic News Network, October 16, 202
* Centers for Disease Control and Prevention, *Health Equity Considerations and Racial and Ethnic Minority Groups,* July 24, 2020
* **VIDEO** [SHORT FOR VIEWING]: *“What Challenges of Covid Impact Communities with Disabilities—and what Promises of Social Justice enable Impaired to be Self Advocates such As the Deaf?”* University Vice President and Professor, National Institute for the Deaf (w/ Interpreter)
* CDC, “Health Equity Considerations and Racial and Ethnic Minority Groups,” Coronavirus Disease, July 24, 2020. Facts about inequities in incidence and treatment during the pandemic; <https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html>
* Richard A. Oppel, Jr., Robert Gebeloff, et al, “The Fullest Look Yet at the Racial Inequality of Coronavirus,” New York Times, July 5, 2020. New data confirming racial disparities in coronavirus incidence;
* <https://www.nytimes.com/interactive/2020/07/05/us/coronavirus-latinos-african-americans-cdc-data.html>
* Weekly COVID Current Event:TBD

Written Assignment

* One page: What is the most important social justice issue involving COVID-19 and how would you resolve it?

Weekly Discussion Board

* Written assignment posted, two peer responses, additional discussion

Zoom Session

* TBD

**Class 9 (March 2021): Bioethics and COVID**

* Johns Hopkins University Coronavirus Research Center, <https://coronavirus.jhu.edu/map.html> ; <https://coronavirus.jhu.edu/us-map>
* Singer Merrill, Bulled Nancy, Ostrach B., Mendenhall Emily, Syndemics and the biosocial conception of health. Lancet. 2017; 389: 941-950.
* Dr. Emily Mendenhall, "Why Social Policies Make Coronavirus Worse," March 17, 2020, ThinkGlobal Health, <https://www.thinkglobalhealth.org/article/why-social-policies-make-coronavirus-worse#:~:text=These%20are%20exacerbated%20by%20the,the%20more%20their%20body%20suffers>.
* LISTEN AUDIO (18:00): Georgetown Professor Emily Mendenhall discusses “Syndemics and the biosocial conception of health,” as the new health concept of syndemics and how it can be used to tackle health inequities. <https://www.thelancet.com/pb-assets/Lancet/stories/audio/lancet/2017/02march-1488452416677.mp3>
* Ezekiel J. Emanuel, Govind Persad, Adam Kern, et al, “An ethical framework for global vaccine allocation,” Science, Sept. 11, 2020. A timely article by prominent bioethicists who propose an “ethical framework for reconciling competing values, one that [experts] will rightly accept as ethical and not just as an assertion of power.” <https://science.sciencemag.org/content/369/6509/1309>
* SELECT VIDEOS: *“Bioethics in a Time of Coronavirus”:* <https://kennedyinstitute.georgetown.edu/news-events/kie-scholars-react-to-covid-19/>
* Additional Readings to be assigned by Professor Buckley as bioethical lenses continues to shift from prevention (masks and social distancing), to intervention (ventilator access, resource allocation, testing access, vaccine access), syndemics, post—crises planning

Written Assignment

* One page: What is syndemics and how does it reframe understandings of global health and disease? According to Mendenhall, which elements of “behavior” interact with which elements of genetics and what elements of (often corrosive social) environments to worsen exposure to, and effects of Covid? According to Emmanuel et al., how should vaccines be distributed in an ethical manner? Do you agree?

Weekly Discussion Board

* Written assignment posted, two peer responses, additional discussion

Zoom Session

* TBD

**Class 10 (March 2021): National Security and COVID**

Reading Assignments

* Johns Hopkins University Coronavirus Research Center, <https://coronavirus.jhu.edu/map.html> ; <https://coronavirus.jhu.edu/us-map>
* James Turner Johnson, *Just War, As it Was and Is,* First Things (January 2005)(selections)
* Congressional Research Service, *COVID-19: National Security and Defense Strategy, April 30, 2020*
* Oren Gross, *Emergency Powers in the Time of Coronavirus…and Beyond,* Just Security, May 20, 2020
* Dr. Gary L. Geipel, *National Security Implications of COVID-19: A Framework,* RealClearDefense, July 9, 2020
* Colin P. Clarke and Louis Klarevas, *COVID-19 is a Threat to National Security. Let’s Start Treating it as Such,* Just Security, August 6, 2020
* Jeffrey Kluger, “The Misinformation Age Has Exacerbated—and Been Exacerbated by—the Coronavirus Pandemic,” Time, July 23, 2020. <https://time.com/5870464/coronavirus-pandemicmisinformation/> .
* American Medical Association, “Ethics Guidance during a Pandemic: An Overview,” July 29, 2020; <https://www.ama-assn.org/delivering-care/ethics/ethics-guidance-during-pandemic-overview>
* OPTIONAL VIDEO [SHORT ZOOM FOR VIEWING]: “What are the Promises and Challenges of Covid Vaccines?” Molecular Biologist Researcher
* Weekly COVID Current Event: TBD

Written Assignments

* **Select topic for Oral Presentation (week 12)**
* One page: TBD

Weekly Discussion Board

* Written assignment posted, two peer responses, additional discussion

Zoom Session

* TBD

**Class 11 (April 2021): COVID, Ethics and Politics**

* Johns Hopkins University Coronavirus Research Center, <https://coronavirus.jhu.edu/map.html> ; <https://coronavirus.jhu.edu/us-map>
* Senator Paul Douglas, *Ethics in Government* (1952) (selections)
* Senator John F. Kennedy, *Profiles in Courage* (1955) (selections)
* Read Two of:
* Federal Government Response to Coronavirus, COVID-19 <https://www.usa.gov/coronavirus>

## How Are States Responding to COVID-19? See State Health Dept at <https://www.usa.gov/state-health>

## [Nat’l Governor’s Assn](https://www.nga.org/coronavirus/) Responding to COVID-19

* [US Conference of Mayors](https://www.usmayors.org/issues/covid-19/) Responding to COVID-19
* National League of Cities, <https://www.nlc.org/> Responding to COVID-19
* [National Association Of County Administrators](https://icma.org/coronavirus-covid-19-resources); Responding to COVID-19
* Bush and Obama plans: TBD
* White House Fact Sheet, *President Donald J. Trump is Demanding Accountability from the World Health Organization, April 5, 2020*
* John M. Barry, *History Tells Us What a Virus Can Do To a President,* Washington Post, October 4, 2020
* Stephanie Kulke, *Social Media Contributes Contributes to Misinformation about COVID-19,* Northwestern Now, September 23, 2020
* The Hastings Center, “Pandemics: The Ethics of Mandatory and Voluntary Interventions,” <https://www.thehastingscenter.org/briefingbook/pandemic/>
* Weekly COVID Current Event: TBD

Written Assignments

* One page: TBD
* **One page outline of oral presentation.** See example on Canvas

Weekly Discussion Board

* Written assignment posted, two peer responses, additional discussion

Zoom Session

* TBD

**Class 12 (April 2021): Oral Presentations**

Reading and Research Assignments

• Select and read background material and then outline and prepare a fifteen-minute oral presentation on a topic or issue raised during this course.

**Oral Presentation (fifteen minutes)**

• Introduction and why you made this selection (30 seconds)

• Biography of author or background of issue (1 minutes)

• Summarize the main ethical issue (3 minutes)

• Analyze strength and weaknesses of the argument regarding the main ethical issue (2 minutes)

• State your opinion (3 minutes)

• Conclusion (30 seconds)

• Questions from instructors and class (5 minutes)

Written Assignment

* **Select topic for final paper**

Weekly Discussion Board

* N/A

Zoom Session

* **Oral Presentations**

**Class 13 (April or May 2021) Course Conclusion**

* Johns Hopkins University Coronavirus Research Center, <https://coronavirus.jhu.edu/map.html> ; <https://coronavirus.jhu.edu/us-map>
* Robert Bolt, *A Man for All Seasons* (1960) (selections and video)
* James Rachels, *What Would a Satisfactory Moral Theory Be Like?* (2009)
* Will Durant, *We Have a Right to Be Happy Today* (1958)
* Rev. Theodore M. Hesburgh, CSC, *God, Country, Notre Dame: The Autobiography of Theodore M. Hesburgh* (1999) (selections)
* COVID Readings: TBD

Written Assignment

* **One page outline of final paper.** See example on Canvas

Weekly Discussion Board

* Written assignment posted, two peer responses, additional discussion

Zoom Session

* TBD

**Final Paper (TBD)**

* 5-6 page paper (1000-1250 words): Detailed ethical analysis of an issue or reading covered during the course. Topic must be approved by an instructor